Crescent City Jr Sr High School

2021-22 Schoolwide Improvement Plan

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Crescent City Jr Sr High School

2201 S US HIGHWAY 17, Crescent City, FL 32112

www.putnamschools.org/o/cchs

Demographics

Principal: Tim Adams

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: C (48%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Putnam County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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2201 S US HIGHWAY 17, Crescent City, FL 32112

www.putnamschools.org/o/cchs

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 7-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In partnership with the community, Crescent City High School will prepare students for life after graduation through a challenging curriculum, industry aligned experiences, and a culture that supports personalized learning.

Provide the school's vision statement.

Crescent City High School will empower our learning community for opportunities after graduation.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Adams, Tim	Principal	(1) Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior. (2) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching. (3) Ability to utilize technology in facilitating instruction (4) Lead the School Management Team in overseeing the implementation of the school's planning of supplemental programs to support reform, developing the school-based budget, building parental and community support, and other reform requirements as identified by the Department of Education and the District. (5) Organize, manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the entire school consistent with the philosophy, mission, values and goals of the school and district, including instructional programs in the Core Curriculum Content Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations. (6) Ensure compliance with all laws, administrative codes, Board policies and regulations, including Affirmative Action mandates. (7) Collect and analyze data regarding the needs and achievement of students, including State assessments, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications to existing programs. (8) Lead school level planning processes to ensure the development, implementation, and evaluation of all school programs and activities. (9) Establish the master schedule for instructional programs, ensuring sequential learning experiences for students that meet and exceed the State Core Curriculum Content Standards. (10) Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. (11) Ensure that the instructional programs engage the learner in tasks that

Name	Position Title	Job Duties and Responsibilities
		require analytical and critical thinking, questioning the known, problem solving and creativity, that they address the range of skills and developmental needs found in the classroom, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement. (12) Organize and implement a system for the evaluation and selection of equipment and instructional materials that are free of prejudice and stereotyping and designed to meet the Core Curriculum Content Standards, using staff identified criteria reflecting the needs of the program. (13) Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations, ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Incorporate procedures for the early identification of potentially disruptive students and the conditions that create or enhance unacceptable behavior (e.g., bullying), and implement programs to address such conditions. File all required reports regarding violence, vandalism, attendance and discipline matters. (14) Establish a professional rapport with students and with staff that earns their respect. (15) Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. (16) Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. (17) Implement procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic, and thermal environments. (18) Regularly inspect all facilities to ensure compliance with all applicable codes and regulations including access for individuals with handicapping conditions. (19) Submit the Monitoring Checklist and other facility reports as required. (20) Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Develop clearly understood procedures and provide regular drills for emergencies

Name	Position Title	Job Duties and Responsibilities

and disasters, following
State, local, and district guidelines.
(21) Disaster preparedness procedures shall include fire, bomb threats, severe weather, emergency closing
or delayed opening of the school, accidents, bus accidents and traffic emergencies, civil disturbances,
disruptions, death, personal tragedy, and other unusual circumstances.

(22) Provide information to staff, students, and parents as necessary, and establish and follow procedures
for dealing with the media. Notify the Superintendent immediately of any unusual circumstances.
(23) Maintain a master schedule for the use of the school facilities.
(24) Implement schedules and procedures for the supervision of students in non-classroom areas, including
before and after school, bus loading and unloading, and cafeteria.
(25) Organize and maintain a public relations system for the school that consistently celebrates and informs
parents and the community of the accomplishments of students and staff. The information provided
should solicit community and parental support and understanding of the programs and services of the
school.
(26) Supervise the production of all school publications.
(27) Complete in a timely fashion all records and reports as required by law and regulation or requested by
the Superintendent. Answer correspondence promptly. Utilize e-mail and read continuously
throughout the school day.
(28) Maintain and account for all student activity funds and money collected from students in accordance
with District policy and auditing recommendations. Correct any audit exceptions immediately.
(29) Communicate with Department Director regularly about the needs, successes, and general operation
of the school.
(30) Ensure that personnel and student record keeping procedures comply with State and federal law and
District policy. Implement procedures for safe storing and integrity of all public and confidential
school records.
(31) Organize and supervise procedures for identifying and addressing special needs of students including
health related concerns, and physical, emotional, and learning disabilities, coordinating the resources
of the school and community to assist the student and family.
(32) Chair the MTSS to identify needs of selected students and coordinate resources.
(33) Hold regular staff meetings and serve, as appropriate, on staff

Name	Position Title	Job Duties and Responsibilities
		committees. (34) Represent the school and district at community, State, and professional meetings. (35) Continue to grow professionally through collaboration with colleagues and professional growth experiences. (36) Monitor and ensure that all staff indicates his/her presence for duty by signing in and out, according to District Policy and Procedures. (37) Implement when necessary the District Policy and Procedures when a staff member fails to report to duty on time (Tardy Policy and Procedures). (38) Implement when necessary the District Policy and Procedures when a staff member fails to sign in/sign out for duty. (39) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (40) Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent or designee and not otherwise prohibited by law or regulation.)
Tucker, Michelle	Assistant Principal	(1) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in your position. (2) Model and maintain high ethical standards (3) Establish high standards and expectations for all students to accept responsibility for behavior. (4) Supervise students and consistently administer rules regarding student behavior. (5) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (6) Assist in developing and maintain school atmosphere conducive to learning and student achievement (7) Assist in the development, implementation and evaluation of the instructional program, including the use of technology at the assigned school (8) Utilize current research, outside sources, performance data and feedback from parents, students, teachers and the community to assist in making decisions related to improvement in instruction and student performance (9) Ensure compliance with rules and procedures for Exceptional Student Education instructional programs,

Name	Position Title	Job Duties and Responsibilities
		services and discipline (10) Serve as Curriculum Coordinator (11) Serve as active participant on MTSS Team (12) Coordinate the selection of textbooks, materials and equipment needed at the school (13) Facilitate the testing program as assigned (14) Promote high student achievement (15) Demonstrate initiative in the performance of assigned responsibilities (16) Establish a professional rapport with students that earns their respect. (17) Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts. (18) Assist with the establishment and maintenance of individual professional development plans (growth plans) for instructional employees as assigned. (19) Assist with interviewing and selecting qualified personnel for open positions (20) Assist in establishing assignments for instructional and classified personnel (21) Assign tasks and supervise personnel in task accomplishment, including special projects (22) Assist with monitoring the custodial program at the school to ensure a clean, healthy and safe learning environment (23) Assist with the supervision of all extracurricular programs as required (24) Assist with the management and supervision of student activity programs, including the selection of club sponsors and coaches. (25) Maintain visibility and accessibility on the school campus and at school related activities and events. (26) Serve as an arbitrator for serious discipline problems in accordance with District policies and state statutes. (27) Assume responsibility for control and direction of students related to suspensions from school and/or suspensions from bus and school in accordance with School Board policies and state statutes. (28) Prepare referrals for student personnel services as needed. (29) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. (30) Work cooperatively with adults assigned (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (31) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (32) Continue to grow professionally through collaboration with colleagues

Name	Position Title	Job Duties and Responsibilities
		and professional growth experiences. (33) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (34) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (35) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (36) Communicate with parents and school counselors on pupil progress (37) Serve as the administrator on assignment in the absence of the Principal (38) Perform any other duties as assigned by Principal or Superintendent
Taylor, Belinda	Assistant Principal	(1) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in your position. (2) Model and maintain high ethical standards (3) Establish high standards and expectations for all students to accept responsibility for behavior. (4) Supervise students and consistently administer rules regarding student behavior. (5) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (6) Assist in developing and maintain school atmosphere conducive to learning and student achievement (7) Assist in the development, implementation and evaluation of the instructional program, including the use of technology at the assigned school (8) Utilize current research, outside sources, performance data and feedback from parents, students, teachers and the community to assist in making decisions related to improvement in instruction and student performance (9) Ensure compliance with rules and procedures for Exceptional Student Education instructional programs, services and discipline (10) Serve as Curriculum Coordinator (11) Serve as active participant on MTSS Team (12) Coordinate the selection of textbooks, materials and equipment needed at the school (13) Facilitate the testing program as assigned (14) Promote high student achievement

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		(15) Demonstrate initiative in the performance of assigned responsibilities
		(16) Establish a professional rapport with students that earns their respect.
		(17) Use team approaches in solving problems and improving processes and provide frequent feedback to
		those involved in improvement efforts.
		(18) Assist with the establishment and maintenance of individual professional development plans
		(growth plans) for instructional employees as assigned.
		(19) Assist with interviewing and selecting qualified personnel for open positions
		(20) Assist in establishing assignments for instructional and classified personnel
		(21) Assign tasks and supervise personnel in task accomplishment, including special projects
		(22) Assist with monitoring the custodial program at the school to ensure a clean, healthy and safe
		learning environment
		(23) Assist with the supervision of all extracurricular programs as required
		(24) Assist with the management and supervision of student activity programs, including the selection of
		club sponsors and coaches.
		(25) Maintain visibility and accessibility on the school campus and at school related activities and events.
		(26) Serve as an arbitrator for serious discipline problems in accordance with District policies and state
		statutes.
		(27) Assume responsibility for control and direction of students related to suspensions from school
		and/or suspensions from bus and school in accordance with School Board policies and state statutes.
		(28) Prepare referrals for student personnel services as needed.
		(29) Complete in a timely fashion all records and reports as required by law and regulation or requested by
		the administration.
		(30) Work cooperatively with adults assigned (e.g., paraprofessionals, student teachers, parents, and
		volunteers), establishing clear expectations for roles and responsibilities.
		(31) Maintain positive, cooperative, and mutually supportive relationships with the administration,
		instructional staff, students, parents, and representatives of resource agencies within the community.
		(32) Continue to grow professionally through collaboration with colleagues and professional growth
		experiences.
		(33) Protect confidentiality of records and information gained as part of exercising professional duties and
		use discretion in sharing such information within legal confines.
		(34) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or

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		compliance with federal and/or state law (35) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (36) Communicate with parents and school counselors on pupil progress (37) Serve as the administrator on assignment in the absence of the Principal (38) Perform any other duties as assigned by Principal or Superintendent
Gieselman, Aaron	Assistant Principal	(1) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in your position. (2) Model and maintain high ethical standards (3) Establish high standards and expectations for all students to accept responsibility for behavior. (4) Supervise students and consistently administer rules regarding student behavior. (5) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (6) Assist in developing and maintain school atmosphere conducive to learning and student achievement (7) Assist in the development, implementation and evaluation of the instructional program, including the use of technology at the assigned school (8) Utilize current research, outside sources, performance data and feedback from parents, students, teachers and the community to assist in making decisions related to improvement in instruction and student performance (9) Ensure compliance with rules and procedures for Exceptional Student Education instructional programs, services and discipline (10) Serve as Curriculum Coordinator (11) Serve as active participant on MTSS Team (12) Coordinate the selection of textbooks, materials and equipment needed at the school (13) Facilitate the testing program as assigned (14) Promote high student achievement (15) Demonstrate initiative in the performance of assigned responsibilities (16) Establish a professional rapport with students that earns their respect. (17) Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts. (18) Assist with the establishment and maintenance of individual professional development plans

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		Principal (38) Perform any other duties as assigned by Principal or Superintendent
Gilyard, Joanne	Assistant Principal	(1) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in your position. (2) Model and maintain high ethical standards (3) Establish high standards and expectations for all students to accept responsibility for behavior. (4) Supervise students and consistently administer rules regarding student behavior. (5) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (6) Assist in developing and maintain school atmosphere conducive to learning and student achievement (7) Assist in the development, implementation and evaluation of the instructional program, including the use of technology at the assigned school (8) Utilize current research, outside sources, performance data and feedback from parents, students, teachers and the community to assist in making decisions related to improvement in instruction and student performance (9) Ensure compliance with rules and procedures for Exceptional Student Education instructional programs, services and discipline (10) Serve as Curriculum Coordinator (11) Serve as active participant on MTSS Team (12) Coordinate the selection of textbooks, materials and equipment needed at the school (13) Facilitate the testing program as assigned (14) Promote high student achievement (15) Demonstrate initiative in the performance of assigned responsibilities (16) Establish a professional rapport with students that earns their respect. (17) Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts. (18) Assist with the establishment and maintenance of individual professional development plans (growth plans) for instructional employees as assigned. (19) Assist with interviewing and selecting qualified personnel for open positions (20) Assist in establishing assignments for instructional and classified personnel (21) Assign tasks and supervise personnel in task accomplishment,

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Bennett, Lucas	Dean	(1) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating

Name	Position Title	Job Duties and Responsibilities
		pride in the honorable profession of teaching. (2) Supervise students on campus including hallways, parking lots, cafeteria, restrooms, athletic events, social activities, programs and assemblies (3) Establish high standards and expectations for all students to accept responsibility for behavior. (4) Supervise students and consistently administer rules regarding student behavior. (5) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (6) Provide leadership behavior management and supervision (7) Assist staff with the creation and alignment of classroom student behavioral expectations and classroom management plans (8) Serve as a resource to staff regarding student management issues (9) Create and coordinate education alternatives for students in need (10) Collaborate with staff, administrators, and parents through the Response to Intervention process (11) Facilitate the resolution of conflicts for classroom, campus and bus referrals (12) Confer with students and administer appropriate consequences (investigating and recommending students for suspension and/or expulsion in coordination with the Pupil Progression Plan). (13) Manage the documentation of student behavior through the student management system in a timely manner (14) Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. (15) Establish a professional rapport with students that earns their respect. (16) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. Maintain accurate attendance records. (17) Work cooperatively with adults assigned to your office (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (18) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (19) Assist in the maintenance of the crisis management plan and school safety requirements (20) Maintain in safe working condition and safely operate electronic and other equipment needed to carry

Name	Position Title	Job Duties and Responsibilities
		out job functions and responsibilities. (21) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (22) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (23) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (24) Responsible for keeping up to date on current technology being used by PCSD. With the support of the district, attend training to ensure skill level in various technologies is at the level required to perform in current position. (25) Build positive relationships with students, staff, parents and community members (26) Perform any other duties as assigned by Principal(s) PHYSICAL REQUIREMENTS: Light Work: Exerting up to 50 pounds of force occasionally, and/or
Cummings, Steve	Dean	(1) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching. (2) Supervise students on campus including hallways, parking lots, cafeteria, restrooms, athletic events, social activities, programs and assemblies (3) Establish high standards and expectations for all students to accept responsibility for behavior. (4) Supervise students and consistently administer rules regarding student behavior. (5) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (6) Provide leadership behavior management and supervision (7) Assist staff with the creation and alignment of classroom student behavioral expectations and classroom management plans (8) Serve as a resource to staff regarding student management issues (9) Create and coordinate education alternatives for students in need (10) Collaborate with staff, administrators, and parents through the Response to Intervention process (11) Facilitate the resolution of conflicts for classroom, campus and bus referrals (12) Confer with students and administer appropriate consequences

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		(investigating and recommending students for suspension and/or expulsion in coordination with the Pupil Progression Plan). (13) Manage the documentation of student behavior through the student management system in a timely manner (14) Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. (15) Establish a professional rapport with students that earns their respect. (16) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. Maintain accurate attendance records. (17) Work cooperatively with adults assigned to your office (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (18) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (19) Assist in the maintenance of the crisis management plan and school safety requirements (20) Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities. (21) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (22) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (23) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (24) Responsible for keeping up to date on current technology being used by PCSD. With the support of the district, attend training to ensure skill level in various technologies is at the level required to perform in current position. (25) Build positive relationships with students, staff, parents and community members (26) Perform any other duties as assigned by Principal(s) PHYSICAL REQUIREMENTS: Light Work: Exerting up to 50 pounds of force occasionally, and/or
Delaney, Sean	Teacher, K-12	(1) Plan and effectively implement instructional activities designed to achieve goals and objectives of

Name	Position Title	Job Duties and Responsibilities
		the curriculum. (2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth. (3) Meet with and instruct assigned classes in the locations and at the times designated. (4) Communicate clearly and effectively in both written and oral form with students, parents, and others. (5) Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. (6) Evaluate student progress on a regular basis to include academic, physical, and social growth of students. (7) Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. (8) Assist in enforcement of school rules, administrative regulations, and Board policy. (9) Implement a variety of instructional techniques to meet varying learning styles of students. (10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (11) Perform other incidental tasks consistent with the goals and objectives of this position
Ewbank, Jennifer	Teacher, K-12	(1) Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. (2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth. (3) Meet with and instruct assigned classes in the locations and at the times designated. (4) Communicate clearly and effectively in both written and oral form with students, parents, and others. (5) Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. (6) Evaluate student progress on a regular basis to include academic, physical, and social growth of students. (7) Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. (8) Assist in enforcement of school rules, administrative regulations, and Board policy.

Name	Position Title	Job Duties and Responsibilities
		(9) Implement a variety of instructional techniques to meet varying learning styles of students. (10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (11) Perform other incidental tasks consistent with the goals and objectives of this position
Tessaro, Rebecca	Teacher, K-12	(1) Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. (2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth. (3) Meet with and instruct assigned classes in the locations and at the times designated. (4) Communicate clearly and effectively in both written and oral form with students, parents, and others. (5) Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. (6) Evaluate student progress on a regular basis to include academic, physical, and social growth of students. (7) Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. (8) Assist in enforcement of school rules, administrative regulations, and Board policy. (9) Implement a variety of instructional techniques to meet varying learning styles of students. (10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (11) Perform other incidental tasks consistent with the goals and objectives of this position
Delaney, Erin	Teacher, K-12	(1) Plan and effectively implement instructional activities designed to achieve goals and objectives of the curriculum. (2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth. (3) Meet with and instruct assigned classes in the locations and at the times designated. (4) Communicate clearly and effectively in both written and oral form with students, parents, and others. (5) Take all necessary and reasonable precautions to protect students,

Name	Position Title	Job Duties and Responsibilities
		equipment, materials, and facilities. (6) Evaluate student progress on a regular basis to include academic, physical, and social growth of students. (7) Maintain accurate, complete, and correct records and inventories as required by law, District policy, and administrative regulations. (8) Assist in enforcement of school rules, administrative regulations, and Board policy. (9) Implement a variety of instructional techniques to meet varying learning styles of students. (10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (11) Perform other incidental tasks consistent with the goals and objectives of this position
Delaney, Travis	Dean	(1) Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching. (2) Supervise students on campus including hallways, parking lots, cafeteria, restrooms, athletic events, social activities, programs and assemblies (3) Establish high standards and expectations for all students to accept responsibility for behavior. (4) Supervise students and consistently administer rules regarding student behavior. (5) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (6) Provide leadership behavior management and supervision (7) Assist staff with the creation and alignment of classroom student behavioral expectations and classroom management plans (8) Serve as a resource to staff regarding student management issues (9) Create and coordinate education alternatives for students in need (10) Collaborate with staff, administrators, and parents through the Response to Intervention process (11) Facilitate the resolution of conflicts for classroom, campus and bus referrals (12) Confer with students and administer appropriate consequences (investigating and recommending students for suspension and/or expulsion in coordination with the Pupil Progression Plan).

Name	Position Title	Job Duties and Responsibilities
		(13) Manage the documentation of student behavior through the student management system in a timely manner
		(14) Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
		(15) Establish a professional rapport with students that earns their respect.
		(16) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. Maintain accurate attendance records.
		(17) Work cooperatively with adults assigned to your office (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
		(18) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
		(19) Assist in the maintenance of the crisis management plan and school safety requirements
		(20) Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
		(21) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
		(22) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law
		(23) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities
		(24) Responsible for keeping up to date on current technology being used by PCSD. With the support of the district, attend training to ensure skill level in various technologies is at the level required to perform in current position.
		(25) Build positive relationships with students, staff, parents and community members
		(26) Perform any other duties as assigned by Principal(s)
		PHYSICAL REQUIREMENTS: Light Work: Exerting up to 50 pounds of force occasionally, and/or

Demographic Information

Principal start date

Thursday 7/1/2021, Tim Adams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

969

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

20

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	164	177	207	168	142	109	967
Attendance below 90 percent	0	0	0	0	0	0	0	73	97	102	104	81	61	518
One or more suspensions	0	0	0	0	0	0	0	24	59	41	45	16	13	198
Course failure in ELA	0	0	0	0	0	0	0	52	82	65	53	61	29	342
Course failure in Math	0	0	0	0	0	0	0	52	43	72	30	33	27	257
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	62	76	58	74	55	53	378
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	63	78	58	0	0	0	199
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	37	32	48	53	32	25	227

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	2	11	7	9	0	31
Students retained two or more times	0	0	0	0	0	0	0	1	2	4	9	7	7	30

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	189	154	144	127	614
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	66	66	43	240
One or more suspensions	0	0	0	0	0	0	0	0	0	50	40	29	14	133
Course failure in ELA	0	0	0	0	0	0	0	0	0	53	37	11	4	105
Course failure in Math	0	0	0	0	0	0	0	0	0	45	30	18	2	95
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	84	76	79	52	291
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	77	42	0	0	119

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	93	69	55	35	252

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	9	4	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	9	11	4	37

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	0	0	0	0	0	0	0	0	189	154	144	127	614
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	66	66	43	240
One or more suspensions	0	0	0	0	0	0	0	0	0	50	40	29	14	133
Course failure in ELA	0	0	0	0	0	0	0	0	0	53	37	11	4	105
Course failure in Math	0	0	0	0	0	0	0	0	0	45	30	18	2	95
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	84	76	79	52	291
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	77	42	0	0	119

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	93	69	55	35	252

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	9	4	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	9	11	4	37

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	31%	56%	30%	35%	56%
ELA Learning Gains				36%	34%	51%	46%	46%	53%
ELA Lowest 25th Percentile				19%	27%	42%	39%	41%	44%
Math Achievement				26%	25%	51%	47%	38%	51%
Math Learning Gains				36%	43%	48%	38%	48%	48%
Math Lowest 25th Percentile				48%	42%	45%	34%	44%	45%
Science Achievement				43%	39%	68%	68%	50%	67%
Social Studies Achievement				52%	49%	73%	55%	55%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	32%	41%	-9%	55%	-23%
Cohort Comparison		0%				
10	2021					
	2019	31%	41%	-10%	53%	-22%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	54%	-15%	67%	-28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	50%	51%	-1%	70%	-20%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	12%	49%	-37%	61%	-49%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	32%	43%	-11%	57%	-25%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NA

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	48	50	17	32		19	30		92	8
ELL	5	23	32	15						91	48
BLK	23	18	10	6	13			25		95	5
HSP	31	44	42	19	27	31	24	44		92	53
WHT	45	43	33	26	28		32	70		98	25

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	32	40	35	16	23	36	23	47		94	35

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	35	25	37	38		45	45		71	20
ELL	14	20	12	19	24		28	42		94	20
BLK	22	31	27	22	50		43	40		81	31
HSP	30	31	10	24	25	31	35	50		95	42
WHT	48	48	33	34	46	58	60	66		85	59
FRL	33	33	17	23	34	47	37	48		88	46

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	38	30	60				18		83	20
ELL	9	35	46	24	13		55	22			
BLK	20	43	28	53	46		43	46		83	24
HSP	28	45	43	44	30	23	74	57		77	57
WHT	39	45	36	47	45	43	76	56		69	55
FRL	28	45	40	44	38	38	63	53		75	47

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In analyzing the data, the trends noted is with the following subgroups. The subgroups below the 40% achievement level in ELA are: SWD, ELL, African-American, Hispanic, as well as our Free/Reduced lunch. Even though these subgroups are below the 40% mark in achievement, it is also noted that the subgroups have improved in comparison to the year before. In looking at other trends, it is also noted that the above subgroups are also below the 40% mark in ELA Learning Gains, as well as ELA Bottom Quartile gains.
All subgroups are below the 40% mark in Math Achievement. On a positive note, all subgroups listed have achieved a 40% mark or higher in Social Studies Achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based upon the data components, the subgroups that demonstrate the greatest need for improvement are: SWD; African-Americans; ELL; and Hispanic subgroups. These subgroups need continuous improvement in all tested areas of ELA, Math, Science, and Social Studies.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based upon the data, the leadership team of Crescent City Jr.-Sr. High School believe the contributing factors to this need of improvement are with the lack of accountability from the administration, the lack of professional development for teachers/staff, the issues with quarantining students due to COVID, Option 2 Learning being a barrier to hold students accountable for their learning from home, as well as overall attendance for faculty/staff/students.
New actions:
1. Providing continual professional development towards Academic Teaming and how to engage students in a collaborative setting.
2. Professional Development in teaching teachers how to break down the standard, hot to create a student task that is truly aligned to the target of the standard, which we call target/task alignment. Continue to provide professional development on how to create a true Success Criteria that students can use to determine their own understanding of mastery of the standard through the support of the teachers. Finally scaffolding our coaching to support the above mentioned pieces but then also getting our teachers to understand the difference between monitoring and verifying of student learning and truly tracking student progress based upon the standard through the Success Criteria.
3. Observe classes through Conditions Walks (seeking if classrooms, teachers, and students have positive learning environment conditions for student success).
4. Completing Rigor Walks to determine trends of quality instruction that leads to student

improvement through our Progress Monitoring tools of: STAR Assessments; USA Test Prep Assessments; along with other formative and summative assessments.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based upon the 2019 Data, our SWD students as well as our White subgroup showed the most improvement towards ELA achievement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement was with a focus on ELA core instruction, which resulted improved achievement as well as improved growth.

What strategies will need to be implemented in order to accelerate learning?

The following strategies are being implemented to accelerate learning. They are:
1. Teacher professional development towards Academic Teaming, too actively and purposefully engage our students within the core instructional day in all content areas.
2. Teacher professional development in breaking down the standards and aligning the teaching target, to the student task.
3. Teacher PLC's with a focus on instructional practices and analyzing data of students to determine next steps.
4. Administration conducting condition walks to analyze our environmental conditions within the class and determine if student learning can take place.
5. Administration completing Walkthroughs, which provide coaching support towards next steps based upon observed instructional practices.
6. Administration conducts Formal and Informal Observations.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Teacher professional development towards Academic Teaming, too actively and purposefully engage our students within the core instructional day in all content areas.
2. Teacher professional development in breaking down the standards and aligning the teaching target, to the student task.
3. Teacher PLC's with a focus on instructional practices and analyzing data of students to determine next steps.
4. District led C4I Walks through the support of Learning Science International.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to provide trainings towards Academic Teaming, Target/Task alignment, how to build Success Criteria per standard to help teachers and students understand mastery. Provide professional development toward explicit teaching, as well as how to use the graphic organizers as we move forward with the BEST Standards. Continue to provide district led professional learning communities in all core academic content areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	An area of focus is specifically related to student engagement for all students in all subgroups within all content areas. Our ESSA Subgroups are: SWD; ELL; Hispanic; and African American. These specific subgroups are an area of focus through the use of specific Instructional practices that relate to student engagement. Our focus is developing the whole student with engaging students in listening, reading, writing, and conversations related to rigorous instruction and rigorous student tasks. This is a critical need based upon our 2020-2021 data. Our ELA Achievement data was at 35%; our Math Achievement data was at 18%; our Science Achievement Data was at 25%; and our Social Studies data was at 48%. Our growth data was as follows: ELA growth: 41% ELA Bottom Quartile: 35% Math growth: 25% Math Bottom Quartile: 42%
Measurable Outcome:	Measurable outcomes based upon FSA Achievement for the 2022 school year are: ELA Achievement: 38% ELA Growth: 44% ELA Bottom Quartile: 40% Math Achievement: 28% Math Growth: 35% Math Bottom Quartile: 45% Science: 30% Social Studies: 50% Middle School Acceleration: 60%
Monitoring:	The area of focus will be monitored through: 1. School and District Led PLC's. 2. Administrative Walkthroughs, Formal, and Informal Observations 3. Formative/Summative Assessments in the classroom 4. USA Test Prep District Assessments 5. ALEKS Data 6. STAR District Assessments
Person responsible for monitoring outcome:	Tim Adams (tadams@my.putnamschools.org)
Evidence-based Strategy:	The evidence based strategies being implemented for our Area of Focus are with Academic Teaming professional development to ignite student engagement within our core instruction. Our subgroups that are an area of focus are: SWD; ELL; Hispanic; African-American.
Rationale for Evidence-based Strategy:	This specific instructional strategy of engaging students will help to develop the whole student both in academic core instruction as well as soft skills that students can use in every day life structures. Our ESSA Subgroups of focus are: SWD; ELL; Hispanic; and our African American Subgroup. The resources/criteria used for selecting this strategy is based upon our test data as well as through the support of professional development through our District with the use of a facilitator through Learning Science International.
Action Steps to Implement	

Preplanning Professional Development of Academic Teaming for Student Engagement.
Weekly school led PLC's

Conditions Walks
Rigor Walks
Walkthroughs, Formal, and Informal Observations
District Led Professional Learning Communities
Data Analysis: USA Test Prep; STAR Assessment; ALEKS Data; Classroom Formative/Summative Assessments
Quarterly Review Meetings with teachers

Person Responsible   Tim Adams (tadams@my.putnamschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Crescent City Jr.-Sr. High School reported 5.6 incidents per 100 students. When compared with all high schools across the state, we fell into the very high category.

We are ranked 436 out of 505 high schools in Violent Incidents. 2.15 incidents per 100 students.

Crescent City Jr.-Sr. High School is ranked #1 out of 505 high schools towards property incidents.

Crescent City Jr. Sr. High School is ranked 424 out of 505 high schools in Drug/Public Order incidents. There were 3.47 incidents per 100 students.

Crescent City High School has recently transitioned back to a Jr.-Sr. High School with the closing of the middle school. We are now grades 7th-12th with 968 students. We receive a monthly school report from the Student Services Department to analyze and monitor our data based upon students and teachers. We have streamlined our supervision within the different areas of the school based upon discipline from the prior year. We have provided training to teachers in de-escalating student to student and student to teacher situations. We have also increased our Guidance Department from 1 to 3 counselors. We are also providing student engagement professional development to our teachers to help decrease "student boredom". The expectation is set for students to be successful as they know our expectations towards behavior and academic success. We share those expectations on a daily basis within our school announcements. We are meeting with each individual 12th graders to support our graduation initiatives. We are also conducting grade level parent nights to discuss ways to help our students both academically as well as behaviorally. Our theme across our entire campus is that we are "ALL IN" towards supporting our improved behaviors; improved academic student performance; improved academic student engagement; as well as improved teacher instruction towards behavior and academic content.
Due to the transition of becoming a Jr._Sr. High School as well as an increased student population, we believe our base line data is for the 2021-2022 school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Crescent City Jr.-Sr. High School addressed building a positive school culture and environment through the following opportunities. They are:
1. Conduct multiple Parent/Family Involvement Nights to inform and support parents with their child's individual educational needs.
2. We celebrate students success and achievement through academic, social, and athletic achievements. We have the Golden Spear Awards which recognize students for a positive school contribution.
3. We celebrate students of the month for academic and social success opportunities.
4. We celebrate our faculty/staff members.
5. We recognize student and faculty/staff birthdays as a way to promote a positive school culture and environment.
6. We celebrate teachers/staff members through shout-out opportunities.
7. We celebrate academic achievement through Honor Roll each quarter and a Principal's List for Straight A's.
8. Donuts with the Principal to enhance relationships with the administration, as well as with the other faculty/staff members.
9. We celebrate our Teacher of the Year/Support Person of the Year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents
Rotary Club Members (Business Partners)
SAC Committee
Interact Student Club; ROTC; 21st Century After School Program; Student Council; National Honor Society; Cambridge Program; CTE Programs; AP Classes; Multi-cultural Club
Teachers/Staff members
School Board Representative
Athletic Programs
South Putnam Church Pastor/Congregation

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
		Total:	**$0.00**