Palatka Jr Sr High School

2021-22 Schoolwide Improvement Plan

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Palatka Jr Sr High School

302 MELLON RD, Palatka, FL 32177

www.putnamschools.org/o/phs

Demographics

Principal: Cathy Oyster

Start Date for this Principal: 12/1/2016

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 (42%) 2016-17: C (44%)
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.

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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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	51%

School Grades History

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

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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.

Palatka Jr Sr High School will inspire every student to think, to learn, to achieve, to care, and to become a successful and responsible citizen.

Provide the school's vision statement.

Palatka Jr Sr High School will provide an inspirational learning culture that will prepare students for college and career success in a global society.

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
Stout, James	Principal	Maintaining a safe environment for all students and staff; observing teachers and classroom instruction daily to provide on going feedback to teachers; monitoring teacher lesson plans to ensure that students are receiving standards based instruction at the appropriate instructional level; communicating regularly with families and the community to ensure that all stakeholders are involved and providing input to school-based decisions; managing the instructional support staff to ensure that students' academic and social/emotional needs are met daily.
Chaires, Michael	Assistant Principal	Maintaining a safe environment for all students and staff; observing teachers and classroom instruction daily to provide on going feedback to teachers; monitoring teacher lesson plans to ensure that students are receiving standards based instruction at the appropriate instructional level; communicating regularly with families and the community to ensure that all stakeholders are involved and providing input to school-based decisions; managing the instructional support staff to ensure that students' academic and social/emotional needs are met daily.
Purifoy, Lamar	Assistant Principal	Maintaining a safe environment for all students and staff; observing teachers and classroom instruction daily to provide on going feedback to teachers; monitoring teacher lesson plans to ensure that students are receiving standards based instruction at the appropriate instructional level; communicating regularly with families and the community to ensure that all stakeholders are involved and providing input to school-based decisions; managing the instructional support staff to ensure that students' academic and social/emotional needs are met daily.
Scranton, Tiffany	Assistant Principal	Maintaining a safe environment for all students and staff; observing teachers and classroom instruction daily to provide on going feedback to teachers; monitoring teacher lesson plans to ensure that students are receiving standards based instruction at the appropriate instructional level; communicating regularly with families and the community to ensure that all stakeholders are involved and providing input to school-based decisions; managing the instructional support staff to ensure that students' academic and social/emotional needs are met daily.
Symonds, Rodney	Other	Maintaining a safe environment for all students and staff; observing teachers and classroom instruction daily to provide on going feedback to teachers; monitoring teacher lesson plans to ensure that students are receiving standards based instruction at the appropriate instructional level; communicating regularly with families and the community to ensure that all stakeholders are involved and providing input to school-based decisions; managing the instructional support staff to ensure that students' academic and social/emotional needs are met daily.

Demographic Information

Principal start date
Thursday 12/1/2016, Cathy Oyster

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.*

1

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.*

20

Total number of teacher positions allocated to the school

90

Total number of students enrolled at the school

1,683

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

3

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

40

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	335	295	338	261	254	194	1677
Attendance below 90 percent	0	0	0	0	0	0	0	216	151	189	151	162	118	987
One or more suspensions	0	0	0	0	0	0	0	84	96	107	80	78	53	498
Course failure in ELA	0	0	0	0	0	0	0	117	111	138	57	76	43	542
Course failure in Math	0	0	0	0	0	0	0	140	160	163	59	77	50	649
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	149	115	119	83	90	77	633
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	151	132	119	0	0	0	402
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	85	97	83	60	74	57	456

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	55	47	43	21	11	0	177
Students retained two or more times	0	0	0	0	0	0	0	15	21	14	12	10	4	76

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	301	287	244	233	1065
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	134	127	78	455
One or more suspensions	0	0	0	0	0	0	0	0	0	138	104	78	55	375
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	8	6	9	33
Course failure in Math	0	0	0	0	0	0	0	0	0	12	9	3	3	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	124	100	89	101	414
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	98	0	0	0	98

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	137	104	93	72	406

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	7	8	6	1	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	13	7	5	35

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	301	287	244	233	1065
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	134	127	78	455
One or more suspensions	0	0	0	0	0	0	0	0	0	138	104	78	55	375
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	8	6	9	33
Course failure in Math	0	0	0	0	0	0	0	0	0	12	9	3	3	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	124	100	89	101	414
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	98	0	0	0	98

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	137	104	93	72	406

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	7	8	6	1	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	13	7	5	35

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				35%	31%	56%	32%	35%	56%
ELA Learning Gains				39%	34%	51%	38%	46%	53%
ELA Lowest 25th Percentile				30%	27%	42%	33%	41%	44%
Math Achievement				37%	25%	51%	28%	38%	51%
Math Learning Gains				42%	43%	48%	45%	48%	48%
Math Lowest 25th Percentile				31%	42%	45%	45%	44%	45%
Science Achievement				48%	39%	68%	29%	50%	67%
Social Studies Achievement				47%	49%	73%	57%	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	33%	41%	-8%	55%	-22%
Cohort Comparison		0%				
10	2021					
	2019	36%	41%	-5%	53%	-17%
Cohort Comparison		-33%				

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	44%	54%	-10%	67%	-23%
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	48%	51%	-3%	70%	-22%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	49%	-9%	61%	-21%

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

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	24	34	40	21	24	27	20	43		79	27
ELL											
BLK	20	33	32	9	21	35	15	31		90	26
HSP	20	27		10	20		24	38		78	28
MUL	39	56		17	9		20				
WHT	39	39	30	21	24	36	26	52		90	63
FRL	25	34	33	12	21	30	17	32		87	37

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	21	30	22	43	31		58	32		68	7
ELL											
BLK	21	31	22	32	41	21	34	33		86	30
HSP	28	35	36	39	30		45	45		71	60
WHT	47	47	40	40	43	38	64	61		85	45
FRL	27	34	26	36	40	27	45	41		82	28

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	27	38	31	34	68	64	29	63		38	24
BLK	17	30	25	21	50	55	26	33		62	29
HSP	28	39		22	45		14	73		63	30
WHT	43	44	42	36	40	30	36	75		72	51
FRL	27	37	32	27	47	52	27	53		64	37

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	31
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	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	28
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	42
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	33
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?

Without complete data from the 20-21 school year, we see that all subgroups in Math Achievement showed progress in 18-19; all subgroups in Science Achievement showed progress. The graduation rate continues to increase for all subgroups.

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

The data shows bottom quartile in both Reading and Math have decreased and needs improvement. Specifically the black and free/reduced lunch subgroups decreased by half in proficiency.

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

Per data received, the component with the greatest gap is social studies. The state social studies percentage is 73% and the school percentage is 47%. Another significant split is in ELA Achievement. The state average is 56% and the school average is 35%. The factors that contributed to this gap are social studies teachers who lacked engaging instructional strategies and students who are historically below grade level in reading.

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

The component with the most improvement is science. Science improved from 29% in 2018 to 48% in 2019.

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

In order to achieve this improvement our Biology teachers participated in district PLC's to discuss standards and instructional strategies.

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

Continued PD and PLCs by our Science teachers. We are also using USA Test Prep, a district-wide interim assessment to monitor progress.

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.

In Math and ELA, we will be implementing district-wide PD on the B.E.S.T. Standards.

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

District coaches are assisting in PLCs and instructional delivery.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	With 7th and 8th grade matriculating to Palatka High, we will focus on building cohesive 7-12th sustainable support systems. Daily lesson targets will be derived from the standards of each class. Students will be given a success criteria that is a task at the same taxonomy (or above) that of the standard. This task will show the teacher and the student if the student is progressing toward standard mastery or if the student has mastered the standard. All students will benefit including our subgroups falling below 41%. As previously reported, our overall Federal Index is 41% with 4 subgroups falling below 41%. Subgroups to be addressed include: African American 35%, Students with Disabilities 35%, ELL 20% and Economically Disadvantaged 39%. We will increase student achievement and learning gains in English Language Arts, Mathematics, Science, and Social Studies by focusing on effective standards-based instruction and targeted early intervention. Based on this data, efforts will focus on a school wide implementation of strategies that are standards-aligned and provide print-rich, systematic, scaffolded, and differentiated instruction. Instructional time will be maximized due to routines that are part of the culture of the school and classroom. Students will work in teams and practice communication skills and problem solving through collaboration. We will improve the effectiveness of standards-based instruction by providing job-embedded, sustained professional learning opportunities that build and improve educator practices and student outcomes.
Measurable Outcome:	If we focus on improving target/task/standard alignment in every classroom our student learning gains and achievement will increase and we will maintain a graduation rate at or above 89%.
Monitoring:	This will be monitored by the administrative team using walk-throughs and observations. In 2020-21,using the ConditionsWalk/RigorWalk tool, Palatka High showed growth in conditions for learning and standards-based student evidence specifically with a focus on target task alignment and tracking student progress. We will also monitor progression by using USA Test Prep, STAR, formative, and summative assessments.
Person responsible for monitoring outcome:	James Stout (jstout@my.putnamschools.org)
Evidence-based Strategy:	Teachers will create learning targets and success criteria at the same or greater taxonomy of the standards being addressed. In our Junior High Intensive Reading classes, the Read180 curriculum will be used daily.
Rationale for Evidence-based Strategy:	Target/task/standard alignment will ensure appropriate grade-level content is presented to all students daily during instruction.

Action Steps to Implement

1. Provide increased time beyond the contract day including summer opportunities for teachers to build content knowledge and improve instructional practice funded through SIG4.

Person Responsible	Tiffany Scranton (tscranton@my.putnamschools.org)

2. Provide supplies including professional books and resources for teachers funded through SIG4.

Person Responsible James Stout (jstout@my.putnamschools.org)

3. Use the ConditionsWalk/RigorWalk tool to monitor target/task alignment with the standards.

Person Responsible James Stout (jstout@my.putnamschools.org)

4. Contract with professional and technical service providers to implement job-embedded learning for leaders with ongoing support and actionable feedback funded through SIG4.

Person Responsible James Stout (jstout@my.putnamschools.org)

5. Support teachers with developing standards based learning targets and success criteria that are aligned to the B.E.S.T. Standards.

Person Responsible Tiffany Scranton (tscranton@my.putnamschools.org)

6. Fund allocation for 1 intervention teacher through SIG4.

Person Responsible James Stout (jstout@my.putnamschools.org)

7. Provide hourly contracted tutoring through Remedy Intelligent Staffing to support reading interventions at the 7-8th grade levels funded through SIG4.

Person Responsible Tiffany Scranton (tscranton@my.putnamschools.org)

8. Monitor student progress using district interim assessments to determine how students are progressing toward standards mastery.

Person Responsible Lamar Purifoy (lpurifoy@my.putnamschools.org)

9. Provide academic tutoring opportunities for students outside of the regular school day to increase achievement and learning gains funded through SIG4.

Person Responsible Michael Chaires (mchaires@my.putnamschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	This year, Palatka Jr Sr High School has combined Palatka High School, Jenkins Middle School, and C.L. Overturf Sixth Grade Center students, staff, and families into one unit. We have more than doubled our staff and added more than 600 students. It is crucial that we implement Tier 1 expectations for the school and classroom so we have a positive school culture that promotes college and career readiness. In 20-21, there were 6 major fights on campus; within the first nine weeks, we have had 45 documented physical altercations and a multitude out of school fights stemming from a combination of factors. For our team, building Relationships, Respect, and Responsibility is our first step in successfully combining so many different people into a unified, learning environment.
Measurable Outcome:	If we focus on implementing school-wide PBIS in every grade level our suspension rates will decrease, allowing more time in the classroom for learning to take place.
Monitoring:	Weekly PBIS Committee meetings to monitor student discipline referrals and suspensions, progress and usage of application, and rewards.
Person responsible for monitoring outcome:	James Stout (jstout@my.putnamschools.org)
Evidence-based Strategy:	Teachers and staff will implement the digital token economy application, LiveSchool. This application will allow staff to award points for positive behaviors and incentivize other school-wide initiatives, such as Attendance and Tardies.
Rationale for Evidence-based Strategy:	School-wide expectations and PBIS implementation will ensure appropriate behaviors are reinforced, therefore, allowing less time out of the classroom for discipline and more student instructional time.

Action Steps to Implement

1. District School Improvement funds used to purchase the digital token economy application, Live School.

Person Responsible	James Stout (jstout@my.putnamschools.org)

2. Teachers and staff will be trained on how to utilize LiveSchool to award points for positive behaviors during 1st nine weeks In-Service Day.

Person Responsible	Tiffany Scranton (tscranton@my.putnamschools.org)

3. PBIS committee will meet weekly and then bi-weekly to monitor the implementation of LiveSchool.

Person Responsible	Tiffany Scranton (tscranton@my.putnamschools.org)

4. Teachers will be included in being awarded points to build a positive morale and culture.

Person Responsible	Lamar Purifoy (lpurifoy@my.putnamschools.org)

5. Student and Teacher Incentive funds will be used throughout the school year for student and teacher point cash-ins.

Person Responsible	Michael Chaires (mchaires@my.putnamschools.org)

6. Utilized four 7th-12th grade dean positions, by in name bands to build relationships with specific students and families and to help ensure school-wide expectations are met and enforced daily.

Person Responsible	Rodney Symonds (rsymonds@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.

According to the data comparisons on Safe Schools for Alex, we ranked #433 out of 500 schools, which places us greatly above the state average of incidents. For reported suspensions in the 19-20 school year, we were #504 out of 505.

Implementation of Live School will help monitor discipline data and progress.

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.

Palatka Junior Senior High School coordinates and integrates parental involvement programs and activities that teach parents how to assist and support their children at home through phone messages using the School Messenger callout system, digital marquee, school newsletters, Remind 101 application, Google Classroom, Project Praise, ESOL support, childcare services and bus transportation for our students with children of their own. Parents are made aware of the school's Title I program and the nature of Title I during our Fall open house, Title I Annual Summary Meeting , and SAC meetings. Parents are given a copy of the Title I Bi-fold Handout and participate in the Parent Self Survey on Promoting Positive Educational Experiences. In order to build capacity for strong parental support, Palatka Jr/Sr High School offers the following activities: Advanced Placement Parent Night, Financial Aid and Scholarship Meeting, Freshman Orientation, Junior and Senior Class Parent Nights. To build ties between parents and teachers, our school requires documentation of positive parent contact, implements MTSS, and encourages use of the Skyward

Parent Portal. Teachers are given professional development through data and department head meetings and are trained in the Marzano Teacher Evaluation Model.

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

Our staff will be implementing the Live School application to promote our school-wide expectations of Relationships, Respect, and Responsibility. Our students have the opportunity to develop appropriate social skills and earn rewards through the Live School application. Our families have access to information through Skyward Parent Portal, parent nights, and teacher conferences.