



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Crescent City Junior/Senior High School

2201 S US HIGHWAY 17

Crescent City, FL 32112

386-698-1629

ccjshs.putnamschools.org

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate

88%

Alternative/ESE Center

No

Charter School

No

Minority Rate

64%

School Grades History

2013-14

C

2012-13

D

2011-12

C

2010-11

B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Crescent City Jr/Sr High Schl

Principal

Randy Hedstrom

School Advisory Council chair

Amanda Malloy

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Randy Hedstrom	Principal
Beverly Perry	Assistant Principal
Esme Coward	CRT
Yolanda Brady	Junior High Guidance Counselor
Kimyetta Hardy	ESE Coordinator
Patricia Lovell	Dean
Derrick Henry	TOSA
Sheryl Brenner	High School Guidance Counselor

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The overall plan will be presented to the SAC for final approval and recommended changes.

Activities of the SAC for the upcoming school year

Support literacy
 Support scholarship funding (Rotary, Catfish Festival)

Projected use of school improvement funds, including the amount allocated to each project

\$0.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Randy Hedstrom

Principal

Years as Administrator: 22

Years at Current School: 4

Credentials

Bachelor's Degree in Health, Physical Education and Recreation,
 Master's Degree in Educational Leadership, Certification in
 Educational Leadership, Health and Physical Education, Principal
 Certification of Florida (all levels).
 2010-2011 Grad Rate 69%
 B School
 Reading 42% Proficient
 Math 47% Proficient
 2011-2012
 Grad Rate 80%
 C School
 Reading 37% Proficient
 Math 50% Proficient
 Writing 70% Proficient
 2012-2013
 Grad Rate not released yet
 School Grade not released yet
 Reading 40% Proficient (68% of the lowest quartile made Reading
 gains)
 Math 54% Proficient
 Writing 68% Proficient

Performance Record

Beverly Perry

Asst Principal

Years as Administrator: 2

Years at Current School: 3

Credentials

Bachelor's Degree in Communications, Master's Degree in Educational Leadership, Certification in Mathematics (5-9), Educational Leadership (all levels)

2011-2012

Grad Rate 80%

C School

Reading 37% Proficient

Math 50% Proficient

Writing 70% Proficient

2012-2013

Grad Rate not released yet

School Grade not released yet

Reading 40% Proficient (68% of the lowest quartile made Reading gains)

Math 54% Proficient

Writing 68% Proficient

Performance Record**Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Esme Coward**

Full-time / School-based

Years as Coach: 1

Years at Current School: 28

Areas

Reading/Literacy

Credentials

Certifications: Art (K-12), MG Science

Performance Record

2012-2013:

37% Scoring Proficient in Reading

68% of the lowest quartile made Reading gains

Classroom Teachers**# of classroom teachers**

45

receiving effective rating or higher

45, 100%

Highly Qualified Teachers

73%

certified in-field

31, 69%

ESOL endorsed

32, 71%

reading endorsed

5, 11%

with advanced degrees

13, 29%

National Board Certified

1, 2%

first-year teachers

4, 9%

with 1-5 years of experience

9, 20%

with 6-14 years of experience

20, 44%

with 15 or more years of experience

17, 38%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school principal assures materials are available when needed and that teachers are very comfortable with the schools environment in order to retain highly qualified, certified-in-field, and effective teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At CCJSHS first year teachers are paired with veteran teachers that teach in the same subject area. They are paired to align with similar curriculums. New teacher packets are completed that are provided by the Putnam County School District.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

CCJSHS utilizes academic and behavior intervention data from Skyward to determine what behaviors need to be targeted.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based leadership team consists of: Administrator, Curriculum Resource Teacher, Guidance Counselor, School Psychologist, Teacher, and other personnel as appropriate. Teachers will be responsible for providing the intervention with fidelity and recording data, the Junior High Guidance Counselor will monitor, coach, and assist with professional development and graphing data as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based interventions. They meet periodically to review T2 & T3 students.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Classroom assessments and Performance Matters contain academic data that can be used to monitor the effectiveness of academic interventions. Behavior Intervention Forms, Referrals, and Tardy Sweep will be used to monitor the effectiveness of behavioral interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team will provide trainings to teachers during grade level meetings or as needed. At such meetings, they will discuss the process in which students will be recommended for the MTSS process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated 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 as well as credit recovery for 2 weeks in the summer.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Grades are collected and posted at the end of the 2 weeks for the students who participate in the credit recovery. Students who are in the enrichment activities participate in a gallery walk to see the art work that is displayed and also watch a play put on by fellow students.

Who is responsible for monitoring implementation of this strategy?

Gear Up coach and Assistant Principal

Strategy: Before or After School Program**Minutes added to school year:** 1,728

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Number of enrolled students is monitored monthly. Students FCAT and EOC scores are used for pre scores. Students then participate in tutoring as well as computer programs (FCAT Explorer, Study Island, and FOCUS) during the after school program. That years test scores are used for their post scores to compare growth made.

Who is responsible for monitoring implementation of this strategy?

After school program director and Assistant Principal

Strategy: Weekend Program**Minutes added to school year:** 1,320

ACT and SAT Boot camp funded by the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant. Students work through specific sample problems from previous ACT and SAT exams. These boot camps are instructed by a certified teacher and are at no cost to the students.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Students sign up for the ACT and SAT boot camp when they know they need to improve their scores. Previous and current ACT and SAT scores are used to monitor growth.

Who is responsible for monitoring implementation of this strategy?

Gear Up coach and Assistant Principal

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
S. Bennett	Language Arts
Y. Brady	Support
C. Caulley	Intensive Reading
B. Braddock	English
R. Cleaveland	English; Intensive Reading
E. Coward	CRT; Support
E. Delaney	Language Arts
C. Garris	Language Arts; Reading
C. Gibbs	English
V. Glover	Reading
C. Groves	Language Arts; Department Chair
P. Hackney	Reading; ESE
K. Lassiter	English
A. Malloy	Intensive Reading; Department Chair
E. Perry	Intensive Reading
H. Pickens	Intensive Reading
J. Pinkham	Intensive Reading
E. Rigdon	Intensive Reading
H. Samford	Intensive Reading
E. Stroupe	Support

How the school-based LLT functions

The Literacy team meets two times a month as two teams, Intensive Reading and English/Language Arts. Department Chair members conduct the meetings. Support members act as liaisons and advocates for the teams. Grade level meetings are used to discuss and problem solve student academic and behavioral concerns. Department meetings are used to discuss instructional practices and continuity or curricula.

Major initiatives of the LLT

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 team /department meetings.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers had the opportunity to be trained to create CIS and Close Read lesson plans the summer before the current school year. Ongoing training will take place on in-service days throughout the school year. Progress monitoring will provide teachers with interim data to measure improvement.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 and Health Science 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Our school does classroom presentation 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 Fairs in our district, there is a career specialist 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.

Strategies for improving student readiness for the public postsecondary level

Students are provided classes to ready them for the postsecondary experience including Math for College Readiness and English for College Readiness. Students are provided reading classes through their senior year if they are unable to pass their exit exams. Students are provided multiple opportunities to visit college campuses, hear speakers from college campuses, and participate in college research online leading to 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	37%	No	53%
American Indian				
Asian				
Black/African American	36%	22%	No	42%
Hispanic	42%	32%	No	48%
White	58%	48%	No	63%
English language learners	31%	9%	No	38%
Students with disabilities	34%	16%	No	41%
Economically disadvantaged	46%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	154	24%	53%
Students scoring at or above Achievement Level 4	78	12%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		58%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	43	63%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	31%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	42%	47%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	14	11%	15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	104	39%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%		No	55%
American Indian				
Asian				
Black/African American	34%		No	41%
Hispanic	55%		No	60%
White	53%		No	57%
English language learners	50%		No	55%
Students with disabilities	36%		No	42%
Economically disadvantaged	49%		No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	255	61%	65%
Students scoring at or above Achievement Level 4	73	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		56%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		55%	58%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	29	7%	10%
Middle school performance on high school EOC and industry certifications	29	100%	100%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	53%	Yes	55%
American Indian				
Asian				
Black/African American	34%	32%	No	41%
Hispanic	55%	55%	Yes	60%
White	53%	60%	Yes	57%
English language learners	50%	24%	No	55%
Students with disabilities	36%	30%	No	42%
Economically disadvantaged	49%	52%	Yes	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		56%	58%
Students in lowest 25% making learning gains (EOC)		55%	58%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		10%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	52%	55%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	49%	55%
Students scoring at or above Achievement Level 4	13	15%	20%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	37%	40%
Students scoring at or above Achievement Level 4	14	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

High School Science**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	43%	45%
Students scoring at or above Achievement Level 4	20	18%	20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		8
Participation in STEM-related experiences provided for students	8	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	12	22%	25%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	103	12%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	24	3%	4%
Passing rate (%) for students who take CTE industry certification exams		69%	75%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	50%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	452	53%	48%
Students in ninth grade with one or more absences within the first 20 days	140	85%	80%
Students in ninth grade who fail two or more courses in any subject	85	52%	47%
Students with grade point average less than 2.0	172	20%	15%
Students who fail to progress on-time to tenth grade	22	13%	10%
Students who receive two or more behavior referrals	195	23%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	158	19%	15%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		72%	75%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	19	50%	55%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

It is our goal to target more of our Spanish speaking community this year. Our school is made up of migrant and 68 ESOL students. We will have a translator present at every parent function. The translator will have the headsets that the Spanish speaking parents will be able to listen to the translations taking place. She will also make personal contact to all migrant parents and offer transportation for attendance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	20	2%	10%
Grade Level Parent Nights		%	%

Goals Summary

- G1.** Increase the number of students scoring proficient on FCAT 2.0 Reading
- G2.** Increase the level of proficiency in Mathematics.
- G3.** To increase the number of students scoring proficient on the Biology EOC.
- G4.** Students will develop a 4-year plan that meets their career goals and develop career portfolios using CHOICES online.
- G5.** To communicate efficiently with students so that they will enroll and participate in STEM related activities.

Goals Detail

G1. Increase the number of students scoring proficient on FCAT 2.0 Reading

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Grade specific resources in the intensive reading classes.
- Tutors are available to assist Intensive Reading teachers.
- Spiral reviews and retakes
- Collaborative teaching, including Close reads

Targeted Barriers to Achieving the Goal

- some faculty not trained in CIS/Close read

Plan to Monitor Progress Toward the Goal

monitor teacher usage of the CIS model and Close Reads

Person or Persons Responsible

Administration & CRT

Target Dates or Schedule:

throughout school year

Evidence of Completion:

increased scores in iObservation, increased student proficiency in Reading on Performance Matters summative assessment, FAIR, SRI, and classroom assessments

G2. Increase the level of proficiency in Mathematics.

Targets Supported

Resources Available to Support the Goal

- Spiral reviews
- AVID strategies
- Peer tutoring
- Videos
- Team building
- Pacing guides
- After school tutoring
- Performance Matters Summative Assessments
- Academic rewards

Targeted Barriers to Achieving the Goal

- Background knowledge

Plan to Monitor Progress Toward the Goal

Monitor student achievement on benchmarks using participation in spiral reviews, tutorials, video reviews, and bellringers as strategies to meet the needs of all learners.

Person or Persons Responsible

Teacher

Target Dates or Schedule:

Through out the year.

Evidence of Completion:

Increase scores on Performance Matters Summative Assessments, FCAT Math, Classroom assessments, and the EOC's.

G3. To increase the number of students scoring proficient on the Biology EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- science faculty, particularly the Biology teacher
- Professional development
- Close Reading
- Cornell Notes
- PLCs
- School culture of teamwork
- spiral notebooks, compilation folders, printing paper
- Performance Matters Summative Assessments

Targeted Barriers to Achieving the Goal

- Student's poor science vocabulary development

Plan to Monitor Progress Toward the Goal

will decide if incremental progress toward the goal is happening

Person or Persons Responsible

Science teachers

Target Dates or Schedule:

every grading period

Evidence of Completion:

Data collected using students' science interactive notebooks

G4. Students will develop a 4-year plan that meets their career goals and develop career portfolios using CHOICES online.

Targets Supported

- CTE
- EWS - High School

Resources Available to Support the Goal

- Online skills practice
- Sample career portfolios
- Ready to Work (RTW) practice
- Career Specialist
- CNA skills lab
- Welding skills lab
- Community clinical sites

Targeted Barriers to Achieving the Goal

- Computers & lab availability

Plan to Monitor Progress Toward the Goal

Discuss at CTE meetings progress made toward needed improvements to the computer network at CCHS.

Person or Persons Responsible

CTE Teachers, Career Specialist

Target Dates or Schedule:

monthly

Evidence of Completion:

Minutes of the meeting submitted to administration to be filed in the audit box.

G5. To communicate efficiently with students so that they will enroll and participate in STEM related activities.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- Buses for trips
- ipads/laptops
- STEM grant activities through NEFEC
- STEM counselor meetings
- Career mentoring opportunities
- STEM mentor on-site

Targeted Barriers to Achieving the Goal

- No designated STEM meeting time during the school day with STEM mentor

Plan to Monitor Progress Toward the Goal

Monitor that at least 80% of STEM students can positively affirm via a student survey that adequate information and meeting notices have been made available

Person or Persons Responsible

STEM mentor

Target Dates or Schedule:

once per nine weeks

Evidence of Completion:

Survey results sent to administration to file in the audit box.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the number of students scoring proficient on FCAT 2.0 Reading

G1.B10 some faculty not trained in CIS/Close read

G1.B10.S1 Utilize in-service days for CIS/Close read training.

Action Step 1

monitor teacher participation at CIS/CR trainings

Person or Persons Responsible

administration

Target Dates or Schedule

throughout school year

Evidence of Completion

Teacher attendance on designated calendar days

Facilitator:

Esme Coward, Christina Gibbs

Participants:

All teachers at Crescent City Jr/Sr High School

Plan to Monitor Fidelity of Implementation of G1.B10.S1

communicate days/times of CIS/CR trainings

Person or Persons Responsible

Administration

Target Dates or Schedule

as needed

Evidence of Completion

Teacher attendance on designated calendar days

Plan to Monitor Effectiveness of G1.B10.S1

use iObservation feedback, or informal feedback to monitor teacher use of the CIS/CR strategies

Person or Persons Responsible

CRT, Administration, classroom teachers

Target Dates or Schedule

throughout school year

Evidence of Completion

improvement in student proficiency in reading on summative assessments

G1.B10.S2 Research and view videos of CIS/CR

Action Step 1

Research and find video resources of CIS/CR

Person or Persons Responsible

CRT, English teachers, Language Arts teachers, and Intensive Reading teachers

Target Dates or Schedule

at department and grade level meetings

Evidence of Completion

word analysis, text dependent questions, and writing with text evidence

Plan to Monitor Fidelity of Implementation of G1.B10.S2

will monitor/assist teachers in researching videos about the CIS model and Close Reading

Person or Persons Responsible

Administration & CRT

Target Dates or Schedule

throughout the school year

Evidence of Completion

By submitting URLs and other sources to the CRT

Plan to Monitor Effectiveness of G1.B10.S2

monitor teacher usage of the CIS model and CR strategy

Person or Persons Responsible

Administration & CRT

Target Dates or Schedule

as needed

Evidence of Completion

increased scores in iObservation, increased student proficiency in Reading on Performance Matters summative assessment, FAIR, SRI, and classroom assessments

G2. Increase the level of proficiency in Mathematics.

G2.B2 Background knowledge

G2.B2.S1 Spiral reviews

Action Step 1

Build in spiral reviews into lessons

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Exit tickets

Action Step 2

Complete exit ticket

Person or Persons Responsible

Student

Target Dates or Schedule

End of period

Evidence of Completion

complete Exit ticket

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Ask the students to complete an exit ticket

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Collected exit tickets

Plan to Monitor Effectiveness of G2.B2.S1

Collect Exit tickets

Person or Persons Responsible

Teacher

Target Dates or Schedule

End of period

Evidence of Completion

Completed exit tickets

G2.B2.S2 Tutorials

Action Step 1

Organize tutorials with students

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Give group quiz

Action Step 2

Participate in tutorials during class time.

Person or Persons Responsible

Students

Target Dates or Schedule

As needed

Evidence of Completion

Participation and group quiz

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Set up tutorials for the class to participate in.

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Grade group quizzes given at the end of the period

Plan to Monitor Effectiveness of G2.B2.S2

Grade group quizzes given after class tutorials.

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Students will be able to see if their understanding of a skill has increased.

G2.B2.S4 Video reviews

Action Step 1

Find and show video reviews

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Check notes

Action Step 2

Watch review videos and take organized notes

Person or Persons Responsible

Student

Target Dates or Schedule

As needed

Evidence of Completion

Produce notes

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Find and show video reviews and have students take notes on the videos.

Person or Persons Responsible

Teacher

Target Dates or Schedule

As needed

Evidence of Completion

Teachers will check for completion of students notes.

Plan to Monitor Effectiveness of G2.B2.S4

Check students participation and note taking during review videos.

Person or Persons Responsible

Teacher

Target Dates or Schedule

As given

Evidence of Completion

Students will turn in completed notes.

G2.B2.S8 Bellringers as review

Action Step 1

Incorporate bellringers in lesson

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Check bellringer

Action Step 2

Complete bellringer

Person or Persons Responsible

Student

Target Dates or Schedule

Daily

Evidence of Completion

Check bellringer

Plan to Monitor Fidelity of Implementation of G2.B2.S8

Give the students bellringer problems for spiral review.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Give bellringer checks to the students

Plan to Monitor Effectiveness of G2.B2.S8

Check the students bellringers for correctness

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Students will complete bellringers with more accuracy

G3. To increase the number of students scoring proficient on the Biology EOC.

G3.B3 Student's poor science vocabulary development

G3.B3.S1 use of interactive science notebook

Action Step 1

will organize and keep a science interactive notebook

Person or Persons Responsible

students

Target Dates or Schedule

throughout the year

Evidence of Completion

submitted to teacher for evaluation

Plan to Monitor Fidelity of Implementation of G3.B3.S1

help science teachers with developing and grading student interactive notebooks

Person or Persons Responsible

lead science teacher(s)

Target Dates or Schedule

monthly department meetings

Evidence of Completion

minutes from department meeting turned in to administration

Plan to Monitor Effectiveness of G3.B3.S1

compare the number of students' science interactive notebooks graded with "A" with students' science vocabulary assessment scores

Person or Persons Responsible

Science teachers

Target Dates or Schedule

every quarter

Evidence of Completion

Keep a record of comparison of interactive notebook grades and science vocabulary assessment scores

G4. Students will develop a 4-year plan that meets their career goals and develop career portfolios using CHOICES online.

G4.B2 Computers & lab availability

G4.B2.S4 Better internet provider

Action Step 1

District IT investigate a new network provider

Person or Persons Responsible

District IT and CCHS administration

Target Dates or Schedule

as soon as possible

Evidence of Completion

New internet provider

Plan to Monitor Fidelity of Implementation of G4.B2.S4

Discuss network concerns with administration

Person or Persons Responsible

Department chair

Target Dates or Schedule

as soon as possible

Evidence of Completion

Updates from administration at our monthly CTE meeting about options that the PCSD have for improving of the network

Plan to Monitor Effectiveness of G4.B2.S4

Give reports to the CTE department about the progress on updating the local network.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Meeting minutes submitted to administration to be filed in the audit box

G5. To communicate efficiently with students so that they will enroll and participate in STEM related activities.

G5.B2 No designated STEM meeting time during the school day with STEM mentor

G5.B2.S1 Send information via other teachers on the students' schedules

Action Step 1

Deliver STEM information, permission slips, applications, etc. related to STEM activities and opportunities.

Person or Persons Responsible

STEM mentor

Target Dates or Schedule

as needed

Evidence of Completion

Signed receipt of documents or information

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Send copies of documentation to administration to be filed in the audit box.

Person or Persons Responsible

STEM mentor

Target Dates or Schedule

as needed

Evidence of Completion

audit box file

Plan to Monitor Effectiveness of G5.B2.S1

Survey students related to sufficient receipt of information, meetings, trips, etc.

Person or Persons Responsible

STEM mentor

Target Dates or Schedule

each nine weeks

Evidence of Completion

Send survey results to administration to file in the audit box.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C- Migrant

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 district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D

See Title I, Part A. In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also 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

Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III

The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year by the IT;

- (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each school.
- (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;
- (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

Title X- Homeless

The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through SES or 21st Century are provided a nutritional snack.

Housing Programs

N/A

Head Start

N/A

Adult Education

Students are provided with the opportunity to recover credits in our credit recovery class. We also grade forgiveness after school. Some students that are significantly below will be given the opportunity for the GED exit option.

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Currently CCJSHS offers 8 Career and Technical courses.

Job Training

CCJSHS has an ongoing partnership with WorkForce.

Other

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Professional Development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the number of students scoring proficient on FCAT 2.0 Reading

G1.B10 some faculty not trained in CIS/Close read

G1.B10.S1 Utilize in-service days for CIS/Close read training.

PD Opportunity 1

monitor teacher participation at CIS/CR trainings

Facilitator

Esme Coward, Christina Gibbs

Participants

All teachers at Crescent City Jr/Sr High School

Target Dates or Schedule

throughout school year

Evidence of Completion

Teacher attendance on designated calendar days