## Graduation Initiative

## 2016-2021

**Alignment with the Strategic Plan**

Putnam County School District's Graduation Initiative aligns with our district goal to maximize the learning of all students. It supports our belief that all students, teachers, and leaders must contribute to and be held accountable for continuous improvement that promotes excellence, including 21$^{st}$ century work skills, college readiness, and responsible citizenship.

**Theory of Action**

If we develop and implement a district-wide Early Warning System, then we will be able to identify, support, and monitor students who are off-track, thus improving the likelihood that students will stay in school and successfully graduate.

**Goals of the Graduation Initiative**

Goal 1:  Develop and implement a district-wide Early Warning System to identify, support, and monitor students who are off-track and most likely to experience adverse outcomes.

Goal 2:  Increase principal and school ownership of student success by providing district support for school-based problem solving and implementation of interventions.

Goal 3:  Enhance college and career readiness for students by increasing opportunities and improving academic pathways towards graduation.

Goal 4:  Provide schools with accurate, timely, and efficient access to Early Warning System indicator data.

Goal 5:  Improve district monitoring of early warning indicators, preventative measures, intervention strategies, and graduation rates.

**Graduation Rate Targets**

Our graduation rate targets create a five year pathway to meet and then exceed Florida's 2014-15 graduation rate of 77.8%.

|  |  |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|
| **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| **58%** | **55%** | **60%** | **66%** | **70%** | **74%** | **78%** | **80%** |

**EWS Five Year Implementation: Grade Levels**

Our Early Warning System will be developed to track all students, but we are initially focusing our efforts on the "pivotal grades" based on early warning and dropout prevention research. By focusing on cohorts of students, we can build and sustain interventions and implemented strategies in an attainable way.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year 1** |  |  |  | 3 |  |  | 6 |  | 8* | 9 | 10 | 11 | 12 |
| **Year 2** | K |  |  | 3 | 4 |  | 6 | 7 | 8* | 9 | 10 | 11 | 12 |
| **Year 3** | K | 1 |  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Year 4** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| **Year 5** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

* In Years 1 and 2, 8th grade will be the focus at Jenkins Middle School only.

**EWS Five Year Implementation: Focus Indicators**

Research shows that most early warning indicators fall under three general categories; course performance, attendance, and discipline. We will initially focus on improving indicators related to course performance and will gradually expand implementation to include attendance and discipline strategies.

| **Year 1** | Course Performance |  |  |
|---|---|---|---|
| **Year 2** | Course Performance | Attendance |  |
| **Year 3** | Course Performance | Attendance |  |
| **Year 4** | Course Performance | Attendance | Discipline |
| **Year 5** | Course Performance | Attendance | Discipline |

**Reporting of Progress**

The five goals of our Graduation Initiative establish a shared responsibility and commitment between district and school stakeholders for improving student success. The goals will be achieved through the successful implementation of strategies and monitored using the key performance indicators. The strategies for each goal are purposeful, realistic actions that will be gradually implemented throughout the five year plan. Strategies will be evaluated bi-annually and results will be published in an Implementation Status Report. Continued implementation will be determined based on successful progress towards the goal. As we develop our Early Warning System and data tracking methods, we will identify baseline data points for each of the key performance indicators. The district's graduation rate and performance indicators will be monitored throughout the school year and outcomes will be published annually in a Targets and Outcomes Report.

**Goal 1:** Develop and implement a district-wide Early Warning System to identify, support, and monitor students who are off-track and most likely to experience adverse outcomes.

**Key Performance Indicators**

Increase the percent of students who are on-track in each of the implementation grades.

**Strategies**

1.a. Allocate funds and hire graduation coach positions to support implementation of the district's Early Warning System.

1.b. Provide professional development for graduation coaches on the research behind Early Warning Systems, data indicators, graduation requirements, problem solving, and dropout prevention.

1.c. Identify early warning indicators and thresholds for course performance, attendance, and behavior.

1.d. Implement mentoring programs to support at-risk and off-track students at all grade levels.

1.e. Schedule advisement time within the master schedules for middle and high schools.

1.f. Research and apply for additional funding sources such as grants and partnerships to support students who are off-track.

1.g. Develop and promote tools to more frequently communicate graduation status to students and parents.

1.h. Provide district communication to families and community stakeholders regarding requirements for graduation.

**Goal 2:** Increase principal and school ownership of student success by providing district support for school-based problem solving and implementation of interventions.

**Key Performance Indicators**

Increase the percent of students who are on-track in each of the implementation grades.

**Strategies**

2.a. Support schools with developing, implementing, and monitoring academic, attendance, and discipline interventions.

2.b. Provide professional development for school administrators on the Graduation Initiative, Early Warning System, and roles/responsibilities of graduation coaches.

2.c. Provide professional development for school guidance counselors on the Graduation Initiative, Early Warning system, and roles/responsibilities of graduation coaches.

2.d. Provide professional development for district and school administrators on early warning indicators and interventions.

2.e. Provide professional development for teachers, staff, and students on graduation requirements and early warning indicators.

2.f. Create active EWS problem solving teams at each school site.

2.g. Support schools with creating incentive programs to celebrate student success.

2.h. Support schools with establishing common standards-based practices in the areas of planning, instruction, assessment, and grading.

**Goal 3:** Enhance college and career readiness for students by increasing opportunities and improving academic pathways towards graduation.

**Key Performance Indicators**

Increase the percent of middle and high school students enrolled in accelerated courses.

Increase the percent of students enrolled in Career and Technical Education programs.

Increase the number of schools offering AVID.

Increase the Middle School Acceleration district grade component.

Increase the College and Career Acceleration district grade component.

**Strategies**

3.a. Develop vertically aligned pathways between middle and high schools across the district.

3.b. Develop and implement transition programs for middle and high school students.

3.c. Implement appropriate, academic broad-based screening procedures to accelerate students within unidentified, underrepresented populations.

3.d. Implement additional Career and Technical Education (CTE) programs.

3.e. Implement AVID at new school sites.

3.f. Recruit and retain teachers who are qualified and willing to teach accelerated and CTE courses.

3.g. Develop business and community partnerships to promote and support college and career readiness.

3.h. Support schools with developing ways to promote college and career pathways and individual student goals.

3.i. Develop tools and resources to communicate with students, families, and community stakeholders about academic pathways available in the district.

3.j. Research and explore the possibility of career academies in our high schools.

**Goal 4:** Provide schools with accurate, timely, and efficient access to Early Warning System indicator data.

**Key Performance Indicators**

Increase the percent of students who are on-track in each of the implementation grades.

**Strategies**

4.a. Develop automated EWS reports aligned with focus indicators in Skyward.

4.b. Implement Ed-Fi CODE.

4.c. Train district staff and graduation coaches on how to access and analyze EWS indicators and reports in Skyward and Ed-Fi CODE.

4.d. Train school leaders and identified EWS school team members on how to access and analyze EWS indicators and reports in Skyward and Ed-Fi CODE.

4.e. Train teachers on how to access and analyze EWS indicators and reports in Ed-Fi CODE.

4.f. Implement the use of the Middle School Graduation Plan in Skyward as a tracking tool.

4.g. Develop tracking documents to monitor students who are at-risk or off-track.

4.h. Develop knowledge and the capacity at the district level to more effectively use Skyward, Ed-Fi CODE, and other data platforms.

4.i. Collaborate with NEFEC, USF, and other educational organizations to provide schools with data and research.

4.j. Provide academic progress monitoring platforms and assessments to build consistency across schools.

**Goal 5:** Improve district monitoring of early warning indicators, preventative measures, intervention strategies, and graduation rates.

**Key Performance Indicators**

Increase the percent of students at each high school who graduate with a standard diploma within four years.

Increase the percent of students meeting the attendance rate threshold of ninety percent.

**Strategies**

5.a. Create a district level EWS problem solving team to monitor district and school preventative measures and intervention strategies for course performance, attendance, and behavior.

5.b. Develop expectations and timelines for school leaders to report EWS data to the Superintendent at strategic points during the school year.

5.c. Monitor implementation of the graduation initiative and adjust strategies based on data and desired progress.

5.d. Research, develop, and implement an efficient and effective MTSS process.

5.e. Evaluate district level policies and procedures regarding promotion, placement, and retention. Revise as needed.

5.f. Evaluate district level policies and procedures regarding attendance and behavior. Revise as needed.

5.g. Evaluate the effectiveness of the graduation coaches and clarify roles and responsibilities.

5.h. Publish graduation initiative reports for parents and community stakeholders.

5.i. Promote community awareness of district initiatives through marketing and media campaigns.