2013-2014 SCHOOL IMPROVEMENT PLAN

Green Cove Springs Junior High School

1220 BONAVENTURE AVE

Green Cove Springs, FL 32043

904-529-2140

http://gcj.oneclay.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	32%

Alternative/ESE Center	Charter School	Minority Rate
No	No	24%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	C	B	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Green Cove Springs Junior High School

Principal

Jeff Umbaugh

School Advisory Council chair

Jeanette DiRocco

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

Name	Title
Michelle Morgan	Fine Arts Department Chair
Larianne Stutts	ESE Department Chair
Crystal Rossin	8th Grade Guidance
Leisa Jones	Reading Department Chair
Bruce Sprately	Social Studies Department Chair
Cindy Johnson	Reading Instruction Coach
Jennifer Lowery	Math Department Chair
Candace Montgomery	Language Arts Department Chair
Stephany Wilson	Science Department Chair

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

Jeanette DiRocco- Chair
Jeff Umbaugh- Principal
Scott Voytko-Vice Principal
Jim Carrell- faculty representative
Rosa Yarbrough – faculty representative
Fran Jackson – staff representative
Scott McGee- business partner

Janet Lees- business partner
Cyndi Wooten-parent
Leigh Pressler-parent

Involvement of the SAC in the development of the SIP

SAC will review and evaluate the school improvement plan. The SAC team will assess the need for improvement at Green Cove Springs Junior by using district, state and federal goals as a guide and by reviewing student performance data.

Activities of the SAC for the upcoming school year

The SAC of Green Cove Springs Junior High will meet four times to review requests for SIP funding and monitor the implementation of the SIP.

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

School improvement funds will be utilized to enhance classroom instruction. Teachers will submit funding requests and denote how the purchases will support and enhance our SIP.

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

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

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

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jeff Umbaugh		
Principal	Years as Administrator: 11	Years at Current School: 2

Credentials	MA in Educational Leadership from the University of North Florida Member, Florida Association of School Administrators
Performance Record	Jeff Umbaugh is in his 11th year as an administrator in Clay County. Mr. Umbaugh spent 4 years as the principal of Wilkinson Elementary School, a Title 1 school located in Middleburg, FL. Under Mr. Umbaugh's tenure at Wilkinson, reading proficiency scores increased by 9% with a 17% growth in learning gains. In math, his 4 years brought a 27% increase in proficiency and a 24% rise in learning gains. These increases led to Wilkinson raising their school grade from a C to a B.

Scott Voytko		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	MA in Educational Leadership from the University of North Florida Member, Florida Association of School Administrators
Performance Record	Scott Voytko is in his 3rd year as an administrator in Clay County. He previously worked at Montclair Elementary School. Under his tenure at Montclair Elementary, student learning gains increased in both mathematics and reading, including significant gains with the lower quartile. Mr. Voytko led Montclair to improve their school grade total points (A Grade in both years) in both 2011-2012 and 2012-2013. Montclair was the only school in Clay County to improve their grade each of these two years.

Jen Halter		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Masters Degree in Educational Leadership from the University of North Florida
Performance Record	Formally a Language Arts teacher at Orange Park Junior, 62% of her 8th grade students passed the 2012 Reading FCAT test. 60% of them showed growth from the previous year. She also created a program called ACHIEVE that targeted all level 2 students, tying them to a CAR-PD trained teacher. Each level 2 reading student's progress was monitored throughout the year, and the CAR-PD teachers met every 6 weeks to discuss strategies with Mrs. Halter. From this student population, only 43% of them made gains from the previous year. With the ACHIEVE program, 63% of them made gains, deeming the ACHIEVE program successful.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Cindy Johnson		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5

Areas	Reading/Literacy
Credentials	M.Ed., Educational Leadership B.S., Elementary Education Certifications: Educational Leadership Elementary Education (K-6) ESOL Certification (K-12) Middle Grades Integrated Curriculum (5-9) Reading Endorsement (K-12)
Performance Record	Performance Record of Increasing Student Achievement GCJ Whole School FCAT Data Year Reading % Satisfactory or higher Reading Gains% Reading Gains for Low25% School Grade 12-13 66% 67% 60% C 11-12 66% 61% 51% B 10-11 78% 59% 64% A Johnson 2010-11 Individual Data 8th grade math/science teacher Math Science LQ 67% 42% All students 83% 76% GCJ All 8th grade students 77% 64%

Classroom Teachers

# of classroom teachers
46

 # receiving effective rating or higher
46, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
46, 100%

 # ESOL endorsed
10, 22%

 # reading endorsed
7, 15%

 # with advanced degrees
9, 20%

 # National Board Certified
0, 0%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
14, 30%

 # with 6-14 years of experience
22, 48%

 # with 15 or more years of experience
8, 17%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

Our school's administration, consisting of Jeff Umbaugh, Scott Voytko and Jen Halter, participate in Clay County School's job fair each Spring. This fair is advertised at every university in the state of Florida. At this job fair, the school's administration collaborates on questions and techniques for identifying qualified personnel to interview for open positions. Together, as a team, we interview for open job vacancies each summer. We use a rubric to rate candidates in several areas and discuss our scores to make the best hire. To retain teachers, we offer annual professional development that is individualized on teacher needs. We work hard to recognize our teachers and staff for the hard work and success they have every day in their classroom, while offering the support and resources needed for each of them to succeed and meet the needs of their students.

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

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

New teachers are paired with their department heads who serves as their school mentor. New teachers also receive consistent walk-throughs and feedback through Observation 360 from administration. New teachers also participate in our PLCs in a small group of 4. In these groups, new teachers can share their successes and struggles with veteran teachers, and learn new strategies to implement in the classroom.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

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

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

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

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 800

Our teachers meet monthly in either Math or Reading PLCs, and also have the option of completing individualized PD360 Professional Development.

Strategy Purpose(s)

• Teacher collaboration, planning and professional development

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

Teachers implement strategies and record results into a PLC log. Scott Voytko and Jen Halter review logs monthly and submit feedback to teachers. Teachers also can be taped to view the strategy in action.

Who is responsible for monitoring implementation of this strategy?

Scott Voytko, the Vice-Principal, is responsible for Professional Development Implementation.

Strategy: Before or After School Program

Minutes added to school year: 4,500

Teachers are available for math tutoring each morning from 9:00 to 9:30 AM every Tuesday, Wednesday, and Thursday.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student names are recorded and student progress is tracked with their math teacher. Grades are monitored for improvement.

Who is responsible for monitoring implementation of this strategy?

Jennifer Lowery, our math department head.

Strategy: Before or After School Program

Minutes added to school year: 900

After school clubs provide individual enrichment to diverse groups of students

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Each club has a sponsor responsible. Mr. Taft for Beta Club, Ms. Rainey and Ms. Dunlap for National Junior Honor Society. These sponsors record attendance and monitor their grades in school.

Who is responsible for monitoring implementation of this strategy?

Club sponsors listed above and school administration.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cindy Johnson	Reading Instruction Coach
Whitney Cram	7th grade guidance counselor
Crytal Rossin	8th grade guidance counselor
Jeff Umbaugh	Principal
Scott Voytko	Vice Principal
Jen Halter	Assistant Prinicipal
Larianne Stutts	ESE Support Facilitator

How the school-based LLT functions

The RtI team meets every month to review instructional and assessment data. The team also reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The RtI team provides data on Tier 1, 2 and 3 targets as well as the lower quartile students; academic and social/ emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

Major initiatives of the LLT

The major initiatives of the RtI team this year will be to show learning gains in our lower quartile students while pushing our other students to higher levels of success. Our faculty has embraced the Common Core standards in PLCs across all the content areas in order to integrate literacy skills into each subject.

Every Teacher Contributes to Reading Instruction

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

The Common Core Standards ensures that every teacher contributes to the reading improvement of every student. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of language arts, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

College and Career Readiness

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

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

Green Cove Junior has several Career and Technical Education Courses, including Business Keyboarding, Introduction to Information Technology, Exploring Technology, and Hospitality, Culinary, and Tourism. Additionally, our Introduction to IT class allows students to receive certification in Microsoft Office products. Al of these courses are offered as electives to all students.

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

The upcoming 7th graders had the opportunity to participate in a survey monkey concerning their elective classes for the next year. Our administration and guidance utilized this data to create meaningful and relevant elective classes for this school year. In addition, our academy adviser went into elective classes to speak with the students about selecting electives for the upcoming year. Our guidance counselors also worked with our upcoming 7th graders and the upcoming 8th graders to inform them of all of their options for course selection.

Strategies for improving student readiness for the public postsecondary level

Students in our advanced core courses receive a enriched curriculum to prepare them not only for high school, but higher learning beyond high school. Our standard courses prepare our students for

proficiency on our state standards. Our Social Studies Department works with students annually on a career planning unit to explore the their interests and provide examples of careers that match.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	66%	No	76%
American Indian				
Asian	78%	75%	No	80%
Black/African American	56%	51%	No	60%
Hispanic	79%	63%	No	81%
White	76%	68%	No	78%
English language learners	28%	29%	Yes	34%
Students with disabilities	52%	30%	No	57%
Economically disadvantaged	61%	43%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	571	66%	
Students scoring at or above Achievement Level 4	181	21%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	580	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	114	60%	65%

Comprehensive English Language Learning Assessment (CELLA)

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

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	209	45%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	68%	No	78%
American Indian				
Asian	85%	88%	Yes	87%
Black/African American	55%	50%	No	60%
Hispanic	76%	69%	No	78%
White	78%	72%	No	80%
English language learners	41%	36%	No	47%
Students with disabilities	50%	33%	No	55%
Economically disadvantaged	60%	47%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	552	69%	78%
Students scoring at or above Achievement Level 4	307	37%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	598	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	455	55%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	101	12%	15%
Middle school performance on high school EOC and industry certifications	100	99%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	99%	100%
Students scoring at or above Achievement Level 4	69	87%	95%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	100%	100%
Students scoring at or above Achievement Level 4	22	100%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

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

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	17	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase writing across content areas.

G2. Increase the emphasis on text-dependent questions, rigor, and text complexity in all content areas.

G3. Strengthen professional learning communities.

G4. Increase engagement of students in the mathematical learning process

Goals Detail

G1. Increase writing across content areas.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Science Fair Project

Targeted Barriers to Achieving the Goal

- Time to collaborate

Plan to Monitor Progress Toward the Goal

Student science fair projects will have improved research and depth.

Person or Persons Responsible
Science Fair Judges

Target Dates or Schedule:
February, 2014

Evidence of Completion:
County awards and student placements.

G2. Increase the emphasis on text-dependent questions, rigor, and text complexity in all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Literacy PLC, DBQs in social studies, Integration of the Science Fair project into all subject areas,

Targeted Barriers to Achieving the Goal

- Time for professional development and collaboration among content area teachers.

Plan to Monitor Progress Toward the Goal

PLC strategies will be monitored through student effectiveness on Performance Matters Reading Benchmark tests.

Person or Persons Responsible

GCJ Administration, RTI Data Team, School Based Leadership Team

Target Dates or Schedule:

Meetings are monthly

Evidence of Completion:

Benchmark scores from Performance Matters Tests

G3. Strengthen professional learning communities.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- PD 360 and Common Core 360 videos

- The book- "Notice and Note: Strategies for Close Reading"

- The book - "Hands-on Math Activities for Teaching the Common Core."

Targeted Barriers to Achieving the Goal

- Time for teachers to meet, participate, collaborate, and discuss.

Plan to Monitor Progress Toward the Goal

Evaluate implementation of strategies incorporated in PLCs.

Person or Persons Responsible
GCJ Administration, RTI Data team, School Leadership Team

Target Dates or Schedule:
Each team will meet monthly.

Evidence of Completion:
Follow-up forms from teachers, feedback from teachers, progress of student achievement related to PLC strategies using Performance Matters.

G4. Increase engagement of students in the mathematical learning process

Targets Supported
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science - Middle School
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal
- Teaching the Common Core Math Standards with Hands-on Activities, Grades 6-8

Targeted Barriers to Achieving the Goal
- Instructional time in classroom with the pace of the curriculum.

Plan to Monitor Progress Toward the Goal

The use of hands-on activities will increase engagement in math

Person or Persons Responsible
Scott Voytko

Target Dates or Schedule:
daily lessons

Evidence of Completion:
Samples of student work, videos of students in action, and increased proficiency on Performance Matters Math Benchmarks.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase writing across content areas.

G1.B1 Time to collaborate

G1.B1.S1 Create a detailed packet of expectations and timeline for content area teachers.

Action Step 1

Meeting will be held to introduce each subject areas' expectations

Person or Persons Responsible

GCJ administration, Math, Science, Social Studies, and Language Arts teachers.

Target Dates or Schedule

Pre-planning week

Evidence of Completion

check-in sheet

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

Science Fair Packet of student work with each section assigned to a different subject area teacher.

Person or Persons Responsible

Math, Science, Social Studies, and Language Arts teachers

Target Dates or Schedule

1st semester

Evidence of Completion

lesson plans of teachers

Plan to Monitor Effectiveness of G1.B1.S1

Complete Science Fair Packet with assistance from subject area teachers.

Person or Persons Responsible

Math, Science, Social Studies, and Language Arts

Target Dates or Schedule

December/January

Evidence of Completion

Science Fair project.

G2. Increase the emphasis on text-dependent questions, rigor, and text complexity in all content areas.

G2.B1 Time for professional development and collaboration among content area teachers.

G2.B1.S1 Launch a Literacy PLC available for all content area teachers.

Action Step 1

Create and implement a Literacy PLC for incorporating Common Core Standards.

Person or Persons Responsible

Vice Principal

Target Dates or Schedule

once per month

Evidence of Completion

plc logs, videos from YouTube channel, samples of student work

Facilitator:

Jen Halter, Assistant Principal

Participants:

TBD

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

Walk-throughs, samples of student work, bi-weekly email discussion, and PLC logs will be used to monitor PLC progress.

Person or Persons Responsible

Jen Halter and Cindy Johnson

Target Dates or Schedule

Ongoing through the PLC.

Evidence of Completion

Documentation of emails, videos of strategies in action, samples of student work, and PLC logs.

Plan to Monitor Effectiveness of G2.B1.S1

PLC strategies and discussion will be monitored through walkthroughs and PLC logs.

Person or Persons Responsible

GCJ administration and Reading Coach

Target Dates or Schedule

weekly

Evidence of Completion

Email discussion, PLC log discussion, YouTube videos of class in action, Observation 360.

G3. Strengthen professional learning communities.

G3.B1 Time for teachers to meet, participate, collaborate, and discuss.

G3.B1.S1 Creating scheduled PLC meeting times through 2013-2014 with a detailed agenda and clear expectations.

Action Step 1

Create meaningful PLCs that address school-wide weaknesses.

Person or Persons Responsible

GCJ administration and SAC

Target Dates or Schedule

monthly

Evidence of Completion

Samples of student work, lesson plans, PLC logs.

Facilitator:

Scott Voytko, Vice Principal.

Participants:

All Staff.

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

GCJ administration will document PLC meeting times with sign-in sheets.

Person or Persons Responsible

Scott Voytko will provide sign-in sheets, read all logs and communicate with participants via email.

Target Dates or Schedule

PLCs are monthly.

Evidence of Completion

PLC sign-in sheets, email communication bi-weekly, PLC logs, samples of student work.

Plan to Monitor Effectiveness of G3.B1.S1

PLCs will document discussion on PLC logs. They will follow a detailed agenda and will conclude with a strategy to implement.

Person or Persons Responsible

GCJ Administration, PLC participants.

Target Dates or Schedule

These teams meet monthly. Email documentation is bi-weekly.

Evidence of Completion

email documentation that facilitator will have with participants, as well as samples of student work.

G4. Increase engagement of students in the mathematical learning process

G4.B1 Instructional time in classroom with the pace of the curriculum.

G4.B1.S1 Create and implement a Math PLC.

Action Step 1

Create a Math PLC to address hands-on activities appropriate for the Common Core standards.

Person or Persons Responsible

Scott Voytko

Target Dates or Schedule

monthly

Evidence of Completion

Greater engagement in mathematics.

Facilitator:

Scott Voytko

Participants:

Pam Hollis, Jen Lowery, Christina Rainey, Jill Jones, Valerie Knowles, Dee Dunlap, Michelle Davis, Carrie Crosby, Karen Nergard, Barbara Harvill.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

The Math PLC will meet monthly to discuss strategies.

Person or Persons Responsible

Scott Voytko

Target Dates or Schedule

monthly.

Evidence of Completion

PLC Logs, PLC sign-in sheets.

Plan to Monitor Effectiveness of G4.B1.S1

Strategies from PLC will be monitored through email documentation, lesson plans, and student work.

Person or Persons Responsible

Scott Voytko

Target Dates or Schedule

bi weekly emails, monthly meetings.

Evidence of Completion

Student work, PLC logs of discussion, YouTube videos of students in action.

Coordination and Integration

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. Increase the emphasis on text-dependent questions, rigor, and text complexity in all content areas.

G2.B1 Time for professional development and collaboration among content area teachers.

G2.B1.S1 Launch a Literacy PLC available for all content area teachers.

PD Opportunity 1

Create and implement a Literacy PLC for incorporating Common Core Standards.

Facilitator

Jen Halter, Assistant Principal

Participants

TBD

Target Dates or Schedule

once per month

Evidence of Completion

plc logs, videos from YouTube channel, samples of student work

G3. Strengthen professional learning communities.

G3.B1 Time for teachers to meet, participate, collaborate, and discuss.

G3.B1.S1 Creating scheduled PLC meeting times through 2013-2014 with a detailed agenda and clear expectations.

PD Opportunity 1

Create meaningful PLCs that address school-wide weaknesses.

Facilitator

Scott Voytko, Vice Principal.

Participants

All Staff.

Target Dates or Schedule

monthly

Evidence of Completion

Samples of student work, lesson plans, PLC logs.

G4. Increase engagement of students in the mathematical learning process

G4.B1 Instructional time in classroom with the pace of the curriculum.

G4.B1.S1 Create and implement a Math PLC.

PD Opportunity 1

Create a Math PLC to address hands-on activities appropriate for the Common Core standards.

Facilitator

Scott Voytko

Participants

Pam Hollis, Jen Lowery, Christina Rainey, Jill Jones, Valerie Knowles, Dee Dunlap, Michelle Davis, Carrie Crosby, Karen Nergard, Barbara Harvill.

Target Dates or Schedule

monthly

Evidence of Completion

Greater engagement in mathematics.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase the emphasis on text-dependent questions, rigor, and text complexity in all content areas.

G2.B1 Time for professional development and collaboration among content area teachers.

G2.B1.S1 Launch a Literacy PLC available for all content area teachers.

Action Step 1

Create and implement a Literacy PLC for incorporating Common Core Standards.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Strengthen professional learning communities.

G3.B1 Time for teachers to meet, participate, collaborate, and discuss.

G3.B1.S1 Creating scheduled PLC meeting times through 2013-2014 with a detailed agenda and clear expectations.

Action Step 1

Create meaningful PLCs that address school-wide weaknesses.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Increase engagement of students in the mathematical learning process

G4.B1 Instructional time in classroom with the pace of the curriculum.

G4.B1.S1 Create and implement a Math PLC.

Action Step 1

Create a Math PLC to address hands-on activities appropriate for the Common Core standards.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed