

Putnam County School District

# Crescent City Jr Sr High School



2023-24

Schoolwide Improvement Plan (SIP)

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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 Board Approval

This plan was approved by the Putnam County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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</p>

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



Name	Position Title	Job Duties and Responsibilities
		<p>provided should solicit community and parental support and understanding of the programs and services of the school. (26) Supervise the production of all school publications. (27) Complete in a timely fashion all records and reports as required by law and regulation or requested by the Superintendent. Answer correspondence promptly. Utilize e-mail and read continuously throughout the school day. (28) Maintain and account for all student activity funds and money collected from students in accordance with District policy and auditing recommendations. Correct any audit exceptions immediately. (29) Communicate with Department Director regularly about the needs, successes, and general operation of the school. (30) Ensure that personnel and student record keeping procedures comply with State and federal law and District policy. Implement procedures for safe storing and integrity of all public and confidential school records. (31) Organize and supervise procedures for identifying and addressing special needs of students including health related concerns, and physical, emotional, and learning disabilities, coordinating the resources of the school and community to assist the student and family. (32) Chair the MTSS to identify needs of selected students and coordinate resources. (33) Hold regular staff meetings and serve, as appropriate, on staff 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>
Symonds, Rodney	Assistant 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:  (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</p>

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

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

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

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Gieselmann, 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>



Name	Position Title	Job Duties and Responsibilities
		<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 with the administration, instructional staff, students, parents, and representatives of resource agencies within the</p>

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		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.
Schofield, Rachael	Assistant Principal	
Paul, Kerry	Science Coach	Work with and support social studies and science teachers assisting with the development of strategies, skills, tools, and techniques to effectively teach social studies and science to all students.
DeLuca, Christopher	Math Coach	Work with and support mathematics teachers assisting with the development of strategies, skills, tools, and techniques to effectively teach mathematics to all students.
Hudson, Kristin	Reading Coach	Work with and support teachers with the development and successful demonstration and application of knowledge, strategies, skills, tools, and techniques to effectively teach reading and writing to all students.
Baggs, Kim	Reading Coach	Support teachers with instructional needs, alignment, and scaffolding in Intensive Reading (Read 180)
Savel, Holly	Administrative Support	Administrative secretary

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are invited to be a part of the School Advisory Council. Members included are the principal, voted teachers, voted staff, voted students, voted parents, as well as community leaders, and business partner. The School Advisory Council works with the school to help determine school goals, evidence based interventions/practices to improve student learning. The School Advisory Council will meet 4 times per year. The meetings focus in on membership, by-laws, the school improvement plan,

the mid-year review, as well as what's working/not working to implement change based upon student's data.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is a "living" document that is based upon student's data. Data included will be Progress Monitoring Data based upon the state through Cambian as well as district assessments through SchoolCity, and teacher's formative/summative data based upon the Year At A Glance (pacing guide, developed by the district) in ELA, Math, Science, and Social Studies. We will use this data to monitor each subgroup paying particular close attention to African Americans, Multi-Racial, English Language Learners, and Students with Disabilities.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	68%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	



**Early Warning Systems**

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	87	73	160	
One or more suspensions	0	0	0	0	0	0	0	37	65	102	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	35	44	79	
Course failure in Math	0	0	0	0	0	0	0	43	58	101	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	85	60	145	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	51	51	102	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	61	62	123	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	48	41	89	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	23	5	28
Students retained two or more times	0	0	0	0	0	0	0	9	5	14

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	85	89	561	
One or more suspensions	0	0	0	0	0	0	0	38	46	292	
Course failure in ELA	0	0	0	0	0	0	0	14	57	222	
Course failure in Math	0	0	0	0	0	0	0	17	46	202	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	65	67	366	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	75	65	214	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	65	67	366	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	45	36	252

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	14	10	32
Students retained two or more times	0	0	0	0	0	0	0	6	3	24

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	85	89	174	
One or more suspensions	0	0	0	0	0	0	0	38	46	84	
Course failure in ELA	0	0	0	0	0	0	0	14	57	71	
Course failure in Math	0	0	0	0	0	0	0	17	46	63	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	65	67	132	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	75	65	140	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	65	67	132	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	45	36	81

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	14	10	24
Students retained two or more times	0	0	0	0	0	0	0	6	3	9

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35		50	32	28	51	35		
ELA Learning Gains				36			41		
ELA Lowest 25th Percentile				31			35		
Math Achievement*	27		38	25		38	18		
Math Learning Gains				37			25		
Math Lowest 25th Percentile				40			42		
Science Achievement*	26		64	21	7	40	25		
Social Studies Achievement*	50		66	53	8	48	48		
Middle School Acceleration	64			74	9	44			
Graduation Rate	91		89	94	33	61	94		
College and Career Acceleration	45		65	46		67	34		
ELP Progress	51		45	43			53		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8

**2021-22 ESSA Federal Index**

Percent Tested	98
Graduation Rate	91

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	12
Percent Tested	98
Graduation Rate	94

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	4	
ELL	39	Yes	4	
AMI				
ASN				
BLK	31	Yes	3	1
HSP	50			
MUL	40	Yes	2	
PAC				
WHT	51			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	33	Yes	3	
AMI				
ASN				
BLK	36	Yes	2	
HSP	44			
MUL	30	Yes	1	1
PAC				
WHT	47			
FRL	42			

### Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			27			26	50	64	91	45	51
SWD	22			22			22	35		19	7	28
ELL	19			25			12	43			6	51
AMI												
ASN												
BLK	23			20			11	33		9	6	
HSP	36			28			26	50	62	51	8	50
MUL	44			24			31	62			4	
PAC												
WHT	37			28			31	54	75	47	7	
FRL	35			27			25	48	66	38	8	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	36	31	25	37	40	21	53	74	94	46	43
SWD	15	28	28	18	28	24	18	32		94	10	
ELL	11	24	27	15	31	33	9	33		98	40	43
AMI												
ASN												
BLK	23	30	22	16	39	60	19	44		94	13	
HSP	34	37	32	25	33	30	20	45	86	94	46	43
MUL	15	50		26	29		17	43				
PAC												
WHT	32	34	24	29	44	50	23	70	56	93	59	
FRL	30	34	27	23	35	41	20	49	73	92	45	39

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	41	35	18	25	42	25	48		94	34	53
SWD	27	48	50	17	32		19	30		92	8	
ELL	5	23	32	15						91	48	53
AMI												
ASN												
BLK	23	18	10	6	13			25		95	5	
HSP	31	44	42	19	27	31	24	44		92	53	52
MUL												
PAC												
WHT	45	43	33	26	28		32	70		98	25	
FRL	32	40	35	16	23	36	23	47		94	35	45

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	40%	41%	-1%	50%	-10%
07	2023 - Spring	34%	36%	-2%	47%	-13%
08	2023 - Spring	29%	32%	-3%	47%	-18%
09	2023 - Spring	33%	35%	-2%	48%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	29%	21%	8%	48%	-19%
08	2023 - Spring	45%	51%	-6%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	8%	15%	-7%	44%	-36%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	25%	-8%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	39%	-11%	48%	-20%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	45%	-10%	63%	-28%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	48%	2%	66%	-16%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	42%	3%	63%	-18%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based upon the FAST Assessment PM 3 data for the 2022-2023 school year, our lowest performance areas were in our overall Algebra 1 scores (16% proficient) for students in 9th-12th grade as well as Geometry in grades 9-12 with 12% of those students being proficient. Contributing factors are:

1. New BEST Standards being learned by teachers as well as students.
2. Trend data based upon the previous year in which it shows that are students are performing below grade level average in previous state data scores.
3. A new math teacher with 0 years experience teaching Algebra and Geometry.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

In comparing the same test to data from the previous year, our greatest decline would be with our 11th Grade US History Data. We had a decline of 3% from the 2023 year to the 2022 year. A factor that may have contributed to the decline is comparing a different group of students in 2023 to the group of students in 2022.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our overall Algebra PM3 data had the greatest gap when compared to the state average. Factors that led to this gap are:

1. New teacher learning the BEST Math Standards.
2. The teachers not being able to fill the gaps from Pre-Algebra skills to Algebra skills based upon the student needs.
3. The teachers struggling to scaffold instruction based upon the student needs as the need to effectively teach core instruction was a focus due to new standards being tested.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was with the Grade 8 Science and Biology test data. In reviewing data, this component had a 17% increase from the previous year based upon proficiency. New actions taken were:

1. Hiring a new Biology Teacher that could help increase student improvement.
2. We hired an Instructional Coach with a science background to support the science teachers.
3. Provided planning sessions to support teachers planning standards appropriate lessons to teach to students.



**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Areas of Concern are:

1. Attendance of students and teachers.
2. Subgroup data to include the following subgroups: SWD, African American, Multicultural, and ELL students.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

5 Highest Priorities are:

1. Math Proficiency & growth
2. Science Proficiency
3. ELA Proficiency & growth
4. US History Proficiency
5. Civics Proficiency

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improving positive school culture is crucial because it creates an environment where students feel safe, supported, and motivated to learn. A positive culture enhances student well-being, reduces incidents of bullying and disciplinary issues, and fosters better relationships between students and teachers. This ultimately leads to improved academic performance, higher attendance rates, and better overall school experience for students and teachers. CCJSHS will provide professional learning opportunities to address a positive culture and environment and improve this initiative during the upcoming school year. There are built in early release days each month where the staff will participate in these structured PL opportunities.

**Measurable Outcome:**

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

Our focus with our positive culture and environment is to better increase student attendance, teacher attendance, as well as teacher retention by 2%. Our data based objective/outcome will be determined through the use of My Voice, a survey tool that is used for faculty and student input.

**Monitoring:**

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

We will monitor the attendance of students, attendance of teachers, as well as determine the number of teachers retained at the end of the 2023-2024 school year.

**Person responsible for monitoring outcome:**

Belinda Taylor (btaylor@my.putnamschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support. The evidence-based intervention being implemented for this Area of Focus is implementation of structured professional learning that results in change in teacher knowledge and practices.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Effective professional development is defined as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. Professional learning is conceptualized as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. Thus, formal PD represents a subset of the range of experiences that may result in professional learning.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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. Student/Teacher/Non-instructional person of the week. (Schofield)
2. Celebrating seniors each month. (Schofield)
3. Faculty/Staff get together like tailgating; bowling; chili cook-offs; (Adams)
4. Pep-Rallies: (AP's)
5. Jr. High/Senior High Homecoming Dances (Taylor/Schofield)
6. PBIS Winter/Spring Carnivals (Schofield/PBIS Team)
7. Honor Roll & Attendance Awards (Grade levels)
8. Parent nights to discuss graduation requirements/understanding. (Adams)

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

**By When:** These activities would promote all stakeholders within our school to include our students, faculty, staff, and in certain circumstances, the extended families of teachers and staff. All of these action steps would take place by May 31st of 2024.

**#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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area of focus is critical so that we can increase our data based upon state assessment data within the 4 subgroups. Our 4 subgroups that are below the federal index of 41% are: African-American (36), Students with disabilities (30); ELL (33); and multi-racial (30). If we can focus in on all 4 subgroups, we can help make a huge lift towards student learning and to increase their scores to surpass the federal index.

**Measurable Outcome:**

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

If we focus on active student engagement then our 4 subgroups will meet the federal index of 41% or higher based upon the 3rd Progress Monitoring Assessment and comparing that data to last years 3rd Progress Monitoring Assessment.

The specifics are listed below:

SWD: 30% to 41%

ELL: 33% to 41%

African American: 36% to 41%

Multi-racial: 30% to 41%

**Monitoring:**

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

The subgroups will be monitored through our District wide benchmark assessments as well as our Progress Monitoring Assessments through the state.

**Person responsible for monitoring outcome:**

Tim Adams (tadams@my.putnamschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

High Leverage Practices 18 - Use Strategies to Promote Active Student Engagement. This strategy provides students with frequent and varied opportunities to respond and encourages students to engage with peers as well. Through effective promotion of student engagement, teachers will acquire and implement a wide repertoire of research-supported active student response practices such as fluency-building activities, guided notes, class-wide peer tutoring, digital tools, and collaborative learning strategies.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We will continue to implementing Academic Teaming. Promoting active student engagement has an Effect Size of .82, when implemented with fidelity, we expect to see growth. We will use PCSD's Trend Walk tool that has an element that focuses on students interacting with partners and teams.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**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. Content area planning at the school level. ELA: Belinda Taylor; SS: Aaron Gieselman; Math: Rachael Schofield; Science: Rodney Symonds; CTE: Rodney Symonds.
2. District Level PLC's with the different content levels. (AP's are assigned to attend with the content area.)
3. Trend walks with and without the District. (Adams)
4. Data Chats with individual teachers (Principal/AP's/Individual Teachers)
5. District Data Presentations (Adams/AP's)

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

**By When:** All actions taken will take place throughout the year and be completed by the end of the year, May 31st, 2024.

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

District staff from multiple departments support schools with additional funding to ensure schools supplement and do not supplant.

With allocated funds for school improvement, such as UniSIG, school leaders must seek approval through the Department of Strategic Initiatives and School Improvement before expending funds. This collaboration ensures that expenditures follow grant RFPs, are aligned with approved budgets, and meet school needs based on data.

The district has ongoing systems in place to provide resources to schools based on needs. Along with a general fund set-aside for school improvement, district staff from multiple departments provide additional support throughout the school year when student, teacher, and school needs are identified.

**Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

We disseminate our School Improvement Plan through a variety of ways with our stakeholders. We provide it through our webpage. We also disseminate it through the approval process of our School Advisory Council. We share our School Improvement Plan through our Title I Parent Night, as well as work with our 21st Century After School Program to share with our stakeholders during their night

events. We also make it publicly available in our front office as well as share copies to parents who make the request.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school's Family Engagement Plan is made available through our school's webpage at:  
<https://ccjshs.putnamschools.org/>

Crescent City Jr. Sr. High School will offer a flexible number of meetings, such as virtual meetings, meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement. In circumstances where these services are needed, we will require 48 hours advance notice to ensure such services can be provided to students and their families. Parent conferences will be offered to all parents and scheduled to work around them (even virtually) if necessary. We will also have direct communication through the automated call out system, social media, web-page, and teacher to parent texting groups.

Crescent City Jr. Sr. High School will make Parents and Families aware of their opportunity to actively engage in the decision-making of how Title I Parent and Family Engagement funds are spent through our Annual Title I meeting. The meeting will be held August 18th at 6 o'clock face to face, as well as, presented electronically via Social Media or the school's web page with attached Google form with survey. Further Parent Involvement funding discussions will take place during quarterly SAC meetings. We have scheduled several parent nights throughout the year. We have our Senior Cohort Night to discuss graduation requirements, we will have our Honor Roll nights, Attendance Award Nights, as well as our Cambridge Parent Nights. We also invite our parents/community members out to our sporting events. We publish everything through our electronic marquee as well as post all events through our Facebook page.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Our school has a focus on career and college readiness for all of our students. To accelerate our curriculum we provide Cambridge classes; AP classes; as well as dual enrollment opportunities to students who qualify for these areas. We also provide Career Technical Education in the following areas. Those areas are: Welding; Agriculture; Allied Health; Career/Construction Academy; and Business Entrepreneurship. We give all of our 9th grade students the opportunity to take AP Human Geography. We also are growing our STEM Program. This consists of robotics, AP Computer Science, Aerospace, and we give the kids an opportunity to earn their pilot license through ongoing development of classes.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

In accordance with ESSA Section 118 (b) {2}, the methodology used to allocate State and local funds to each school receiving assistance under Title I, Part A ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support, not supplant when allocating State and local funds to each school.

Each school year, the District's Chief Financial Officer assures State and local funds are distributed at an

equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a comparable manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. Expenditures of all Federal title funds at the school level are monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and quarterly district-admin data conversations.

Schools implementing CSI, TSI, or ATSI activities may use available funds, including Federal title funds, to support implementation of identified activities in the schoolwide improvement plan.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

N/A

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

We provide career technical education programs here at the school level. Those career technical education courses cover: Agriculture; Welding; Allied Health; Career Construction Academy; and Business Entrepreneurship classes. We also involve our students and families with a College and Career Night. Different colleges and field of employment are invited to help our students and families make informed decisions with what career opportunities are available to our students. During the Spring semester we take our students on field trips based upon different professional career fields. We also take our students on field trips to visit the different technical education programs that are available to them after graduating high school. In this way, we help ALL students to focus in on post secondary education as well as careers that are available to them based upon training opportunities.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No