

Putnam County School District

Palatka Jr Sr High School



2023-24

Schoolwide Improvement Plan (SIP)

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Palatka Jr Sr High School

302 MELLON RD, Palatka, FL 32177

www.putnamschools.org/o/phs

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 collaboration with the community, Palatka Jr.-Sr. High School will prepare students for life after graduation through a challenging curriculum, accelerated pathways, industry aligned expectations, and a culture that supports personalized learning.

Provide the school's vision statement.

Our school's vision is to 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 a 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
Oyster, Cathy	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, childcentered 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 thinking, questioning the known, problem solving</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
<p>Bellamy, Cindy</p>	<p>Assistant Principal</p>	<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. 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 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 selfdiscipline. (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>Last Modified: 7/12/2023 https://www.floridacims.org Page 10 of 35</p> <p>Name Position Title Job Duties and Responsibilities</p> <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</p>

Name	Position Title	Job Duties and Responsibilities
		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.
Chaires, Michael	Assistant Principal	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. 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 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 selfdiscipline. (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

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Eubanks, Joy	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 selfdiscipline. (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>

Purifoy,
Lamar

Assistant
Principal

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.

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 selfdiscipline. (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</p>

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		<p>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>
Hudson, Kristin	Reading Coach	<p>Support teachers with instructional needs, alignment, and scaffolding in ELA core and intensive reading 10-12. 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.</p>
DeLuca, Christopher	Math Coach	<p>Support teachers with instructional needs, alignment, and scaffolding in math. Work with and support mathematics teachers assisting with the development of strategies, skills, tools, and techniques to effectively teach mathematics to all students.</p>
Paul, Kerry	Science Coach	<p>Support teachers with instructional needs, alignment, and scaffolding in Science and Social Studies. 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.</p>
Baggs, Kim	Reading Coach	<p>Support teachers with instructional needs, alignment, and scaffolding in Intensive Reading (Read 180)</p>

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.

PJSHS administrators, school leaders, and students host School Advisory Council meetings to welcome school faculty, students, families, community and business partners' input into our annual school goals based on school data that is shared and discussed. We also share the feedback gathered from various school and district surveys; such as 5E, MyVoice, and Title I Annual Parent Survey, to assess our current strengths and needs in order to compose practical and relevant school goals for this year. 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 will meet a minimum of 4 times per year.

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 leadership team, district coaches, and teachers will analyze data from state and district assessments. The School Advisory Council will meet with all required stakeholders to discuss data as well. We will use this data to monitor each subgroup paying particular close attention to African Americans, Multi-Racial, and Students with Disabilities.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	50%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (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)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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	166	161	327
One or more suspensions	0	0	0	0	0	0	0	72	125	197
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	24	83	107
Course failure in Math	0	0	0	0	0	0	0	34	86	120
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	75	125	200
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	52	89	141
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	24	48	72

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	68	66	134

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	21	39	60
Students retained two or more times	0	0	0	0	0	0	0	11	25	36

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	148	172	924
One or more suspensions	0	0	0	0	0	0	0	74	163	605
Course failure in ELA	0	0	0	0	0	0	0	59	106	556
Course failure in Math	0	0	0	0	0	0	0	48	92	494
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	79	141	611
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	76	124	322
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	79	141	611

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	51	70	393

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	35	32	153
Students retained two or more times	0	0	0	0	0	0	0	11	25	81

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	148	172	320
One or more suspensions				0	0	0	0	0	0	74	163	237
Course failure in ELA				0	0	0	0	0	0	59	106	165
Course failure in Math				0	0	0	0	0	0	48	92	140
Level 1 on statewide ELA assessment				0	0	0	0	0	0	79	141	220
Level 1 on statewide Math assessment				0	0	0	0	0	0	76	124	200
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.				0	0	0	0	0	0	79	141	220

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	51	70	121

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	35	32	67
Students retained two or more times	0	0	0	0	0	0	0	11	25	36

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*	30		50	30	28	51	31		
ELA Learning Gains				38			36		
ELA Lowest 25th Percentile				39			33		
Math Achievement*	31		38	31		38	15		
Math Learning Gains				43			22		
Math Lowest 25th Percentile				47			31		
Science Achievement*	26		64	26	7	40	21		
Social Studies Achievement*	43		66	40	8	48	42		
Middle School Acceleration	57			50	9	44			
Graduation Rate	89		89	93	33	61	89		
College and Career Acceleration	42		65	43		67	44		
ELP Progress	56		45	17			50		

** 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	374
Total Components for the Federal Index	8

2021-22 ESSA Federal Index

Percent Tested	96
Graduation Rate	89

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	12
Percent Tested	96
Graduation Rate	93

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	33	Yes	3	
ELL	36	Yes	1	
AMI				
ASN				
BLK	36	Yes	4	
HSP	38	Yes	1	
MUL	38	Yes	2	
PAC				
WHT	53			
FRL	41			

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	34	Yes	2	
ELL	42			
AMI				
ASN				
BLK	33	Yes	3	
HSP	43			
MUL	34	Yes	1	
PAC				
WHT	51			
FRL	38	Yes	3	

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	30			31			26	43	57	89	42	56
SWD	21			21			28	25		20	6	
ELL	28			29			25	42			5	56
AMI												
ASN												
BLK	21			21			22	23	61	19	7	
HSP	24			29			21	41		17	7	50
MUL	31			26				56			3	
PAC												
WHT	37			41			29	57	57	62	7	
FRL	27			28			26	37	49	28	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	30	38	39	31	43	47	26	40	50	93	43	17
SWD	21	34	32	25	37	41	17	28		86	16	
ELL	21	63	64	39	60			30				17
AMI												
ASN												
BLK	17	32	37	19	30	43	10	28	40	93	18	
HSP	22	45	65	31	48		41	43		100	21	18
MUL	36	45		28	31		23	42				
PAC												
WHT	41	41	34	42	54	53	37	50	53	92	63	
FRL	25	35	40	26	38	49	21	32	47	93	36	18

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	31	36	33	15	22	31	21	42		89	44	50
SWD	24	34	40	21	24	27	20	43		79	27	
ELL												50
AMI												
ASN												
BLK	20	33	32	9	21	35	15	31		90	26	
HSP	20	27		10	20		24	38		78	28	40
MUL	39	56		17	9		20					
PAC												
WHT	39	39	30	21	24	36	26	52		90	63	
FRL	25	34	33	12	21	30	17	32		87	37	

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	30%	41%	-11%	50%	-20%
07	2023 - Spring	29%	36%	-7%	47%	-18%
08	2023 - Spring	22%	32%	-10%	47%	-25%
09	2023 - Spring	26%	35%	-9%	48%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	19%	21%	-2%	48%	-29%
08	2023 - Spring	37%	51%	-14%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	14%	15%	-1%	44%	-30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	25%	3%	50%	-22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	39%	-10%	48%	-19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	45%	-14%	63%	-32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	48%	-9%	66%	-27%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	42%	0%	63%	-21%

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.

Several of our school grade components showed low performance and regressed from the previous year. This year we will focus on increasing Algebra I and grades 7-10 ELA. Contributing factors include; Lack of Target/Task alignment and over scaffolding due to low expectations.

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

The state's Algebra EOC showed the greatest regression. Contributing factors include; Lack of Target/Task alignment, over scaffolding, and low expectations.

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.

The state's Algebra EOC showed the greatest regression. Contributing factors include; Lack of Target/Task alignment, over scaffolding, and low expectations.

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

Civics showed the most growth, 14% increase. Teachers regularly attended professional learning communities to discuss alignments, benchmark expectations and resources used.

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

African American, Free and Reduced Lunch, and ESE subgroups are three areas of concern scoring below 41%.

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

Benchmark Aligned Instruction
Appropriate Scaffolding

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.

Based on recent culture survey data, the faculty and staff feel under-supported, under-appreciated, and lack the desire for innovation. This has created high turnover rate and teachers are reluctant to come to PJSHS due to the lack of positive culture. We 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.

If our school focuses on improving the schools culture, then by the end of the school year teacher retention and applicants will increase from the previous school year by 25%.

Monitoring:

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

We will use My Voice survey data to three times a year to determine if the culture is starting to transition.

Person responsible for monitoring outcome:

Joy Eubanks (jeubanks@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.)

Implement structured professional learning on improving the schools culture that results in change in teacher practices and improvements in student learning outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district resulting in higher teacher retention and recruitment rates. 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.

Assign leadership team and district coaches departments/teachers for community learning purposes.

Person Responsible: Cathy Oyster (coyster@my.putnamschools.org)

By When: August 1, 2023

Identify, create, and deliver high-quality PD creating space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts.

Person Responsible: Cathy Oyster (coyster@my.putnamschools.org)

By When: The 15th of each month, the PD will be identified for each department and or team.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

Based on recent State assessment data, our African Americans, multi-racial, SWD, ESE and low socio-economic subgroups continue to under perform their peers and the state average due to lack of Benchmark Aligned Instruction and over scaffolding.

Measurable Outcome:

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

If teachers plan benchmark aligned lessons with appropriate scaffolding, African Americans, multi-racial, SWD, ESE and low socio-economic students will improve their overall performance in ELA and Algebra and obtain 45% success overall.

Monitoring:

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

We will use Benchmark Assessments, District Assessments, and PM1, PM2, and PM3 to monitor our subgroups.

Person responsible for monitoring outcome:

Kristin Hudson (khudson@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.)

Scaffolds help students perform tasks they cannot yet perform on their own or with a high rate of success. Scaffolds can be planned ahead of time, or more organically, as student learning challenges arise. Students must be explicitly taught (HLP 16) on how to use various scaffolds and receive feedback on the extent to which they are using it properly (HLP 8/22). All scaffolding should be aligned with the benchmark. An additional 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. We will provide opportunities for teachers to attend PL on scaffolding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers plan benchmark aligned lessons with appropriately aligned scaffolding, students will be able to progress through the skills within the benchmark in smaller increments for higher levels of success. 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 and the expectation is to see scaffolding.

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.

The instructional coaches will support highly effective classroom instructional practices focusing on academic teaming and engagement. They will build capacity through modeling of effective lessons and provide professional learning through targeted feedback cycles, PLCs, and Look & Learns. They will work collaboratively with the grade level teams to maintain the instructional pace and fidelity of the standards.

Person Responsible: Cathy Oyster (coyster@my.putnamschools.org)

By When: During the 2023-24 school year.

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.

Palatka High School coordinates and integrates parental involvement programs and activities that teach parents how to assist and support their children at home through phone messages using the School Messenger callout system, digital marquee, school newsletters, THRILLSHARE, Canvas, Project Praise, ESOL support, childcare services and bus transportation for our students with children of their own. Parents are made aware of the school's Title I program and the nature of Title I during our Title I Annual Summary Meeting and SAC meetings. Parents are given a copy of the Title I Bi-fold Handout and participate in the Parent Self Survey on Promoting Positive Educational Experiences. In order to build

capacity for strong parental support, Palatka High School offers the following activities: Advanced Placement Parent Night, Financial Aid and Scholarship Meeting, District-Wide College Night, Freshman Orientation, Junior and Senior Class Parent Nights, and District-Wide Career Fair. To build ties between parents and teachers, our school requires documentation of positive parent contact, implements MTSS, and encourages use of the Skyward Parent Portal as well as the district-wide Apptegy mass communication tool called Rooms. Teachers are given professional development through data and department head meetings and are trained in the Marzano Teacher Evaluation Model. PJSHS is also implementing Conscious Discipline practices schoolwide. Teachers receive training and regular guidance in effective implementation of those strategies. Additionally, staff members are encouraged to send weekly positive notes home to support and encourage students who are excelling, improving, and/or having a positive impact at PJSHS.

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))

This school year we will work to build a positive school culture with families and community stakeholders through an increase in communication and creating an inclusive and welcoming environment. We will increase community and family events, bridging the gap between the school and the community. We will work closely with the city of Palatka to create community support in various ways. We will also use the Thrillshare App which is linked to our school's social media accounts to create and promote relevant school information and events with the public. Apptegy Rooms will be used to disseminate timely and pertinent information for increased communication with all stakeholders.

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)

This year we will be implementing monthly common planning with district coaches in half day sessions for teachers in the same departments. During this time, teachers will analyze benchmark(s), identify skills within the benchmark, create an appropriate scaffolding, learning targets and success criteria. Creation of common formative assessments and previewing resources will also be included. Our goal is to improve the three subgroup areas: African Americans, ESE, low socioeconomic students. PJSHS is adding AICE courses to our directory and provided another opportunity for acceleration. We have also added Coding and IT Career Exploration into our CTE programs.

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 a wide variety of post secondary preparation. Our acceleration programs include AICE, Dual Enrollment, Pre-AP, AP, and Collegiate HS. Our CTE programs include: Welding, Automotive, Allied Health, Advanced Manufacturing, Aerospace Technologies, Business Entrepreneurship, Digital Informational Technologies, AG, Animal Science, Agritechnologies, EMT, Firefighting, OJT and Coding Fundamentals.

During the school year we do a College and Career night to give our families access to colleges and businesses in the area to increase their awareness of opportunities in both sectors. We also host a job fair with local businesses where student interview for current vacancies. Students are able to meet a wide variety of employers from the business sector.

Counselors meet regularly with students to promote opportunities in both college and career pathways to ensure all students have a post secondary pathway prior to graduating.

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: Instructional Practice: Benchmark-aligned Instruction	\$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