

Putnam County School District

# Crescent City Jr Sr High School



## 2022-23 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](http://www.putnamschools.org/o/cchs)

## Demographics

**Principal: Tim Adams**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 7-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (44%) 2018-19: C (43%) 2017-18: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Crescent City Jr Sr High School

2201 S US HIGHWAY 17, Crescent City, FL 32112

[www.putnamschools.org/o/cchs](http://www.putnamschools.org/o/cchs)

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	68%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

### School Board Approval

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### SIP Authority

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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 Jr. Sr. 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 Jr. Sr. High School will become a place where: students lead and take ownership of their education, our school family displays school pride and a collaborative spirit, and our graduates are prepared to compete in today's world as productive citizens.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Adams, Tim	Principal	<p>Serve as the educational leader and chief administrator of the school, responsible for implementing and managing the policies, regulations and procedures of the Board of Education to ensure that all students are supervised in a safe, child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(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 require analytical and critical</p>



Name	Position Title	Job Duties and Responsibilities
		<p>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 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 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.)</p>
Gieselman, Aaron	Assistant Principal	<p>To assist the Principal in providing vision and instructional leadership to develop, administer and monitor educational programs to ensure student achievement and a safe school program for students, staff and community.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 MTSS Coordinator (11) Serve as Curriculum Coordinator (12) Serve as active participant on MTSS Team (13) Coordinate the selection of textbooks, materials and equipment needed at the school (14) Facilitate the testing program as assigned (15) Promote high student achievement (16) Demonstrate initiative in the performance of assigned responsibilities (17) Establish a professional rapport with students that earns their respect. (18) Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts. (19) Assist with the establishment and maintenance of individual professional development plans (growth plans) for instructional employees as assigned. (20) Assist with interviewing and selecting qualified personnel for open positions (21) Assist in establishing assignments for instructional and classified personnel (22) Assign tasks and supervise personnel in task accomplishment, including special projects (23) Assist with monitoring the custodial program at the school to ensure a clean, healthy and safe learning environment (24) Assist with the supervision of all extracurricular programs as required (25) Assist with the management and supervision of student activity programs, including the selection of club sponsors and coaches. (26) Maintain visibility and accessibility on the school campus and at school related activities and events. (27) Serve as an arbitrator for serious discipline problems in accordance with District policies and state statutes. (28) 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. (29) Prepare referrals for student personnel services as needed. (30) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. (31) Work cooperatively with adults assigned (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (32) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (33) Continue to grow professionally through collaboration with colleagues and professional growth experiences. (34) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (35) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (36) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (37) Communicate with parents and school counselors on pupil progress (38) Serve as the administrator on assignment</p>

Name	Position Title	Job Duties and Responsibilities
		in the absence of the Principal (39) Perform any other duties as assigned by Principal or Superintendent.
Schofield, Rachael	Assistant Principal	<p>To assist the Principal in providing vision and instructional leadership to develop, administer and monitor educational programs to ensure student achievement and a safe school program for students, staff and community.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(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 MTSS Coordinator (11) Serve as Curriculum Coordinator (12) Serve as active participant on MTSS Team (13) Coordinate the selection of textbooks, materials and equipment needed at the school (14) Facilitate the testing program as assigned (15) Promote high student achievement (16) Demonstrate initiative in the performance of assigned responsibilities (17) Establish a professional rapport with students that earns their respect. (18) Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts. (19) Assist with the establishment and maintenance of individual professional development plans (growth plans) for instructional employees as assigned. (20) Assist with interviewing and selecting qualified personnel for open positions (21) Assist in establishing assignments for instructional and classified personnel (22) Assign tasks and supervise personnel in task accomplishment, including special projects (23) Assist with monitoring the custodial program at the school to ensure a clean, healthy and safe learning environment (24) Assist with the supervision of all extracurricular programs as required (25) Assist with the management and supervision of student activity programs, including the selection of club sponsors and coaches. (26) Maintain visibility and accessibility on the school campus and at school related activities and events. (27) Serve as an arbitrator for serious discipline problems in accordance with District policies and state statutes.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(28) 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. (29) Prepare referrals for student personnel services as needed. (30) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. (31) Work cooperatively with adults assigned (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (32) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (33) Continue to grow professionally through collaboration with colleagues and professional growth experiences. (34) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (35) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (36) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (37) Communicate with parents and school counselors on pupil progress (38) Serve as the administrator on assignment in the absence of the Principal (39) Perform any other duties as assigned by Principal or Superintendent.</p>
Taylor, Belinda	Assistant Principal	<p>To assist the Principal in providing vision and instructional leadership to develop, administer and monitor educational programs to ensure student achievement and a safe school program for students, staff and community.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(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 MTSS Coordinator (11) Serve as Curriculum Coordinator (12) Serve as active</p>



Name	Position Title	Job Duties and Responsibilities
		<p>participant on MTSS Team (13) Coordinate the selection of textbooks, materials and equipment needed at the school (14) Facilitate the testing program as assigned (15) Promote high student achievement (16) Demonstrate initiative in the performance of assigned responsibilities (17) Establish a professional rapport with students that earns their respect. (18) Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts. (19) Assist with the establishment and maintenance of individual professional development plans (growth plans) for instructional employees as assigned. (20) Assist with interviewing and selecting qualified personnel for open positions (21) Assist in establishing assignments for instructional and classified personnel (22) Assign tasks and supervise personnel in task accomplishment, including special projects (23) Assist with monitoring the custodial program at the school to ensure a clean, healthy and safe learning environment (24) Assist with the supervision of all extracurricular programs as required (25) Assist with the management and supervision of student activity programs, including the selection of club sponsors and coaches. (26) Maintain visibility and accessibility on the school campus and at school related activities and events. (27) Serve as an arbitrator for serious discipline problems in accordance with District policies and state statutes. (28) 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. (29) Prepare referrals for student personnel services as needed. (30) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. (31) Work cooperatively with adults assigned (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (32) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (33) Continue to grow professionally through collaboration with colleagues and professional growth experiences. (34) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (35) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (36) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (37) Communicate with parents and school counselors on pupil progress (38) Serve as the administrator on assignment in the absence of the Principal (39) Perform any other duties as assigned by Principal or Superintendent.</p>
Williams, Sharice	Assistant Principal	<p>To assist the Principal in providing vision and instructional leadership to develop, administer and monitor educational programs to ensure student achievement and a safe school program for students, staff and community.</p>

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

Name	Position Title	Job Duties and Responsibilities
		<p>with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (33) Continue to grow professionally through collaboration with colleagues and professional growth experiences. (34) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (35) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (36) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (37) Communicate with parents and school counselors on pupil progress (38) Serve as the administrator on assignment in the absence of the Principal (39) Perform any other duties as assigned by Principal or Superintendent.</p>
Paul, Kerry	Instructional Coach	<p>Work with and support teachers in the use of data to improve instruction. Support teachers in the development and successful demonstration and application of knowledge, strategies, skills, tools, and techniques to effectively teach all students in a specific content area(s). Assists with design, implementation, analysis and reporting of local and state assessment reports and data.</p> <p><b>PERFORMANCE RESPONSIBILITIES:</b></p> <p>(1) Serve as a role model for students and colleagues, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of education (2) Create and support learning environments that are conducive to growth and continuous improvement (3) Prioritize, plan, design, facilitate, and evaluate various types of professional learning opportunities (coaching, modeling, professional learning sessions, lesson studies, PLCs, etc...) that are aligned to district, school, and classroom goals for learning and are appropriate to the content area, grade level expectations, abilities, and interests of the learners (4) Establish high standards and expectations for all learners (5) Keep accurate and up-to-date records of instructional support occurrences for the purpose of prioritization of time and resources, reflection, and goal-setting (6) Assist and support educators in the focus support content area throughout the district in planning, sequencing, and scaffolding of instruction, remediation, enrichment, and intervention (7) Interpret and analyze data from a variety of sources to make instructional decisions (8) Evaluate data needs of the district and school leaders and assist in the development of plans to provide actionable responses (9) Maintain collaborative, working relationship with Information Technology Services, Teaching and Learning and internal and external partners to develop and implement data solutions for district and school needs (10) Facilitates, models and coaches data-based decision making to support district and school-based teams in the use of data to inform instructional practices (11) Analyzes local data and studies current education research to guide the district's work (12) Use advanced data analysis and visualization techniques to gain actionable insights from district</p>



Name	Position Title	Job Duties and Responsibilities
		<p>data (13) Work cooperatively and effectively with colleagues throughout the district serving in a variety of roles (district and school-based leaders, instructional supporters, classroom teachers, MTSS coordinators, guidance counselors, etc...) (14) Work cooperatively and effectively with colleagues from partnering organizations and state agencies (15) Attend all required meetings, professional learning sessions, and other events (16) Maintain safe working conditions and safely operate electronic and other equipment needed to carry out job functions and responsibilities (17) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines (18) Maintain professional competence through professional learning activities provided by the district, state agencies, partnering organizations, and/or in self-selected professional growth activities (19) Effectively plan for and incorporate literacy and discourse strategies in both support structures and classroom instruction. (20) Create, manage, order, evaluate, and support instructional resources and tools for a specific content area(s) (21) Perform any other related duties as assigned by the principal or department director.</p>

To create an atmosphere within the school which will enable students to achieve maximum benefits from all programs, services, and opportunities in a safe and orderly environment.

#### PERFORMANCE RESPONSIBILITIES:

(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 issue (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.

Cummings, Steve     Dean

Name	Position Title	Job Duties and Responsibilities
		<p>(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).</p>
Delaney, Travis	Other	<p>A Teacher on Special Assignment is a certificated teacher who has been assigned to perform duties other than classroom instruction. Will assist the principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the district.</p> <p><b>PERFORMANCE RESPONSIBILITIES:</b></p> <p>(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) Maintain positive, cooperative, and mutually supportive relationships with the administration and representatives of resource agencies within the community. (3) Assists the principal in supervision of students throughout the school as assigned, including beyond the regular school day (4) Establish high standards and expectations for all students to accept responsibility for behavior (5) Supervise students and consistently administer rules regarding student behavior (6) Assists the principal in planning and administering the instructional program of the school (7) Manage non-instructional personnel (before and after school duties, cafeteria assignments, etc.) if applicable (8) Assist the principal in administering school Board policies (9) Serve as designated "Person in Charge" in the absence of the principal when required (10) Assists the principal in providing services that will give the optimal</p>

Name	Position Title	Job Duties and Responsibilities
		<p>education for students (11) Assist the principal in providing leadership for staff training (12) Keep accurate discipline, attendance and other data necessary for the District, State and Federal reports. Assists the principal with the school discipline plan and referrals. (13) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. (14) Establish a professional rapport with students that earns their respect (15) Maintain positive relationships with parents, parent groups, volunteer and outside agencies (16) Implements all policies and procedures of the Board and State laws (17) Communicate clearly in written expression and orally (18) Define problems, collect data and draw appropriate conclusions (19) Assist in managing building safety to include fire, emergency and other drills (20) May be assigned responsibility for athletics and/or activities (21) Responsible for supervising students and assisting in maintaining a safe environment (22) Facilities supervision for after school programs (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) Perform all other duties as assigned by director or superintendent.</p>

Job Goal: Provide students with appropriate learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

#### PERFORMANCE RESPONSIBILITIES:

<p>Tessaro, Rebecca</p>	<p>Teacher, K-12</p>	<p>(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) Create a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students (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) Keep accurate records of student attendance and behavior, including any tardiness, and submit to the administration in a timely fashion. (7) Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences. (8) Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. (9) Establish a professional rapport with students that earns</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>their respect. (10) Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities. (11) Evaluate each student's performance and growth in knowledge and aesthetic understandings, and prepare progress reports (12) Create a stimulating, attractive, organized, functional, healthy, and safe classroom, with proper attention to the visual, acoustic, and thermal environments. (13) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. Maintain accurate attendance records. (14) Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (15) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (16) Attend required staff meetings and serve, as appropriate, on staff committees. (17) Continue to grow professionally through collaboration with colleagues and professional growth experiences. (18) Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities. (19) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (20) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (21) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (22) 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. (23) Communicate with parents and school counselors on pupil progress (24) Perform any other duties as assigned by Principal(s).</p>
Ewbank, Jennifer	Teacher, K-12	<p>Job Goal: Provide students with appropriate learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(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) Create a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students (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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>for people and property, and demonstrate self-discipline. (6) Keep accurate records of student attendance and behavior, including any tardiness, and submit to the administration in a timely fashion. (7) Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences. (8) Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech. (9) Establish a professional rapport with students that earns their respect. (10) Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities. (11) Evaluate each student's performance and growth in knowledge and aesthetic understandings, and prepare progress reports (12) Create a stimulating, attractive, organized, functional, healthy, and safe classroom, with proper attention to the visual, acoustic, and thermal environments. (13) Complete in a timely fashion all records and reports as required by law and regulation or requested by the administration. Maintain accurate attendance records. (14) Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities. (15) Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community. (16) Attend required staff meetings and serve, as appropriate, on staff committees. (17) Continue to grow professionally through collaboration with colleagues and professional growth experiences. (18) Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities. (19) Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines. (20) Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law (21) Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities (22) 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. (23) Communicate with parents and school counselors on pupil progress (24) Perform any other duties as assigned by Principal(s).</p>

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Tim Adams



**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

8

**Total number of teacher positions allocated to the school**

57

**Total number of students enrolled at the school**

1,021

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

12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	186	158	175	204	166	131	1020	
Attendance below 90 percent	0	0	0	0	0	0	0	85	89	100	104	100	83	561	
One or more suspensions	0	0	0	0	0	0	0	38	46	69	60	45	34	292	
Course failure in ELA	0	0	0	0	0	0	0	14	57	24	43	63	21	222	
Course failure in Math	0	0	0	0	0	0	0	17	46	34	44	21	40	202	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	65	67	70	64	64	36	366	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	75	65	74	0	0	0	214	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	65	67	70	64	64	36	366	

Using the table above, complete the table below with the number of students by current grade level who have 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	45	36	50	50	42	29	252	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	14	10	2	3	2	1	32
Students retained two or more times	0	0	0	0	0	0	0	6	3	2	6	4	3	24

Date this data was collected or last updated

Saturday 8/27/2022

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	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

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	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

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	28%	51%				34%	31%	56%
ELA Learning Gains	36%						36%	34%	51%
ELA Lowest 25th Percentile	31%						19%	27%	42%
Math Achievement	25%		38%				26%	25%	51%
Math Learning Gains	37%						36%	43%	48%
Math Lowest 25th Percentile	40%						48%	42%	45%
Science Achievement	21%	7%	40%				43%	39%	68%
Social Studies Achievement	53%	8%	48%				52%	49%	73%



**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	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	54%	-15%	67%	-28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	51%	-1%	70%	-20%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	49%	-37%	61%	-49%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	43%	-11%	57%	-25%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	28	28	18	28	24	18	32		94	10
ELL	11	24	27	15	31	33	9	33		98	40
BLK	23	30	22	16	39	60	19	44		94	13
HSP	34	37	32	25	33	30	20	45	86	94	46
MUL	15	50		26	29		17	43			
WHT	32	34	24	29	44	50	23	70	56	93	59
FRL	30	34	27	23	35	41	20	49	73	92	45
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
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

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
FRL	33	33	17	23	34	47	37	48		88	46

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
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	43
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	12
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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, BLK,HSP, MUL, WHT, as well as FRL. On the FSA all levels

have dropped from prior year, strong instructional practices must be planned and implemented daily in all core classes to ensure high levels of achievement for all students in literacy.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based upon the data components, all subgroups are in need of improvement. The 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, as well as overall attendance for faculty/staff/students.

New actions:

1. Providing continual professional development towards Academic Teaming and how to engage students.
2. Professional Development in teaching teachers how to break down the benchmarks / standards, how to create a student task that is truly aligned to the target of the standard, which is known as target/task alignment.
3. 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 with the support of the teachers.
4. Scaffolding our coaching to support the above mentioned pieces but then also getting our teachers to understand the difference between monitoring and verifying student learning and truly tracking student progress based upon the benchmark / standard through the Success Criteria.
5. Observe through class visits (seeking if classrooms, teachers, and students have positive learning environment conditions for student success).
6. Completing Quick Visits and Walkthroughs to determine trends of quality instruction that leads to student improvement through Progress Monitoring tools and other formative and summative assessments.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based upon the 2022 data, our ELL and HSP students showed the 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 and Math core instruction, grade levels meet as a professional learning community to evaluate data, analyze instruction and plan for next lesson in the core subjects.

**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, to actively and purposefully engage our students within the core instructional day in all content areas.
2. Teacher professional development in breaking down the benchmarks / 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 completed task to determine next steps in planning instruction.
4. Administration conducting quick visits to increase visibility to give an one way feedback on content/ context, strategy, on how instruction is impacting the environmental conditions within the class and determining the effectiveness of the teaching and learning taking place.
5. Administration completing Walkthroughs, which provide coaching support towards next steps based upon observed instructional practices.
6. Administration conducts Formal and Informal Observations to verbalize teacher's planning, instruction, classroom learning conditions and professional responsibilities, the vision for the school, to communicate expectations, praise, and concerns about performance.

**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 and Questioning, to actively and purposefully engage our students within the core instructional day in all content areas.
2. Teacher professional development in breaking down the benchmarks / standards and aligning the teaching target, to the student task.
3. Teacher PLC's with a focus on understanding the benchmarks / standards, the instructional practices and analyzing data of students to determine next steps.

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

1. We will continue to provide support towards Academic Teaming, Target/Task alignment, how to build Success Criteria per standard to help teachers and students understand mastery.
2. The instructional coach and planned professional development days (early release) will focus on explicit teaching, as well as how to use engaging strategies to master identify critical content.
3. Core teachers will continue to participate in district led professional learning communities in all core academic content areas.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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 2021-2022 data. Our ELA Achievement data was at 32%; our Math Achievement data was at 25%; our Science Achievement Data was at 21%; and our Social Studies data was at 53%. Our gains and bottom quartile data was as follows: ELA learning gains: 36%, ELA bottom quartile: 31% Math learning gains: 37%, and Math bottom quartile: 40%

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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%, and Middle School Acceleration: 60%

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

If our school (engage student with on grade learn content/context), then by (time we take state assessments), students will (be expected to increase to proficiency).

The area of focus will be monitored through:

1. School and District Led PLC's.
2. Administrative Quick Visits, Walkthroughs, Informal, and Formal Observations
3. Formative/Summative Assessments in the classroom
5. ALEKS Data
6. FAST Assessments

**Person responsible for monitoring outcome:**

Tim Adams (tadams@my.putnamschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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, HSP, and BLK.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the**

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,

**resources/criteria used for selecting this strategy.**

HSP, and BLK. 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 and school site instructional coach.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schoolwide expectations and a common language has been developed and will be implemented by all teachers.

Teachers will develop plans, instruct students, and analyze artifacts for next steps while following the district pacing guide.

Administration will monitor the learning environment and observe instruction for needed support to enhance or improve teacher's pedagogy for student achievement.

**Person Responsible**

Tim Adams (tadams@my.putnamschools.org)



**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Students in the ESSA subgroups, Students With Disabilities, English Language Learners, Black/African American Students, and Multiracial Students scored below the 41% threshold and therefore, this is a need for the school to increase achievement levels.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we implement teacher professional development towards Academic Teaming and breaking down the benchmarks / standards and aligning the teaching target, to the student task, PLC's with a focus on instructional practices and analyzing data of students completed task to determine next steps in planning instruction, and administration conducting quick visits, Walkthroughs, and formal and informal observations, then by Spring 2023, we will increase the achievement levels in all areas tested.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Standards-based unit common assessments are analyzed through the SchoolCity platform. Data meetings will review the implementation of action steps and performance data.

**Person**

**responsible for monitoring outcome:**

Tim Adams (tadams@my.putnamschools.org)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Class teacher using state adopted materials will differentiate instruction and provide appropriate scaffolds to meet the need of ESSA groups students.

**Rationale for****Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

By providing students with effective instructional strategies, maintaining high standards for all students, and utilizing a guaranteed and viable standards based curriculum, students within our subgroups will make gains.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the resource ESE teacher.
2. Sheltered classes for students enrolled in Algebra 1, Biology, and US History with the support of an ELL paras
3. ELA teachers will support all language learners with ELL strategies
4. Students in our lowest quartile or ESE subgroup who are demonstrating a need in either math or reading are placed in intervention class for purposeful academic support.

**Person****Responsible**

Tim Adams (tadams@my.putnamschools.org)

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### **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. As a school:

- we conduct multiple Parent/Family Involvement Events to inform and support parents with their child's individual educational needs.
- we recognize student success and achievement through academic, social, and athletic achievements.
- we celebrate and recognize a teacher or staff and student (Jr. & Sr.) of the week for being Raider "ALL IN".
- we announce student and faculty/staff birthdays as a way to promote a positive school culture and environment.
- we celebrate our Teacher of the Year/Support Person of the Year.
- every month with a 23rd we will celebrate and encourage the class of 2023 in a student friendly safe way.
- we celebrate academic achievement through Honor Roll each quarter and a Principal's List for Straight A's.

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

All stakeholders are responsible for promoting the positive culture at CCJSHS. CCJSHS stakeholders lead by example in community service projects and supporting school events.

Parents - participating in school activities and sending students to school prepared to learn (Parent Compact)

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

Administration is responsible for monitoring the school's culture and environment. During classroom visits administration looks for the following strategies: expectations are visible in classrooms, effective prevention, behaviors are addressed, and the focus is a positive classroom.