Crescent City Junior/Senior High School

2015-16 School Improvement Plan

Crescent City Junior/Senior High School

2201 S US HIGHWAY 17, Crescent City, FL 32112

ccjshs.putnamschools.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	88%

Alternative/ESE Center	Charter School	Minority
No	No	64%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	B

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Crescent City Junior Senior High School will provide a high quality education and support to a diverse community of learners where all students are expected to learn and become career or college ready.

Provide the school's vision statement

Crescent City Junior Senior 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Crescent City Junior Senior High School, there are many opportunities that allow the faculty and staff to build relationships with students and learn about the student's culture. Such opportunities include but are not limited to the Teachers as Advisors (TA) program, extracurricular athletic and academic activities, guidance and parent nights, and participating in activities presented through the school district's Migrant program.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Crescent City Junior Senior High School creates a safe environment for all students by providing supervision 30 minutes before and after school hours. The hallways are carefully monitored between classes and students must possess a signed hall pass when leaving the classroom during instructional time. Students who participate in after school activities are required to report to their designated area within ten minutes after school has been dismissed. Our goal is to maintain a safe and orderly environment. There is no tolerance for bullying. Students and staff are encouraged to report bullying.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Crescent City Junior Senior High School, we adhere to the school district's Code of Conduct's discipline matrix. All classrooms establish, learn, post, and review class and school rules and expectations. Consistency and prevention are important components of our school-wide behavioral system and are essential when protecting instructional time. To prevent inappropriate behaviors during instructional time, the deans and administrative staff periodically walk through classrooms. Additionally, the deans receive training to ensure the system is fair and consistent.
Crescent City Junior Senior High School has also implemented a school-wide positive behavior support plan that focuses on encouraging positive behaviors as students adhere to building expectations. Building expectations are based on the pillars of character. Students earn PRIDE Perks, the school's token economy, for exhibiting the pillars of character. This system encourages our

students to conduct themselves accordingly. As a result, instructional time is maximized due to minimized disruptions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are met through a variety of avenues. There are opportunities for students to receive mentoring from their TA teacher as well as other teachers on campus. Students may receive counseling from one of two guidance counselors. If a student requires counseling or other services that are beyond the scope of practice for the counselors on staff, they are then referred to an outside agency. Additionally, a counselor from a local agency visits the school weekly to work with students who are referred by a school counselor. Crescent City Junior Senior High School is a NO BULLY ZONE and the faculty are very responsive to student needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning systems allows for us to identify students who are at risk of not graduating from high school. Crescent City Junior Senior High School's early warning indicators are students whose attendance is less than 90%, that have been suspended at least once during the school year, failed an English Language Arts or mathematics course, and/or scored a level 1 on the statewide, standardized reading assessment. We provide ongoing interventions for those students who fall within either of the indicators. Such interventions include but are not limited to phone calls home regarding attendance, truancy meetings, counseling services for those exhibiting inappropriate behaviors, after school and peer tutoring, and academic camps that focus on skills and strategies that may be assessed on the state's standardized assessments.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Attendance below 90 percent	45	51	67	49	53	265
One or more suspensions	31	26	28	12	11	108
Course failure in ELA or Math	12	16	46	12	4	90
Level 1 on statewide assessment	73	71	65	31	0	240
	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	39	44	59	16	11	169

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Once identified, the intervention services that we implement include but are not limited to phone calls home regarding attendance, truancy meetings, parent teacher conferences, counseling services for those exhibiting inappropriate behaviors, after school and peer tutoring, mentoring, push-in & pull-out assistance, and academic camps that focus on skills and strategies that may be assessed on the state's standardized assessments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/188868.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works very closely with several local business partners and organizations. We build and maintain successful partnerships with the community by getting involved in local organizations such as the Rotary Club. Our ongoing collaborative relationship with Rotary has resulted in many of our students receiving Rotary scholarships. We've formed a partnership with Winn Dixie. Not only do they employ many of our students, but they also support academic and athletic activities.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Higginbotham, Mechele	Principal
Perry, Beverly	Assistant Principal
Benford, Brandon	Assistant Principal
Brenner, Sheryl	Guidance Counselor
Brady, Yolanda	Guidance Counselor
Delaney, Travis	Dean
Cummings, Steven	Dean
Chayer, Angela	Teacher, K-12
Delaney, Erin	Teacher, K-12
Delaney, Sean	Teacher, Career/Technical
Groves, Constance	Instructional Coach
Brooks, Thomas	Teacher, K-12
DeMeritt, Brenda	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team consists of: Administrators, Curriculum Resource Teacher, Guidance Counselors, Deans, and other personnel as appropriate. The leadership team serves as instructional leaders by providing support, mentoring, and assists in securing the necessary resources for our teachers. Each member of the leadership team are also members of a Professional Learning Community. Their role in the PLC is also to provide support to our teachers as we work together as a team to improve student achievement.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

CCJSHS utilizes academic and behavior intervention data from Skyward to determine what behaviors need to be targeted.
Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:
(1) Principal and Assistant Principal meetings are scheduled monthly;
(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
(3) Email dissemination regarding school improvement, technical assistance, and data guidance are

made available to school leaders;

(4) All schools participate in an Instructional Review to identify individual school needs and desired support;

(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;

(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;

(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority.The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mechele Higginbotham	Principal
Emily Rigdon	Teacher
Yolanda Brady	Education Support Employee
Richard Pelehach	Teacher
Angel Duke	Business/Community
Patricia Sauls	Teacher
Holly Savel	Education Support Employee
Irma Cruz	Parent
Linda Ashe	Parent
Robert Ashe	Parent
Veronica Glover	Parent
McKinley Evans, Jr.	Business/Community
Natalia Cruz	Parent
Jay Roberts	Business/Community
Jary Hardy	Business/Community
Harry Banks	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan was presented to the SAC for final approval and recommended changes.

Development of this school improvement plan

Members of the SAC were also members of the school improvement plan team.

Preparation of the school's annual budget and plan

The SAC was not involved in the school's annual budget and plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were not allocated for any projects last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Higginbotham, Mechele	Principal
Groves, Constance	Instructional Coach
Perry, Beverly	Assistant Principal
Benford, Brandon	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

All teachers are expected to teach reading strategies in their content areas. ELA teachers are encouraged to use the CIS model while Reading, Science, and Social Studies teachers are encouraged to use the Close Read Model in their instruction. Other content area teachers are also encouraged to develop Close Reads within their instruction. An emphasis is placed on word study, text dependent questions, and writing with text evidence. These topics are visited often in the PLC meetings. To encourage reading, we have purchased digital resources such as Achieve 3000, which can be used on their personal electronic devices as well as in the classroom. Additionally, Crescent City Junior Senior is a one to one school where students are provided devices to take home to complete their reading assignments.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are members of Professional Learning Communities (PLC) that foster a collaborative working environment. PLC members are encouraged to create formative assessments, use formative assessment data to drive instruction, share best practices, and observe their peers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administrator at Crescent City Junior Senior High School works collaboratively with members of the local community as well as the district's Human Resources Director when recruiting effective teachers. The administrative staff also takes advantage of opportunities to boost morale and provide support to those in need. The high level of support exhibited by the school's administration aids in the retention of highly qualified, certified-in-field, effective teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At Crescent City Junior Senior High School first year teachers are paired with veteran teachers of the same subject area. The pairings are designed so that the mentor/mentee curricula are aligned. The Putnam County School District provides each mentor with a packet to review with all new teachers as they transition into their new career.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All core teachers were trained in unpacking the Florida State standards prior to the 2015-16 school year. All resources utilized are aligned and compliant with the new standards. (Achieve 3000, textbooks within this adoption period, SRI, Read 180, Springboard, etc.) The administration team is responsible for monitoring instruction and curriculum. Interdisciplinary planning, collaboration, and instruction will take place in monthly grade level meetings. Teachers will meet to discuss strategies for implementing cross curricular instruction. Content area teachers will meet biweekly in PLC meetings to discuss strategies, analyze data, and best practices.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All teachers participate in PLCs where they are expected to analyze formative assessment data to guide their reteaching activities and set differentiated instruction. All teachers have access to Performance Matters and can access state and local data for their students. Some subjects have access to interim testing provided by the district. MFAS training has been provided by the district for all math teachers. All 8-10 ELA teachers are using the HMH Collections series with built in differentiated activities. ELA classes also have biweekly formative assessments and interim assessments. READ 180, used in grades 8-10 reading, also lends itself to differentiated instruction. It provides SRI reading Lexile data to show growth and to facilitate differentiation.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 2,520

Florida was awarded the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant in 2008. Florida's GEAR UP program is designed to provide early intervention for prioritized students in targeted schools that will set, align, and apply rigorous and relevant academic standards to increase student rates of learning, completion, postsecondary enrollment, and will align with employer needs.
The GEAR UP summer program has allowed students the opportunity to experience enrichment activities.

Strategy Rationale

In an effort to provide an intervention for our students who may fall within one or more of the early warning indicators, the GEAR up program offered enrichment activities as a safety net.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Higginbotham, Mechele, mhigginbotham@my.putnamschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Increased ACT/SAT scores, increased post secondary enrollments.

Strategy: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Groves, Constance, cgroves@my.putnamschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

Strategy: Extended School Day

Minutes added to school year: 4,320

Athletes participate in daily after school tutoring and daily work completion.

Strategy Rationale

By attending after school tutoring, students will maintain or improve grades and grade point average.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Higginbotham, Mechele, mhigginbotham@my.putnamschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Report cards, GPA

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Crescent City Junior Senior High School is currently in the midst of transitioning from a combination school to a high school. We will not get a new cohort until the 2017-2018 school year. At that time, Crescent City Junior Senior High School will provide an orientation for incoming students. They will tour the school and have opportunities to speak with current students as well as faculty. Finally, upon graduation, an exit interview is conducted on most seniors.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our school does classroom presentations and discussion sessions that allow students to ask questions and receive information regarding academic and career planning. Students are encouraged and invited (with transportation) to the Career and College Fairs in our district. A career specialist is available to teachers and students two days of each week. We provide a career planning guide book, brochures about various careers, and create professional appearance posters to promote all career events. Each student is provided the opportunity to participate in a meeting about their classes and future plans with their guidance counselor. Additionally, high school students have the opportunity to enroll in any of our Career and Technical Education courses.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are offered the opportunity to take classes that relate to real careers, shadow different career positions, and explore ways that the classes they are taking will impact their future. Our Welding, Health Science, Early Childhood, and Administrative Office Specialist programs lead to industry certifications that allow our students to see the relevance of academics to the courses where hands on experiences are being offered. It is our desire to add Agriscience as a CTE course in the near future.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are provided classes to ready them for the postsecondary experience including Math for College Readiness and English for College Readiness. They have the opportunity to take reading classes through their senior year if they are unable to obtain a proficient score on the state's reading assessment. Students have multiple opportunities to visit college campuses, listen to speakers from colleges and universities, and participate in online college research. Taking advantage of these opportunities lead to a better understanding of the requirements for successful entry into the college arena. Teachers and students are encouraged to establish relationships that give the mentoring needed to attain goals leading to success.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Crescent City Junior Senior High School participates in Florida's partnership with College Board. The goal is to promote educational excellence and equity for all students. Students will participate in a progression of assessments (Readisteps, PSAT/NMSQT, & SAT). The results from each assessment will provide feedback to all stakeholders. Such feedback includes but is not limited to Advanced Placement readiness and students' strengths and weaknesses.
Additionally, students have the opportunity to attend college night and career night. Crescent City Junior Senior High School provides a bus for each event and encourages students to attend.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Upon reflecting on our growth and reviewing our data, we noticed that many of our CTE students did not have access to real world experiences. We also felt that it is important to continue working toward improved student achievement as a result of teacher growth through Professional Learning Communities.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Professional Learning Communities will be utilized to support professional learning that will result in improved student achievement

G2. If we create real world experiences through career and technical guided work learning opportunities for students, then the number of certified students entering the work force immediately upon graduation will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Professional Learning Communities will be utilized to support professional learning that will result in improved student achievement 1a

🔍 G072581

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	46.0
FSA - English Language Arts - Proficiency Rate	14.0
Bio I EOC Pass	65.0
U.S. History EOC Pass	42.0
FCAT 2.0 Science Proficiency	28.0
FSA - Mathematics - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- The resource will be the implementation of the PLC process broken down by content area, specific meeting times, formative assessment creation, remediation and enrichment discussion and decisions.

- Participation in the PLC at Work Summer Institute

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of how PLCs work

Plan to Monitor Progress Toward G1. 8

Students will show increased proficiency on the FSA, EOC, & District Assessments

Person Responsible
Constance Groves

Schedule
Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion
Results from assessments

G2. If we create real world experiences through career and technical guided work learning opportunities for students, then the number of certified students entering the work force immediately upon graduation will increase. `1a`

🔍 G072582

Targets Supported `1b`

Indicator	Annual Target
SAT Critical Reading	35.0
SAT Mathematics	35.0
SAT Writing	35.0

Resources Available to Support the Goal `2`

- Programs of Study (HOSA, Skills USA, FCCLA)

- Ready to Work Program

- Prometric

- Welding Program

- Veteran Teachers

- Teachers who have positive rapport with students

- Community/Business Partners

- First Coast Technical College

- Implementation of new programs (Agriscience & FFA)

- Already have materials for Agriscience

- Internet Resources

- District support on campus

- Interest and Career Inventories

- Career Guidance Support

- Students like the programs

- Opportunities for off campus experience and field trips

- Other subjects align with CTE courses

Targeted Barriers to Achieving the Goal `3`

- Lack of opportunities to connect learning with real world applications where students can develop and showcase their skills

Plan to Monitor Progress Toward G2. 8

Industry certification exams

Person Responsible

Mechele Higginbotham

Schedule

On 5/31/2016

Evidence of Completion

Increase in the number of students passing certification exams

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Professional Learning Communities will be utilized to support professional learning that will result in improved student achievement 1

🔑 G072581

G1.B5 Lack of understanding of how PLCs work 2

🔑 B189350

G1.B5.S1 Those that attended the PLC at Work Summer Institute will train small groups of teachers. 4

🔑 S200690

Strategy Rationale

To improve teachers' understanding of the implementation of PLCs.

Action Step 1 5

Identify people who attended PLC at Work Summer Institute training

Person Responsible

Constance Groves

Schedule

On 6/29/2015

Evidence of Completion

Completed list of eligible people

Action Step 2 `5`

Trainers will develop a focused training plan

Person Responsible

Beverly Perry

Schedule

On 8/4/2015

Evidence of Completion

PLC training plan

Action Step 3 `5`

Create PLC groups and embed trainers within each group

Person Responsible

Constance Groves

Schedule

On 6/30/2015

Evidence of Completion

List of PLC groups

Action Step 4 `5`

Set up a calendar for faculty PLC meetings

Person Responsible

Constance Groves

Schedule

On 6/30/2015

Evidence of Completion

Created calendar

Action Step 5 5

Set up a calendar for the PLC Leadership team to meet to refine the PLC process as necessary

Person Responsible

Mechele Higginbotham

Schedule

Biweekly, from 6/29/2015 to 6/3/2016

Evidence of Completion

Created Calendar

Action Step 6 5

Train faculty

Person Responsible

Mechele Higginbotham

Schedule

On 8/11/2015

Evidence of Completion

Agenda, Plan, Power Point

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Call trainers to make sure they remember the August 4 training plan development

Person Responsible

Brandon Benford

Schedule

On 7/30/2015

Evidence of Completion

Phone call check off

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Calendar invite to weekly PLC leadership meetings

Person Responsible

Constance Groves

Schedule

Biweekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Calendar Invite

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Check with Ms. Higginbotham regarding progress of faculty PLC feedback forms

Person Responsible

Constance Groves

Schedule

On 8/4/2015

Evidence of Completion

phone call or email to check on progress

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Gather PLC feedback forms from teachers

Person Responsible

Mechele Higginbotham

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Completed forms analyzed and weekly/monthly meetings

G2. If we create real world experiences through career and technical guided work learning opportunities for students, then the number of certified students entering the work force immediately upon graduation will increase. 1

🔑 G072582

G2.B17 Lack of opportunities to connect learning with real world applications where students can develop and showcase their skills 2

🔑 B189367

G2.B17.S1 Each CTE course will plan a community service project. 4

🔑 S200694

Strategy Rationale

A community service project will allow students to develop and showcase their skills, as well as provide opportunities for students to connect learning with real world applications.

Action Step 1 5

Academies will identify one service project that they can do to increase visibility and funding opportunities.

Person Responsible

Sean Delaney

Schedule

On 10/30/2015

Evidence of Completion

Description of the service project.

Action Step 2 5

Start paperwork for guided work learning

Person Responsible

Sean Delaney

Schedule

On 12/1/2015

Evidence of Completion

Guided work paperwork

Action Step 3 `5`

Create opportunities for instruction of professionalism, work ethic, and skills/protocol

Person Responsible

Mechele Higginbotham

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans and employer feedback reports

Plan to Monitor Fidelity of Implementation of G2.B17.S1 `6`

An email will be sent to CTE teachers to remind them to identify one service project.

Person Responsible

Constance Groves

Schedule

On 10/1/2015

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G2.B17.S1 `6`

An email will be sent to remind CTE teachers to sign off on the guided work learning paperwork.

Person Responsible

Mechele Higginbotham

Schedule

On 12/1/2015

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G2.B17.S1 `6`

Conference with CTE teachers individually to discuss embedding opportunities for instruction of professionalism, work ethic, and skills/protocol within their daily/weekly lessons.

Person Responsible

Mechele Higginbotham

Schedule

On 1/15/2016

Evidence of Completion

Calendar invitation

Plan to Monitor Effectiveness of Implementation of G2.B17.S1 `7`

Results of competitions and feedback forms, community service projects, student input, and practice tests

Person Responsible

Mechele Higginbotham

Schedule

Quarterly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Increased numbers of competitions and results, positive student/faculty feedback, practice tests and baseline data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	Identify people who attended PLC at Work Summer Institute training	Groves, Constance	6/29/2015	Completed list of eligible people	6/29/2015 one-time
G2.B17.S1.A1	Academies will identify one service project that they can do to increase visibility and funding opportunities.	Delaney, Sean	10/30/2015	Description of the service project.	10/30/2015 one-time
G1.B5.S1.A2	Trainers will develop a focused training plan	Perry, Beverly	8/4/2015	PLC training plan	8/4/2015 one-time
G2.B17.S1.A2	Start paperwork for guided work learning	Delaney, Sean	12/1/2015	Guided work paperwork	12/1/2015 one-time
G1.B5.S1.A3	Create PLC groups and embed trainers within each group	Groves, Constance	6/30/2015	List of PLC groups	6/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B17.S1.A3	Create opportunities for instruction of professionalism, work ethic, and skills/ protocol	Higginbotham, Mechele	8/18/2015	Teacher lesson plans and employer feedback reports	6/3/2016 monthly
G1.B5.S1.A4	Set up a calendar for faculty PLC meetings	Groves, Constance	6/30/2015	Created calendar	6/30/2015 one-time
G1.B5.S1.A5	Set up a calendar for the PLC Leadership team to meet to refine the PLC process as necessary	Higginbotham, Mechele	6/29/2015	Created Calendar	6/3/2016 biweekly
G1.B5.S1.A6	Train faculty	Higginbotham, Mechele	8/11/2015	Agenda, Plan, Power Point	8/11/2015 one-time
G1.MA1	Students will show increased proficiency on the FSA, EOC, & District Assessments	Groves, Constance	8/18/2015	Results from assessments	6/3/2016 monthly
G1.B5.S1.MA1	Gather PLC feedback forms from teachers	Higginbotham, Mechele	8/18/2015	Completed forms analyzed and weekly/ monthly meetings	6/3/2016 biweekly
G1.B5.S1.MA1	Call trainers to make sure they remember the August 4 training plan development	Benford, Brandon	7/30/2015	Phone call check off	7/30/2015 one-time
G1.B5.S1.MA2	Calendar invite to weekly PLC leadership meetings	Groves, Constance	8/11/2015	Calendar Invite	6/3/2016 biweekly
G1.B5.S1.MA3	Check with Ms. Higginbotham regarding progress of faculty PLC feedback forms	Groves, Constance	8/4/2015	phone call or email to check on progress	8/4/2015 one-time
G2.MA1	Industry certification exams	Higginbotham, Mechele	5/31/2016	Increase in the number of students passing certification exams	5/31/2016 one-time
G2.B17.S1.MA1	Results of competitions and feedback forms, community service projects, student input, and practice tests	Higginbotham, Mechele	11/2/2015	Increased numbers of competitions and results, positive student/faculty feedback, practice tests and baseline data.	6/3/2016 quarterly
G2.B17.S1.MA1	An email will be sent to CTE teachers to remind them to identify one service project.	Groves, Constance	10/1/2015	Email	10/1/2015 one-time
G2.B17.S1.MA3	An email will be sent to remind CTE teachers to sign off on the guided work learning paperwork.	Higginbotham, Mechele	12/1/2015	Email	12/1/2015 one-time
G2.B17.S1.MA4	Conference with CTE teachers individually to discuss embedding opportunities for instruction of professionalism, work ethic, and skills/ protocol within their daily/weekly lessons.	Higginbotham, Mechele	1/15/2016	Calendar invitation	1/15/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Professional Learning Communities will be utilized to support professional learning that will result in improved student achievement

G1.B5 Lack of understanding of how PLCs work

G1.B5.S1 Those that attended the PLC at Work Summer Institute will train small groups of teachers.

PD Opportunity 1

Train faculty

Facilitator

School Based Leadership Team

Participants

Teachers

Schedule

On 8/11/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B5.S1.A1	Identify people who attended PLC at Work Summer Institute training	$0.00
2	G1.B5.S1.A2	Trainers will develop a focused training plan	$0.00
3	G1.B5.S1.A3	Create PLC groups and embed trainers within each group	$0.00
4	G1.B5.S1.A4	Set up a calendar for faculty PLC meetings	$0.00
5	G1.B5.S1.A5	Set up a calendar for the PLC Leadership team to meet to refine the PLC process as necessary	$0.00
6	G1.B5.S1.A6	Train faculty	$0.00
7	G2.B17.S1.A1	Academies will identify one service project that they can do to increase visibility and funding opportunities.	$0.00
8	G2.B17.S1.A2	Start paperwork for guided work learning	$0.00
9	G2.B17.S1.A3	Create opportunities for instruction of professionalism, work ethic, and skills/protocol	$0.00
		Total:	$0.00