

Putnam County School District

Crescent City High School



2016-17 School Improvement Plan

Crescent City High School

2201 S US HIGHWAY 17, Crescent City, FL 32112

ccjshs.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Putnam County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Crescent City High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Crescent City 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.

b. Provide the school's vision statement

Crescent City 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.

2. School Environment

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

At Crescent City 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.

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

Crescent City 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.

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

All teachers were also trained in the Practical Magic Behavior Management Training prior to school starting.

d. 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 High School is a NO BULLY ZONE and the faculty are responsive to student needs.

3. 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).

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

Early warning systems allow the leadership team to identify students who are at risk of not graduating from high school. Crescent City 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 qualify based on any/all of these 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	67	49	53	220
One or more suspensions	0	0	0	0	0	0	0	0	0	26	28	12	11	77
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	16	46	12	4	78
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	71	65	31	0	167
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	44	59	16	11	130

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306618>.

2. Description

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

2. 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 partnerships with Winn Dixie, Three Bananas, and Hawg Wash. Not only do they employ our students, they also support academic and athletic activities. We have an ongoing relationship with the county health department that establishes healthy lifestyles for our faculty and staff. This year, our main focus is on Breast Cancer and the preventative measures to have early detection. On Open House night, a local oncologist will provide all the necessary information to families and students for self-exams for the local community and give a panel review of local survivors of Breast Cancer.

This will enhance our focus in Biology and Personal Fitness for the use of scientific studies of the human body.

C. 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).

1. School Leadership Team

a. Membership

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

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

b. Duties

1. 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.

2. 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

CCHS utilizes academic and behavior intervention data from Skyward/Performance Matters to determine what behavior(s) need to be targeted.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility for keeping inventory of resources purchased with Title I. Communication throughout the school year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services are as follows:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;

- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

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

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

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

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

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

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

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

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

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

school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to graduate with industry certification and the skills necessary to thrive in current and future careers.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

The school improvement plan was presented to the SAC for final approval and recommended changes. All data was reviewed and edits have been made according to the recommendations by the SAC committee.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

The SAC was not involved in the school's annual budget as no funding was provided through SAC funds for disbursement into the General or Line item budget. All professional development within the SIP is part of the schools general budget and did not require additional resources.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Higginbotham, Mechele	Principal
Groves, Constance	Instructional Coach
DeMeritt, Brenda	Instructional Media
Benford, Brandon	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

All teachers utilize 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. Teachers are trained with these skills through ongoing Professional Development and PLC's meetings. To encourage reading, we have purchased digital resources such as Achieve 3000, which are used on their personal electronic devices as well as in the classroom. Additionally, Crescent City High School is a one-to-one school where students are provided Chromebooks to take home as an extension of learning.

D. 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).

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

Teachers are members of Professional Learning Communities (PLC) that foster a collaborative working environment. PLC members are encouraged to create formative assessments, use formative assessment data to drive instruction, share best practices, and observe their peers. Common planning and vertical alignment are critical aspects for school improvement and will be utilized for communication of curriculum alignment.

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

The administrators at Crescent City High School work 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.

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

At Crescent City High School, first year teachers are mentored by highly qualified teachers with extensive understanding of content pedagogy, planning, classroom management, assessment, and instruction. The pairings are designed so that the mentor/mentee share common planning and meet regularly. The Putnam County School District provides each mentor with a packet to review with all new teachers as they transition into their new career.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 2016-17 school year. All resources utilized are aligned and compliant with the new standards. (Achieve 3000, textbooks within this adoption period, SRI, Read 180, Springboard, Collections, etc.) The administration team is responsible for monitoring instruction and curriculum. Interdisciplinary planning, collaboration, and instruction will take place in monthly grade level meetings, ongoing PLC's, and vertical planning. Teachers will meet to discuss strategies for implementing cross curricular instruction as well as MTSS. Content area teachers will meet biweekly in PLC meetings to discuss strategies, analyze data, and best practices.

b. Instructional Strategies

1. 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 PLC's where they are expected to analyze formative assessment data to guide their reteaching activities and set differentiated instruction. The school district recognizes Marzano's High Yield Strategies as the basal core for classroom instruction. All teachers have access to Performance Matters and can access state and local data for their students. Specific subjects have access to interim testing provided by the district. MFAS training and Algebra Nation has been provided by the district for all math teachers. All 9-10 ELA teachers are using the HMM Collections series with built in differentiated activities. ELA classes also have biweekly formative assessments and interim assessments. READ 180, used in grades 9-10 reading, also lends itself to differentiated instruction. Lexile data identifies growth and facilitates differentiation. Achieve 3000 used in 10-12 reading classes provides data on lexile growth as well as performance on standards data used for small group differentiated instruction.

Differentiation is utilized in all content areas and will meet the needs of individuals to align proficiency according the Florida Standards in all courses. District Curriculum maps and CPALMS utilized to discern what the curriculum alignment will be each year.

2. 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

Grade Recovery/promotion

Strategy Rationale

If students have an opportunity to complete classes over the summer they will be promoted to the next grade level and be on track for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Higginbotham, Mechele, mhigginbotham@my.putnamschools.org

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

Increased FSA/EOC/ACT/SAT scores, increased graduation rate.

Strategy: Extended School Day

Minutes added to school year: 4,320

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Benford, Brandon, bbenford@my.putnamschools.org

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

Report cards, GPA

2. Student Transition and Readiness

a. 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).

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

Crescent City High School has completed the transition from a combination school to a high school. The current 9th grade students will participate in a 9th grade transition class with the goal of providing additional support and goal setting strategies enabling them to successfully complete their four years of high school on track for graduation. We will not get a new cohort until the 2017-2018 school year.

At that time, Crescent City High School will provide an orientation for incoming 9th grade students. They will tour the school and have opportunities to speak with current students as well as faculty. Finally, upon graduation, an exit interview is conducted with all seniors.

b. College and Career Readiness

1. 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 fosters classroom presentations and discussion sessions that allow students to ask questions and receive information regarding academic and career planning. Students are encouraged and invited (with transportation) to the Career and College Fairs in our district. A career specialist is available to teachers and students two days of each week. We provide a career planning guide book, brochures about various careers, and create professional appearance posters to promote all career events. Each student is provided the opportunity to participate in a meeting about their classes and future plans with their guidance counselor. Additionally, high school students have the opportunity to enroll in any of our Career and Technical Education courses. In addition, students are assigned a teacher advisor whom they meet with as part of their daily schedule and whose role is to support students through counseling and tracking their grades and progress in content area classes. An ongoing partnership with St. Johns River State College provides Dual Enrollment opportunities for our students and AP courses are offered each year.

2. 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 local careers, shadow different career positions, and explore ways that the classes they are taking will impact their future. Our Welding, Health Science, Agri-Science, Early Childhood Education, and Administrative Office Specialist programs lead to industry certifications that allow our students to see the relevance of academics to the courses where hands-on experiences are being offered. This industry certification also allows our students to become direct employees for their specific certification statewide.

3. 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 post-secondary experience including Math for College Readiness and English for College Preparation. They have the opportunity to take reading classes through their senior year if they are unable to obtain a proficient score on the state's reading assessment. Students have multiple opportunities to visit college campuses, listen to speakers from colleges and universities, and participate in online college research. Taking advantage of these opportunities lead to a better understanding of the requirements for successful entry into the college arena. Teachers and students are encouraged to establish relationships that give the mentoring needed to attain goals leading to success. All CTE course offerings are designed to lead towards both a high school diploma and workforce readiness with a certification to be employed locally and abroad.

4. 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 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, Advanced Placement, & 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 High School provides a bus for each event and encourages students to attend.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

According to the 5E data, 10% of teachers have post-secondary expectations for students and 38% of teachers use the Teacher Advisor time (advising time set aside outside of content area time) to advise students on post-secondary goal setting and planning resulting in low numbers (less than 20%) of students seeking post-secondary opportunities.

B. Problem Analysis Summary

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

According to numerous student and teacher interviews (Shelby, 2016), there is a limited knowledge of opportunities for students to progress beyond high school. In many cases, the family unit has a high rate on non-graduates and this is an ongoing cycle that impedes the progress of students having the desire and fundamental knowledge of seeking a higher level education.

C. Strategic Goals

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.** 40% of students will be proficient on the FSA ELA assessment
- G2.** 38% of students will be proficient on the ALG 1, ALG 2, and Geometry EOCs combined, an increase of 15% from 2015-2016
- G3.** 100% of students will participate in a post-secondary qualifying test to prepare for college or career opportunities.

Strategic Goals Detail

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

G1. 40% of students will be proficient on the FSA ELA assessment 1a

G084907

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Historically, apathy and student accountability along with limited background knowledge are barriers to achievement. Historical data indicates lack of reading comprehension and vocabulary knowledge for all students. Teachers share concerns for limited retention of information and grade level academic skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Level 2 students receive support and intervention through full time paraprofessionals in the ELA classroom. Level 1 students in 9th and 10th grades receive online reading and small group remediation through Read 180 and Achieve 3000. Ninth and tenth grade students receive FSA style curriculum and instruction through Collections and Achieve 3000. SAT and College Board curriculum and instruction is utilized through Springboard and Khan Academy to better prepare 11th and 12th grade students for the the SAT.

Plan to Monitor Progress Toward G1. 8

Data notebooks, district and state assessment data, teacher evaluations.

Person Responsible

Mechele Higginbotham

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Teacher evaluation data and data notebooks, Performance Matters data.

G2. 38% of students will be proficient on the ALG 1, ALG 2, and Geometry EOCs combined, an increase of 15% from 2015-2016 **1a**

G084908

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	38.0
Geometry EOC Pass Rate	38.0
Algebra II EOC Pass Rate	38.0

Targeted Barriers to Achieving the Goal **3**

- Barriers are limited background knowledge and students lacking basic mathematical skills. Also, student apathy as evidenced in lack of preparation and homework completion

Resources Available to Help Reduce or Eliminate the Barriers **2**

- The available resources include new curriculum through Algebra Nation, including student Algebra Nation digital curriculum, IXL, computers (providing multiple online learning opportunities, ie: Khan Academy, TEN marks, PERT prep), calculators, and teacher led after school remediation for students. Additionally, teachers will participate in the PLC process broken down by content area at specific meeting times, focusing on data analysis, formative assessment creation, remediation, and enrichment discussion and decisions.
-

Plan to Monitor Progress Toward G2. **8**

Performance Matters, district data, classroom formative assessments

Person Responsible

John Shelby

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Performance Matters Data and data notebooks

G3. 100% of students will participate in a post-secondary qualifying test to prepare for college or career opportunities. 1a

G084909

Targets Supported 1b

Indicator	Annual Target
SAT Critical Reading	100.0
SAT Mathematics	100.0
SAT Writing	100.0

Targeted Barriers to Achieving the Goal 3

- Historically, a limited number of students pursue a post-secondary education. High rates of absenteeism have contributed to apathy and drop-out rates.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The College Board has proposed a free SAT for all Seniors in the 2016-17 school year. Students will participate in academic advising meetings, daily TA meetings. CCHS is a 1:1 electronic device school so students will have direct access to technology for SAT practice and testing.

Plan to Monitor Progress Toward G3. 8

As test scores are returned from College Board, any Seniors who did not participate in the SAT will be tested using the PERT.

Person Responsible

Mechele Higginbotham

Schedule

On 5/26/2017

Evidence of Completion

Student test scores from the PERT and SAT will be housed in the Schools data files and input into Skyward. All students scores will be analyzed for college readiness and used for concordant scores as needed for graduation requirements.

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

 = Problem Solving Step  S123456 = Quick Key

G1. 40% of students will be proficient on the FSA ELA assessment 1

G084907

G1.B1 Historically, apathy and student accountability along with limited background knowledge are barriers to achievement. Historical data indicates lack of reading comprehension and vocabulary knowledge for all students. Teachers share concerns for limited retention of information and grade level academic skills. 2

B225812

G1.B1.S1 School-wide high expectation for achievement with PBS and MTSS in classrooms and an increase extracurricular involvement. Strategic vocabulary instruction across all content. Learning focused lesson planning scaffolding grade level standards based instruction. Data analysis to identify student needs and small group differentiated instruction. Build background knowledge by extension of learning. 4

S238202

Strategy Rationale

By setting school-wide expectations and teaching positive behavior skills, all students will understand the criteria for achievement.

Students will learn using standards based instruction and curriculum. Students will have more opportunities for differentiated learning and leveled instruction through scaffolded lessons and higher order thinking skills.

Action Step 1

 5

Teachers will use curriculum and teach vocabulary with fidelity. Learning focused lesson plans will be scaffolded for differentiated instruction. Data analysis will be specific to FSA standards.

Person Responsible

Constance Groves

Schedule

Biweekly, from 8/25/2016 to 5/19/2017

Evidence of Completion

District and state assessments, Data notebooks, PLC team feedback forms. Performance Matters and Khan Academy training.

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

PLCs performance matters assessment data, student grades

Person Responsible

Mechele Higginbotham

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

PLC team feedback forms, data notebooks, teacher evaluation

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

Analyze district and state assessment data. Analyze teacher evaluation and feedback.

Person Responsible

Mechele Higginbotham

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Performance Matters data, district and state assessment data, teacher evaluations.

G2. 38% of students will be proficient on the ALG 1, ALG 2, and Geometry EOCs combined, an increase of 15% from 2015-2016 **1**

 G084908

G2.B1 Barriers are limited background knowledge and students lacking basic mathematical skills. Also, student apathy as evidenced in lack of preparation and homework completion **2**

 B225813

G2.B1.S1 Focus on analyzing and comprehension of word problems and higher order thinking questions, problem solving strategies, and explicit instruction on and student use of vocabulary. Differentiate instruction using strategic grouping and spiral curriculum. Teachers will align curriculum with Test Item Specifications for each EOC. **4**

 S238203

Strategy Rationale

Focusing explicit instruction on comprehension of text, and vocabulary knowledge and use, along with increasing the rigor through HOTS and problem solving, will prepare students to be successful on content area EOCs and tests. Strategic grouping for differentiation will serve to bridge the gaps in skill and knowledge levels, scaffolding students to proficiency. Spiral review of curriculum will enhance retention.

Action Step 1 **5**

Teachers will address common misconceptions based on standardized curriculum. Teachers will use test item specifications from CPALMS to build common formative standards based assessments. Teachers will use digital resources and small group differentiated instruction for remediation on standards. Remediation will take place within 2-3 days of data collection. Teachers will use researched based practices for vocabulary instruction and promote student use of academic vocabulary in the classroom. PLCs will be used to analyze data from common formative assessments and to collaborate on best practices and instructional strategies.

Person Responsible

John Shelby

Schedule

Biweekly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Evidence of effectiveness will be collected through teacher evaluations and district and state assessments data, as well as PLC feedback forms. Specific Performance Matters training for data analysis

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Align curriculum to district map, district and state assessment data. Analyze teacher evaluation feedback.

Person Responsible

John Shelby

Schedule

Monthly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Teacher evaluation. Performance Matters data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

State and district data should show evidence of learning gains and/or proficiency.

Person Responsible

John Shelby

Schedule

Quarterly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Performance Matters, grade level classroom data, and teacher evaluations.

G3. 100% of students will participate in a post-secondary qualifying test to prepare for college or career opportunities. 1

G084909

G3.B1 Historically, a limited number of students pursue a post-secondary education. High rates of absenteeism have contributed to apathy and drop-out rates. 2

B225814

G3.B1.S1 Consult with students on a large group and individualized basis on the importance of seeking post-secondary education. Students absent for the in school SAT will be administered the PERT. 4

S238204

Strategy Rationale

Economically and socially, education is a benefit to all students beyond high school graduation.

Action Step 1 5

Meet with Seniors during English 4 classes in order to motivate and evaluate students for registration.

Person Responsible

John Shelby

Schedule

On 9/8/2016

Evidence of Completion

Each class roster will verify student enrollment and willingness to participate in the SAT

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

All students will be checked against the district SAT data download for the OCT 19. All teachers will work during TA time to advise students. A calendar of events for use in TA will be provided so that Seniors are prepared for the assessment.

Person Responsible

Sheryl Brenner

Schedule

On 9/19/2016

Evidence of Completion

A line item comparison will be used to validate all Seniors enrolled at CCHS vs. Skyward Rosters. Teacher walkthroughs will provide evidence of SAT style questions on a daily basis. A calendar of events will be posted in key areas of the school.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Test Administrators and Guidance will communicate with Dr. Shelby on the need for additional testing units for In-School SAT.

Person Responsible

Sheryl Brenner

Schedule

On 9/21/2016

Evidence of Completion

All student names for additional testing units will be saved on Google Drive under In School SAT Folder and given the PERT prior to December 15.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S1.A1 A308231	Meet with Seniors during English 4 classes in order to motivate and evaluate students for...	Shelby, John	9/5/2016	Each class roster will verify student enrollment and willingness to participate in the SAT	9/8/2016 one-time
G3.B1.S1.MA1 M314782	All students will be checked against the district SAT data download for the OCT 19. All teachers...	Brenner, Sheryl	9/19/2016	A line item comparison will be used to validate all Seniors enrolled at CCHS vs. Skyward Rosters. Teacher walkthroughs will provide evidence of SAT style questions on a daily basis. A calendar of events will be posted in key areas of the school.	9/19/2016 one-time
G3.B1.S1.MA1 M314781	Test Administrators and Guidance will communicate with Dr. Shelby on the need for additional...	Brenner, Sheryl	9/21/2016	All student names for additional testing units will be saved on Google Drive under In School SAT Folder and given the PERT prior to December 15.	9/21/2016 one-time
G1.MA1 M314777	Data notebooks, district and state assessment data, teacher evaluations.	Higginbotham, Mechele	9/1/2016	Teacher evaluation data and data notebooks, Performance Matters data.	5/19/2017 quarterly
G2.MA1 M314780	Performance Matters, district data, classroom formative assessments	Shelby, John	9/1/2016	Performance Matters Data and data notebooks	5/19/2017 quarterly
G1.B1.S1.MA1 M314775	Analyze district and state assessment data. Analyze teacher evaluation and feedback.	Higginbotham, Mechele	9/1/2016	Performance Matters data, district and state assessment data, teacher evaluations.	5/19/2017 quarterly
G1.B1.S1.MA1 M314776	PLCs performance matters assessment data, student grades	Higginbotham, Mechele	9/1/2016	PLC team feedback forms, data notebooks, teacher evaluation	5/19/2017 quarterly
G1.B1.S1.A1 A308229	Teachers will use curriculum and teach vocabulary with fidelity. Learning focused lesson plans...	Groves, Constance	8/25/2016	District and state assessments, Data notebooks, PLC team feedback forms. Performance Matters and Khan Academy training.	5/19/2017 biweekly
G2.B1.S1.MA1 M314778	State and district data should show evidence of learning gains and/or proficiency.	Shelby, John	9/1/2016	Performance Matters, grade level classroom data, and teacher evaluations.	5/19/2017 quarterly
G2.B1.S1.MA1 M314779	Align curriculum to district map, district and state assessment data. Analyze teacher evaluation...	Shelby, John	9/1/2016	Teacher evaluation. Performance Matters data.	5/19/2017 monthly
G2.B1.S1.A1 A308230	Teachers will address common misconceptions based on standardized curriculum. Teachers will use...	Shelby, John	9/1/2016	Evidence of effectiveness will be collected through teacher evaluations and district and state assessments data, as well as PLC feedback forms. Specific Performance Matters training for data analysis	5/19/2017 biweekly
G3.MA1 M314783	As test scores are returned from College Board, any Seniors who did not participate in the SAT will...	Higginbotham, Mechele	3/1/2017	Student test scores from the PERT and SAT will be housed in the Schools data files and input into Skyward. All students scores will be analyzed for college readiness and used for concordant scores as needed for graduation requirements.	5/26/2017 one-time

V. Professional Development Opportunities

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

G1. 40% of students will be proficient on the FSA ELA assessment

G1.B1 Historically, apathy and student accountability along with limited background knowledge are barriers to achievement. Historical data indicates lack of reading comprehension and vocabulary knowledge for all students. Teachers share concerns for limited retention of information and grade level academic skills.

G1.B1.S1 School-wide high expectation for achievement with PBS and MTSS in classrooms and an increase extracurricular involvement. Strategic vocabulary instruction across all content. Learning focused lesson planning scaffolding grade level standards based instruction. Data analysis to identify student needs and small group differentiated instruction. Build background knowledge by extension of learning.

PD Opportunity 1

Teachers will use curriculum and teach vocabulary with fidelity. Learning focused lesson plans will be scaffolded for differentiated instruction. Data analysis will be specific to FSA standards.

Facilitator

C. Groves

Participants

ELA & Reading teachers and para professionals

Schedule

Biweekly, from 8/25/2016 to 5/19/2017

G2. 38% of students will be proficient on the ALG 1, ALG 2, and Geometry EOCs combined, an increase of 15% from 2015-2016

G2.B1 Barriers are limited background knowledge and students lacking basic mathematical skills. Also, student apathy as evidenced in lack of preparation and homework completion

G2.B1.S1 Focus on analyzing and comprehension of word problems and higher order thinking questions, problem solving strategies, and explicit instruction on and student use of vocabulary. Differentiate instruction using strategic grouping and spiral curriculum. Teachers will align curriculum with Test Item Specifications for each EOC.

PD Opportunity 1

Teachers will address common misconceptions based on standardized curriculum. Teachers will use test item specifications from CPALMS to build common formative standards based assessments. Teachers will use digital resources and small group differentiated instruction for remediation on standards. Remediation will take place within 2-3 days of data collection. Teachers will use researched based practices for vocabulary instruction and promote student use of academic vocabulary in the classroom. PLCs will be used to analyze data from common formative assessments and to collaborate on best practices and instructional strategies.

Facilitator

Dr. John Shelby

Participants

Math teachers

Schedule

Biweekly, from 9/1/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will use curriculum and teach vocabulary with fidelity. Learning focused lesson plans will be scaffolded for differentiated instruction. Data analysis will be specific to FSA standards.	\$0.00
2	G2.B1.S1.A1	Teachers will address common misconceptions based on standardized curriculum. Teachers will use test item specifications from CPALMS to build common formative standards based assessments. Teachers will use digital resources and small group differentiated instruction for remediation on standards. Remediation will take place within 2-3 days of data collection. Teachers will use researched based practices for vocabulary instruction and promote student use of academic vocabulary in the classroom. PLCs will be used to analyze data from common formative assessments and to collaborate on best practices and instructional strategies.	\$0.00
3	G3.B1.S1.A1	Meet with Seniors during English 4 classes in order to motivate and evaluate students for registration.	\$0.00
Total:			\$0.00