

Crescent City Junior/Senior High School



2014-15 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

High

Title I

Yes

Free/Reduced Price Lunch

88%

Alternative/ESE Center

No

Charter School

No

Minority

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 2/17/2015.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 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.

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
	7	8	9	10	11	12	
Attendance below 90 percent	46	42	47	53	37	47	272
One or more suspensions	58	35	39	46	17	23	218
Course failure in ELA or Math	14	4	23	20	18	0	79
Level 1 on statewide assessment	33	36	26	24	9	13	141

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	29	23	19	17	12	13	113

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, 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

Identify the name, email address and position title for each member of the school leadership team.:

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
Coward, Esme	Instructional Coach
Chayer, Angela	Teacher, K-12
Delaney, Erin	Teacher, K-12
Delaney, Sean	Teacher, Career/Technical
Garris, Carol	Teacher, K-12
Groves, Constance	Teacher, K-12
Hardy, Kimyetta	Teacher, ESE
Brooks, Thomas	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

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. 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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Natalia Cruz	Parent
Jose Luis Cruz	Parent
Ofelia Zamora	Parent
Beverly Perry	Education Support Employee
Emily Rigdon	Teacher
Sheryl Brenner	Education Support Employee
Yolanda Brady	Education Support Employee
Kimyetta Hardy	Teacher
Dr. Marcia Parker	Teacher
Richard Pelehach	Teacher
Patricia Lovell	Teacher
Veronica Glover	Teacher
Karen Baker	Education Support Employee
Gerald Watson	Business/Community
Angel Duke	Business/Community
Patricia Sauls	Teacher
Brenda Barbas	Teacher
Esme Coward	Teacher
Steven Cummings	Teacher
Constance Groves	Teacher
Holly Savel	Education Support Employee
Irma Cruz	Parent
Alejandrina Sullivan	Education Support Employee

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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Higginbotham, Mechele	Principal
Coward, Esme	Instructional Coach
Groves, Constance	Teacher, K-12
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 team /department meetings.

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 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 2014-15 school year. All resources utilized are compliant with the new standards. (Achieve 3000, textbooks withing this adoption period, SRI, Read 180, Springboard, etc.) Admin team is responsible for monitoring instruction and curriculum.

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 common 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 7-10 ELA teachers are using the HMH Collections series with built in differentiated activities. READ 180, used in grades 7-9 reading, also lends itself to differentiated instruction.

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

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

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.

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 Rationale

ACT and SAT Boot camps were created to provide test taking strategies for those students who plan to take the ACT and/or SAT.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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 provides an orientation for incoming seventh graders. They tour the school and have opportunities to speak with current students as well as faculty. The guidance counselors visit the classrooms of incoming ninth graders and present an overview of high school academics. 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 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 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.

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 leads 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.

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.** Crescent City Junior Senior High School will increase the number of students participating in the Career and Technical Education programs.

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

G056681

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	12.0
FSA - Mathematics - Proficiency Rate	47.0
Discipline incidents	20.0

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.

Targeted Barriers to Achieving the Goal 3

- Lack of student confidence in their ability to succeed on assessments.
- Limited access to tools for computer based testing.
- Limited Reading instruction in the content areas.
- Content area teacher's lack of understanding of Reading and Writing standards

Plan to Monitor Progress Toward G1. 8

Students will show increased proficiency on common formative assessments and other classroom/district assessments.

Person Responsible

Esme Coward

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Results from assessments

G2. Crescent City Junior Senior High School will increase the number of students participating in the Career and Technical Education programs. 1a

G056682

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Programs of study (HOSA, Skills USA, FCCLA)
- Ready to Work program
- Prometric

Targeted Barriers to Achieving the Goal 3

- Students lack reading skills

Plan to Monitor Progress Toward G2. 8

Classroom assessments, common formative assessments, and practice industry certification tests will be conducted to monitor for progress toward meeting the goal.

Person Responsible

Sean Delaney

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

assessment scores

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**

 G056681

G1.B1 Lack of student confidence in their ability to succeed on assessments. **2**

 B143338

G1.B1.S1 Reward growth **4**

 S155414

Strategy Rationale

Every student may not receive an A, B, or C in reading, however, every student is capable of showing growth. Therefore if we focus on growth, we may see increased student confidence in reading.

Action Step 1 **5**

ELA teachers will review student data after each formative assessment and provide rewards if the students make gains.

Person Responsible

Esme Coward

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

SRI, FAIR data, classroom formative assessments

Action Step 2 5

Special rewards will be purchased.

Person Responsible

Mechele Higginbotham

Schedule

Semiannually, from 10/1/2014 to 6/5/2015

Evidence of Completion

Tangible rewards, for example, athletic passes, t-shirts, books, school store gift card, store gift cards

Action Step 3 5

The administrative team will reward students in homeroom.

Person Responsible

Mechele Higginbotham

Schedule

Monthly, from 6/5/2015 to 6/5/2015

Evidence of Completion

Reports of students receiving rewards

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Curriculum Resource Coach and ELA teachers will monitor classroom and district assessments by running reports and reviewing classroom assessment data.

Person Responsible

Esme Coward

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Reports/data from classroom and district assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Before each reward is given, reports will be run to identify those who are eligible for the reward. The reports will serve as documentation.

Person Responsible

Esme Coward


Schedule

Monthly, from 10/1/2014 to 6/5/2015


Evidence of Completion

SRI reports, FAIR reports, Formative Assessment scores

G1.B2 Limited access to tools for computer based testing. 2

 B143339

G1.B2.S1 Ensure equity and access to electronic resources. 4

 S155415

Strategy Rationale

Students can all prepare adequately for the new state assessment.

Action Step 1 5

Teachers, administrators, and technical support staff will meet regarding inventorying resources.

Person Responsible

Constance Groves

Schedule

On 6/5/2015

Evidence of Completion

Meeting minutes

Action Step 2 5

A calendar will be developed that will make access to the labs fair and equitable.

Person Responsible

Esme Coward

Schedule

On 6/5/2015

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

One - two individuals will be assigned to monitor the lab calenders for fidelity.

Person Responsible

Esme Coward

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Calendar

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will be surveyed.

Person Responsible

Esme Coward

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Results from survey

G1.B3 Limited Reading instruction in the content areas. 2

B143340

G1.B3.S1 Incorporate Close reading of teacher selected chunks of content area textbooks for critical information 4

S155416

Strategy Rationale

Research shows that reading performance improves when students are asked to write about what they read. By breaking larger texts into smaller chunks, teachers can check students' understanding before larger assessments are given.

Action Step 1 5

Content area teachers will preview text for chunks of critical information that can be taught through close reading strategy

Person Responsible

Esme Coward

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Students can apply strategy independently evidenced by graphic organizers/notes created from text.

Action Step 2 5

Teachers will participate in a book study - Identifying Critical Content by Senn, Rutherford, & DuFour [copy]

Person Responsible

Mechele Higginbotham

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Meeting notes and discussion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

CRT & administration will monitor using direct observation/evaluation of teacher practices

Person Responsible

Mechele Higginbotham

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Completion of entry in iObservation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness will be monitored by direct observation of CRT and administration as well as student product/portfolio

Person Responsible

Mechele Higginbotham


Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Completion of iObservation entry and student product/portfolio

G1.B4 Content area teacher's lack of understanding of Reading and Writing standards **2**

 B143341

G1.B4.S1 Provide professional development and instruction for teachers in accessing/using reading and writing standards for content teachers **4**

 S155417

Strategy Rationale

The state assessment has changed and while some PD has been provided, support must be sustained to correct misconceptions and grow teachers' understanding of the new benchmarks and their ability to teach effectively. The new Florida State Standards for reading and writing are available for all content area teachers.

Action Step 1 **5**

Content area teachers will be teamed for PLC groups to collaborate and deepen understanding of benchmarks

Person Responsible

Esme Coward

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Feedback forms will indicate that teachers have discussed benchmarks at their PLC's

Action Step 2 **5**

Reading coach will provide content area teachers copies of Reading and Writing in the content areas benchmarks from CPALMS and demonstrate how to unpack the standards

Person Responsible

Esme Coward

Schedule

On 6/5/2015

Evidence of Completion

Teachers will attend a benchmark workshop and have access to their benchmark documents in their PLC folders

Action Step 3 5

Content teachers will use Reading and Writing in the content areas benchmarks in instruction

Person Responsible

Constance Groves

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

PLC Feedback forms will indicate that benchmarks were used in direct instruction

Action Step 4 5

Content teachers will use benchmarks for Reading and Writing in the content areas in their common formative assessments

Person Responsible

Constance Groves

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

PLC Feedback forms will indicate that benchmarks were commonly assessed after instruction and data was collected and discussed to create next action steps

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

A PLC team list will be shared with all and teams will conduct weekly/biweekly meetings allowing for collaborative work

Person Responsible

Esme Coward

Schedule

Semiannually, from 8/19/2014 to 1/16/2015

Evidence of Completion

Team fidelity and implementation monitored by Principal via PLC Feedback Forms

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Faculty will participate in a benchmark unpacking activity and school leaders will attend workshops to keep apprised of changes or clarifications of the Florida State Standards

Person Responsible

Esme Coward

Schedule

Quarterly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Workshop roster; attendance at meetings and professional development workshops; communication with faculty

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration and the Leadership Team will conduct classroom walk-throughs to ensure reading and writing according to the state standards are being taught to fidelity

Person Responsible

Mechele Higginbotham

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Classroom walk-throughs; Discussions among stakeholders; PLC Feedback forms; feedback given to teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will use common formative assessments to assess student mastery; when available, the District will provide interim testing to assess growth and mastery

Person Responsible

Constance Groves

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC Feedback forms

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Data from PLC teams will be examined for effectiveness and weakness addressed

Person Responsible

Constance Groves

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Assessment scores; PLC Feedback Forms

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will have copies of the Florida State Standards for Reading and Writing in the Content areas along with instruction on how to unpack the standards

Person Responsible

Esme Coward

Schedule

Semiannually, from 8/19/2014 to 6/5/2015

Evidence of Completion

Workshop/meeting rosters; PLC notebooks with benchmarks

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Lesson Plans and classroom walkthroughs will indicate that reading and writing activities are taking place in classroom instruction

Person Responsible

Mechele Higginbotham

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Classroom walk-throughs; Discussions among stakeholders; PLC Feedback forms; feedback given to teachers

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will collect and analyze data from common formative assessments used to evaluate student mastery of content benchmarks

Person Responsible

Constance Groves


Schedule

Weekly, from 8/19/2014 to 6/5/2015


Evidence of Completion

PLC Feedback forms

G2. Crescent City Junior Senior High School will increase the number of students participating in the Career and Technical Education programs. 1

 G056682

G2.B3 Students lack reading skills 2

 B143344

G2.B3.S1 Literacy activities will be incorporated into the CTE program. 4

 S155418

Strategy Rationale

Students have difficulty passing exams due to low literacy skills. Teaching literacy skills in the content area will increase passing rate.

Action Step 1 5

CTE teachers will participate in a two day statewide professional development institute that provides strategies and resources for delivering instruction for ELA and mathematics through the CTE courses.

Person Responsible

Sean Delaney

Schedule

Daily, from 11/4/2014 to 11/5/2014

Evidence of Completion

Institute agenda

Action Step 2 5

Teachers will participate in a book study - Identifying Critical Content by Senn, Rutherford, & DuFour

Person Responsible

Mechele Higginbotham

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Meeting notes and discussion

Action Step 3 5

Teachers will assign projects that incorporate literacy skills.

Person Responsible

Sean Delaney

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

CTE teachers will discuss implementation of the strategy.

Person Responsible

Sean Delaney

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Effectiveness will be monitored in CTE PLC meetings.

Person Responsible

Sean Delaney

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

meeting notes

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.B1.S1.A1	ELA teachers will review student data after each formative assessment and provide rewards if the students make gains.	Coward, Esme	10/1/2014	SRI, FAIR data, classroom formative assessments	6/5/2015 monthly
G1.B2.S1.A1	Teachers, administrators, and technical support staff will meet regarding inventorying resources.	Groves, Constance	8/19/2014	Meeting minutes	6/5/2015 one-time
G1.B3.S1.A1	Content area teachers will preview text for chunks of critical information that can be taught through close reading strategy	Coward, Esme	8/19/2014	Students can apply strategy independently evidenced by graphic organizers/notes created from text.	6/5/2015 weekly
G1.B4.S1.A1	Content area teachers will be teamed for PLC groups to collaborate and deepen understanding of benchmarks	Coward, Esme	10/1/2014	Feedback forms will indicate that teachers have discussed benchmarks at their PLC's	6/5/2015 monthly
G2.B3.S1.A1	CTE teachers will participate in a two day statewide professional development institute that provides strategies and resources for delivering instruction for ELA and mathematics through the CTE courses.	Delaney, Sean	11/4/2014	Institute agenda	11/5/2014 daily
G1.B1.S1.A2	Special rewards will be purchased.	Higginbotham, Mechele	10/1/2014	Tangible rewards, for example, athletic passes, t-shirts, books, school store gift card, store gift cards	6/5/2015 semiannually
G1.B2.S1.A2	A calendar will be developed that will make access to the labs fair and equitable.	Coward, Esme	8/19/2014	Calendar	6/5/2015 one-time
G1.B3.S1.A2	Teachers will participate in a book study - Identifying Critical Content by Senn, Rutherford, & DuFour [copy]	Higginbotham, Mechele	10/3/2014	Meeting notes and discussion	6/5/2015 monthly
G1.B4.S1.A2	Reading coach will provide content area teachers copies of Reading and Writing in the content areas benchmarks from CPALMS and demonstrate how to unpack the standards	Coward, Esme	8/19/2014	Teachers will attend a benchmark workshop and have access to their benchmark documents in their PLC folders	6/5/2015 one-time
G2.B3.S1.A2	Teachers will participate in a book study - Identifying Critical Content by Senn, Rutherford, & DuFour	Higginbotham, Mechele	10/3/2014	Meeting notes and discussion	6/5/2015 monthly

Putnam - 0261 - Crescent City Jr/Sr High Schl - 2014-15 SIP
Crescent City Junior/Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	The administrative team will reward students in homeroom.	Higginbotham, Mechele	6/5/2015	Reports of students receiving rewards	6/5/2015 monthly
G1.B4.S1.A3	Content teachers will use Reading and Writing in the content areas benchmarks in instruction	Groves, Constance	10/1/2014	PLC Feedback forms will indicate that benchmarks were used in direct instruction	6/5/2015 weekly
G2.B3.S1.A3	Teachers will assign projects that incorporate literacy skills.	Delaney, Sean	8/19/2014		6/5/2015 quarterly
G1.B4.S1.A4	Content teachers will use benchmarks for Reading and Writing in the content areas in their common formative assessments	Groves, Constance	10/1/2014	PLC Feedback forms will indicate that benchmarks were commonly assessed after instruction and data was collected and discussed to create next action steps	6/5/2015 weekly
G1.MA1	Students will show increased proficiency on common formative assessments and other classroom/district assessments.	Coward, Esme	8/19/2014	Results from assessments	6/5/2015 monthly
G1.B1.S1.MA1	Before each reward is given, reports will be run to identify those who are eligible for the reward. The reports will serve as documentation.	Coward, Esme	10/1/2014	SRI reports, FAIR reports, Formative Assessment scores	6/5/2015 monthly
G1.B1.S1.MA1	Curriculum Resource Coach and ELA teachers will monitor classroom and district assessments by running reports and reviewing classroom assessment data.	Coward, Esme	10/1/2014	Reports/data from classroom and district assessments	6/5/2015 monthly
G1.B2.S1.MA1	Teachers will be surveyed.	Coward, Esme	8/19/2014	Results from survey	6/5/2015 quarterly
G1.B2.S1.MA1	One - two individuals will be assigned to monitor the lab calenders for fidelity.	Coward, Esme	8/19/2014	Calendar	6/5/2015 monthly
G1.B3.S1.MA1	Effectiveness will be monitored by direct observation of CRT and administration as well as student product/portfolio	Higginbotham, Mechele	8/19/2014	Completion of iObservation entry and student product/portfolio	6/5/2015 monthly
G1.B3.S1.MA1	CRT & administration will monitor using direct observation/evaluation of teacher practices	Higginbotham, Mechele	8/19/2014	Completion of entry in iObservation	6/5/2015 biweekly
G1.B4.S1.MA1	Data from PLC teams will be examined for effectiveness and weakness addressed	Groves, Constance	8/19/2014	Assessment scores; PLC Feedback Forms	6/5/2015 weekly
G1.B4.S1.MA6	Teachers will have copies of the Florida State Standards for Reading and Writing in the Content areas along with instruction on how to unpack the standards	Coward, Esme	8/19/2014	Workshop/meeting rosters; PLC notebooks with benchmarks	6/5/2015 semiannually
G1.B4.S1.MA7	Lesson Plans and classroom walkthroughs will indicate that reading and writing activities are taking place in classroom instruction	Higginbotham, Mechele	8/19/2014	Classroom walk-throughs; Discussions among stakeholders; PLC Feedback forms; feedback given to teachers	6/5/2015 weekly
G1.B4.S1.MA8	Teachers will collect and analyze data from common formative assessments used to evaluate student mastery of content benchmarks	Groves, Constance	8/19/2014	PLC Feedback forms	6/5/2015 weekly
G1.B4.S1.MA1	A PLC team list will be shared with all and teams will conduct weekly/biweekly meetings allowing for collaborative work	Coward, Esme	8/19/2014	Team fidelity and implementation monitored by Principal via PLC Feedback Forms	1/16/2015 semiannually
G1.B4.S1.MA2	Faculty will participate in a benchmark unpacking activity and school leaders will attend workshops to keep apprised of changes or clarifications of the Florida State Standards	Coward, Esme	8/14/2014	Workshop roster; attendance at meetings and professional development workshops; communication with faculty	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA3	Administration and the Leadership Team will conduct classroom walk-throughs to ensure reading and writing according to the state standards are being taught to fidelity	Higginbotham, Mechele	8/19/2014	Classroom walk-throughs; Discussions among stakeholders; PLC Feedback forms; feedback given to teachers	6/5/2015 monthly
G1.B4.S1.MA4	Teachers will use common formative assessments to assess student mastery; when available, the District will provide interim testing to assess growth and mastery	Groves, Constance	8/19/2014	PLC Feedback forms	6/5/2015 weekly
G2.MA1	Classroom assessments, common formative assessments, and practice industry certification tests will be conducted to monitor for progress toward meeting the goal.	Delaney, Sean	8/19/2014	assessment scores	6/5/2015 monthly
G2.B3.S1.MA1	Effectiveness will be monitored in CTE PLC meetings.	Delaney, Sean	8/19/2014	meeting notes	6/5/2015 biweekly
G2.B3.S1.MA1	CTE teachers will discuss implementation of the strategy.	Delaney, Sean	8/19/2014	Meeting notes	6/5/2015 biweekly

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.B3 Limited Reading instruction in the content areas.

G1.B3.S1 Incorporate Close reading of teacher selected chunks of content area textbooks for critical information

PD Opportunity 1

Teachers will participate in a book study - Identifying Critical Content by Senn, Rutherford, & DuFour [copy]

Facilitator

Mechele Higginbotham

Participants

All teachers

Schedule

Monthly, from 10/3/2014 to 6/5/2015

G1.B4 Content area teacher's lack of understanding of Reading and Writing standards

G1.B4.S1 Provide professional development and instruction for teachers in accessing/using reading and writing standards for content teachers

PD Opportunity 1

Reading coach will provide content area teachers copies of Reading and Writing in the content areas benchmarks from CPALMS and demonstrate how to unpack the standards

Facilitator

Esme Coward

Participants

Content Area Teachers

Schedule

On 6/5/2015

G2. Crescent City Junior Senior High School will increase the number of students participating in the Career and Technical Education programs.

G2.B3 Students lack reading skills

G2.B3.S1 Literacy activities will be incorporated into the CTE program.

PD Opportunity 1

CTE teachers will participate in a two day statewide professional development institute that provides strategies and resources for delivering instruction for ELA and mathematics through the CTE courses.

Facilitator

Florida Department of Education

Participants

CTE teachers

Schedule

Daily, from 11/4/2014 to 11/5/2014

PD Opportunity 2

Teachers will participate in a book study - Identifying Critical Content by Senn, Rutherford, & DuFour

Facilitator

Mechele Higginbotham

Participants

All teachers

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Professional Learning Communities will be utilized to support professional learning that will result in improved student achievement	3,100
Goal 2: Crescent City Junior Senior High School will increase the number of students participating in the Career and Technical Education programs.	1,100
Grand Total	4,200

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

Description	Source	Total
B1.S1.A1		0
B1.S1.A2	Other	2,000
B1.S1.A3		0
B3.S1.A1		0
B3.S1.A2	Title II	1,100
B4.S1.A1		0
B4.S1.A2		0
B4.S1.A3		0
B4.S1.A4		0
Total Goal 1		3,100

Goal 2: Crescent City Junior Senior High School will increase the number of students participating in the Career and Technical Education programs.

Description	Source	Total
B3.S1.A1		0
B3.S1.A2	Title II	1,100
B3.S1.A3		0
Total Goal 2		1,100