

**Jefferson City Schools
Two-Year Progress Report
Executive Update
November 3, 2008**

Jefferson City Schools has successfully **completed and evaluated** all of the necessary and appropriate actions recommended by the Quality Assurance Review Team during the 2006 on-site review. Each recommendation made by the team is listed below with examples of how Jefferson City Schools has completed and evaluated the recommendation since the 2006 visit.

The Quality Assurance Review Team made the following four recommendations upon completion of its on-site evaluation:

- 1. Build upon current strategies to help parents assist their children by increasing parent education and by investigating additional curriculum and administrative support.**

Evaluation:

- a. Increase opportunities for parents to help their students be successful in school.**

Each school increased the number of opportunities for parents to help their children be successful in school (see below).

- curriculum nights for parents (JA, JMS)
- improved family curriculum nights with the addition of technology and closed-circuit TV (JES)
- Improved Family Reading Night continues (JES)
- Writing Training for parents of 3rd, 4th, and 5th graders (breakfast session and lunch session) (JA)
- Parent Resource Center with new materials and resources to support student achievement (JA)
- Added an additional Book Fair Opportunity for students and parents (JES)
- Extended Parent Resource Center (JES)
- Added Math Home Link (JES)
- Increased use of Home Messenger System (JES)
- Added Parent Reading/Math Home Support Bags (JES)
- Addition of a Parent Survey specific to math and reading (JES)
- Implemented Pyramids of Intervention (JES, JA, JMS, JHS)
- Aligned Report Cards and Conference Documents to GPS (JES & JA)
- Provided parents with Interpretation Guides for Report Cards and Pyramids of Intervention (JES & JA)

- SAT/ACT information sessions for JHS staff during preplanning (July 2008); athletic coaches (July 2008) and parents (August 2008). Informational sessions have been implemented with core teachers and athletic head coaches during planning times (October 2008); SAT and ACT 90-minute 'blitz' sessions have been implemented with all JHS students registered for these tests during the week prior to the test. Test preparation sessions for students/parents/staff are facilitated by an outside consultant. (JHS)
 - Each head coach has generated a list of prospective athletes with college potential with an emphasis on transcript analysis including coursework and test planning. (JHS)
 - GaCollege411 parent information session on college funding provided at night in auditorium on September 2008. All parents and students from all grade levels were invited to attend. Notices were distributed in Odyssey and was on school website and local newspaper. (JHS)
 - Parent Night 3 times per year (orientation, Fall Report Card pick-up, Spring Report Card pick-up) (JMS)
 - Weekly Parent email/web newsletters for each grade-level and team (JMS)
 - Advertisement of textbook Parent Support portals through team email, parent nights, teacher-created documents, and website postings (JMS)
 - Online Assessment System (OAS) support letters (JES, JA, JMS)
 - Expansion of Learning Lab student support program to assist students with homework before and after school (JMS)
 - Expansion of remedial classes in mathematics and language arts – serving twice the number of students with math and reading instruction (JMS)
 - Investigation into web-based curriculum support program Classworks (JES, JA, JMS)
 - Increased size of school council to eight parents for school improvement feedback (JMS)
 - Purchase of Infinite Campus to improve parent communication: behavior, academics, attendance (JES, JA, JMS, JHS)
 - Weekly progress reports every 3 weeks for all students; every 1 week for failing students
 - Positive referrals – around 100 per 9 weeks (JMS)
 - Half-day conferences before the end of 1st semester to meet with 65 families per grade-level (1/4 student population) (JMS)
2. **Include student "traffic flow" within the building and address all security issues in the school safety plan.**

Evaluation:

- a. **Student traffic flow will be improved in all buildings.**

Student traffic flow patterns have been reviewed and improved in each building (see below).

b. Security issues found in the district safety plan will be addressed and improved.

All security issues have been addressed and procedures improved in each building. GEMA has verified that district procedures are effective and appropriate (see below).

- coordination with GEMA and other local safety agencies to monitor lock down drills, weather drills, and fire drills (JES, JA, JMS, JHS)
- monthly evacuation drills and occasional lock down drills and weather drills (JA)
- monthly evacuation drills and periodic tornado and lock down drills (JES)
- additional lights outside of school (JA)
- addition of lighting in front of building and at the gym and side entrance (JES)
- extension of side walk to connect Old Pendergrass Road to building (JES)
- security camera outside and inside the school (JA)
- additional fencing to protect students from traffic and help with parking control (JES, JA, JHS)
- extended the capacity for vehicles by reconfiguring the entrance to JES and by adding a second lane in support of arrival and dismissal (JES)
- increased playground area to supply more shade (JES)
- established common designated safe zones within classrooms (JES)
- added peep holes to each classroom door (JES)
- rerouted buses in support of a safer unloading and loading process during arrival and dismissal (JES)
- added color-coded book bag tags specific to bus assignment (with name and address) (JES)
- 3 possible entrances and exits to JA (JA)
- wide hallways with the "travel on the right policy" (JA)
- all outside doors remain locked during the day ~ the only exception is: one front door that leads to the office area (JES, JA)
- gates have been installed on each end of the back entrance to keep cars from entering when students are on the playground area in the back of the building (JA)
- emergency safety bags for every teacher (emergency plan, parent names/phone numbers, evacuation route, first aid kit, flashlights, door stops, green and red card communication system) (JES, JA, JMS, & JHS)
- medical condition alert (class summary) given to teachers and administration that have contact with students with medical needs (JES, JA)
- graphic enunciator is installed in the front office to identify specific problem areas (fire, etc.) (JA)

- 3. Expand professional learning by developing ways to assimilate new staff in the culture of the school and by adjusting the schedule to allow for additional instructional time for staff and students.**

Evaluation:

- a. Each school will increase effective ways to assimilate new staff into the school.**

Each school made adjustments to the assimilation process in their school (see below).

- b. Each school will create additional time for professional learning within the workday.**

Each school made adjustments to the workday schedule to increase opportunities for professional development during the school day (see below).

- Improved pre preplanning training sessions with all new staff to learn how to implement instructional programs in the building (JES, JA, JMS, JHS)
- Expanded teacher mentor programs (JMS)
- new system wide teacher luncheon sponsored by Partners In Education - PIE (JES, JA, JMS, JHS) previously school by school
- cafeteria writing, allowing for more release time for teachers for professional development (JA); "Dragon Drafting" writing program for all grade levels with professional development time for language arts teachers (JMS)
- common planning time by department where possible (JES, JA, JMS, JHS)
- provision for additional embedded staff development: Examples: 1) four sessions of differentiated instruction with Sharon Walters; 2) Helping Boys Succeed in School and Leaping into Literacy with Brenda Fitzgerald; 3) Best Practices Sessions with Sue Ellen Patterson, Rigor and Relevance, Graphic Organizers and Foldables, Student Learning Maps, Essential Questions with Summarizers, Meat of the Lesson Strategies and Activities, Student Led Conferences; 4) Extended writing support in support the new K-2 writing standards with Peggy Terrell 5) monthly redelivery of cognitively guided math instruction by JES/JA participating teachers (JES, JA)
- engage new staff in common team planning at each grade level (JES)
- engage new staff in quarterly data analysis, goal setting, and goal adjustments (JES)
- utilization of JCS Performing Arts Center in support of new and returning staff for school-wide trainings (JES, JA, JMS, JHS)
- establishment of a curriculum committee to oversee instructional issues (JHS)

- monthly mentor and protégé meetings with the ILT ~ specific and different agenda for each meeting (JES, JA)
- administration, office personnel, and support personnel coverage for teachers during Field Days (so teachers can plan and/or train together) (JA)
- transitioning new staff into the restructuring of school governance – committees and leadership teams (JES)
- transitioning new staff into revised progress monitoring sheet to include universal screenings (JES)
- transitioning new staff into implementation of Pyramid of Intervention Process (JES)
- curriculum committees (math/science committee, reading/language arts committee, learning focused committee) meet monthly (JA); Departments (Language Arts, Math, Science, and Social Studies) meet monthly (JMS)
- tutoring is scheduled throughout the day (3 days a week) to support students that are below grade level. Administration is responsible for the tutoring. (JA)
- “Learning Lab” tutoring program is scheduled 4 days a week (alternating mornings/afternoon) to support all students in need (specially identified students are encouraged to attend). Academic Assistance (AA) provides daily support by certified teachers for students failing/missing assignments (JMS)
- learning focused observations by all staff members ~ minimum of 2 observations per year. "Admired and acquired" forms and sessions are used for follow-up discussions (JA)
- learning walks – minimum of 3 observations per year by all teaching staff (JMS)
- testing support is given to teachers so that instructional opportunities are not altered (for probes, Dibels, computer software, progress monitoring, etc.) ~ testing support is given by administration, office personnel, and paraprofessionals (JA)
- summer "meet, greet, and eat" with new staff and mentors (JA)
- each core department has common lunch time (25 minutes daily) during the school day to be utilized for departmental meetings, planning, and mentorship (JHS)
- mentoring program has greater emphasis on departmental assignments (JHS)
- New Teacher network placed all new teachers with a veteran teacher for support that is aligned by common planning period, grade, and subject. Administrators also meet with all new teachers on a monthly basis. (JMS)
- Realignment of school schedule increased common planning time for team teachers in same subject as well as grade-level interdisciplinary projects. (JMS)
- All grade levels responsible for at least 2 interdisciplinary projects per year. Previous projects included the 6th grade “Airport Adventure,” 6th grade Australia unit: “The Amazing Race,” 7th grade Afghanistan project, 7th grade “Aquarium Adventure,” and 8th grade Six Flags adventure (JMS)
- Updated recording system in principal’s office to provide playback capability for camera system (JMS)

4. Investigate grant opportunities, increase alumni interests, communicate specific requests to the community to expand the financial base of the school system.

a. The district will expand the financial base of the school system through community involvement and grant awards.

Grants were received in several areas totaling over \$200,000 per year, business partnerships increased, and several new examples of community-school partnership programs were established (see below).

- wrote and received a federal competitive math science partnership grant with a focus on mathematics content development for teachers in grades 3-12 FY07 (\$112,000), FY08 (\$89,000), FY09 (\$89,000); will apply again (JA, JMS, JHS)
- built a new agriculture barn with local funds with support from the agriculture alumni group (JHS)
- increased grants to each school, \$1600, for student support by the Jefferson City Schools Foundation (JES, JA, JMS, JHS)
- school store coordinated by community members and parents with funds donated to the school (JA)
- local businesses help sponsor students to attend the 5th grade Washington, D.C. trip (JA)
- local businesses sponsor uniform clothing for the clothes closet (JA)
- PIE program has expanded to include additional partners (JES, JA, JMS, JHS)
- Commitment To Excellence Incentive Program has expanded to 19 community partners that support program (JHS)
- School Council is collaborating on a grant for \$10,000 (funded by Goodie's Clothing Stores) to create a career center for JHS students and parents (JHS 2008-09 school year) (JHS)
- Schoolyard Wildlife Habitat and Outdoor Classroom Pavilion (certified by National Wildlife Federation) received two competitive grants: (1) \$5,000 grant from Lowe's Outdoor Classroom program, and (2) \$900 grant from Captain Planet. Local businesses provided both materials (full cost and at discount) and labor to assist with the pavilion construction (JMS)
- Title I status for JMS provided for new remediation software: Classworks (Math and Language Arts), Reading Plus (reading fluency), and Lexia (phonetics) (JMS)
- School Business Partners: Hamilton State Bank, Martin Marietta Materials, and Jackson EMC support remediation and classroom programming (JMS)
- Mr. Dorsey Brooks's Remediation Reward Program for the JMS CRCT Coaching classes provides \$3,000 for program and student incentive needs (JMS)
- Chick-fil-A provides a meal for all students making all A's, and Beef O' Brady's provides a free drink for 6 students of the month (JMS)
- Community coaches to support afterschool sports programs (JMS)

- Business partners, local businesses, and Lindsay's Legacy provide quality mentors for the JMS mentoring program (JMS, JHS)