

Green Cove Springs Junior High School



2016-17 Schoolwide Improvement Plan

Green Cove Springs Junior High School

1220 BONAVENTURE AVE, Green Cove Springs, FL 32043

<http://gcj.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

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

**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 Clay 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 Green Cove Springs Junior High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Green Cove Springs Junior High School is to create and maintain an environment where "EVERY STUDENT IS A WINNER IN SOME WAY, EVERY DAY" with parents and the community as partners in the everyday function of our school. This will be evidenced by a mastery of skills essential to foster academic achievement and social responsibility. The school accepts this mission to create an environment which will motivate all students toward these goals.

b. Provide the school's vision statement.

Green Cove Springs Junior High will provide a quality education in a safe environment for our diverse student population where social responsibility is fostered and all students are motivated to master academic goals.

2. School Environment

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

The GCJH faculty holds meetings to discuss how to build rapport with students. Also, teaching cultural awareness in Social Studies classes, and promoting social tolerance of all people is done periodically throughout the school year. The guidance department is involved in counseling students on being accepting of others by holding student conferences and utilizing the Student 2 Student program with Student Ambassadors who help new students adjust to our school and make sure they feel welcome and accepted.

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

The faculty and staff at GCJH are dedicated to creating an environment where students feel safe and respected before, during, and after school. Teacher supervision is critical for this endeavor. Faculty and staff have designated duty stations before and after school and monitor hallway traffic between each class period.

Our Foundations Team meets monthly and attends training to establish positive discipline policies that create a safe and civil school. The school implements student surveys to help guide decision making for creating a safe learning environment. Our guidance department has a "Box" to report bullying/harassment situations and poor peer interaction. Students involved in bully situations are able to receive counseling from peer students, Guidance Counselors, SAP, or the GCJ Military Family Life Counselor. Student Ambassadors help new students assimilate to the school culture and provide friendly faces for our students to turn to for any questions.

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.

Green Cove Junior High participates in the Foundation program to create a Safe and Civil School. The Foundation's initiative seeks to help teams of employees generate solutions to campus-wide problems, and make the school a better place as a whole. The GCJH team attends training and

reports back to our faculty and staff on how to use behavioral interventions effectively and consistently, correcting minor misbehavior without resorting to disciplinary referrals, and to promote building positive behavior strategies.

One of the systems that is utilized in Foundations is CHAMPS (Conversations-Help-Activity-Movement-Participation-Success) CHAMPS is a classroom management technique. It is designed to help classroom teachers develop (or fine tune) an effective classroom management plan that is proactive, positive, and instructional. The CHAMPS model guides the teacher regarding student management in making effective decisions.

The GCJ faculty also teams up to create a "Time Out Buddy System" whereby students are sent to a fellow teacher's classroom to remove them from a situation and to learn positive behavioral strategies. A smaller setting is provided for students identified with behavioral disabilities and/or high degrees of distractibility. Mrs. Stutts, our ESE support facilitator, is instrumental in stepping in to work with students and teachers that might require additional assistance.

Many of our teachers are also implementing behavior contracts with students. Since the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract.

The Peer Mentoring program allows students to work with their fellow students who are having difficulty. Peer students have opportunities for leadership, empathy, understanding, and care towards others as well as the opportunity to have positive role models of the same age group. They help the students get to class on time, develop positive peer relations, increase positive choices and behaviors, get organized and stay organized, as well as influencing them to be involved and successful here at GCJH. The Peer Mentors, undergo extensive training with Mrs. Mason, the 8th grade guidance counselor.

Prior to the last school year, students were segregated into two groups: 7th and 8th grade holding areas before school. Since some discipline issues were rising in the holding areas, the Foundations Team decided to keep the students on the busses until 9:20. Most busses arrive at the school about 9:10. Making this one change has decreased the discipline issues on the campus.

GCJ has implemented a "Saturday School" that is used for students that need extra attention with discipline issues. Students will do manual labor for a few hours, with consent of parents, and then attend a lecture on behavioral change. Mrs. Gomez and Mr. Taft are the "Saturday School" teachers.

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.

Green Cove Springs Junior High ensures that the social-emotional needs of the students are being met by providing a variety of counseling, mentoring and other pupil services.

Mr. Whitlow, Military Family Life Counselor, attends children whose parents are in the military and may encounter some unique challenges related to deployment of their parent. Mr. Whitlow provides support and communication for the students, family, faculty and staff as he works with our military families.

Ms. Kemp, ESE staffing specialist, ensures we are compliant with student needs.

Mrs. Stutts, ESE support facilitator, works with all teachers to push in to classrooms to offer support and/or small groups settings to ensure mastery of skills. Mrs. Stutts also offers peer tutoring every Friday in the media center. Higher performing students work with struggling students to complete homework, projects and other concepts they might not have understood during the week.

Ms. Tepley runs the Student Assistant Program. The student's academic success is directly impacted by his/her mental health and other life stressors. Teachers refer students to this program that allows for collaborative prevention, intervention, and post intervention services improving the ability of at-risk youth to be successful both in and out of the classroom.

Mrs. Forster, our 7th grade counselor, and Mrs. Mason, the 8th grade counselor ensure the social-emotional needs of all students by delivering a comprehensive school counseling program through individual counseling, and small group counseling in areas such as student success skills, and delivering classroom lessons on a variety of topics. School counselors collaborate and consult with

parents, teachers, administrators, and community agencies to ensure student needs are being met. Responsive services are provided to refer students to resources within the school and community. Our school counselors have organized and supported several programs within our school to further support social-emotional needs of students by mentoring services (College Reach Out Program, Student2Student, Take Stock in Children) and providing resources that meet the needs of the whole child (Friday Food, Thanksgiving Baskets, Holiday Giving Tree, school supply donations from local community agencies).

Student Ambassadors help other students assimilate to the school culture and provide friendly faces for our students to turn to for any questions.

Jami Shaw, Science Coach, helps to strengthen the major concepts that are taught in the science classes through hands-on lab. She uses different techniques, technologies, and skills to answer scientific problems. Mrs. Shaw also works with individuals and small groups on completing the Science Fair packet and research. The goal is to make all of the students problem solvers.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

The early warning system will include the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in or out of school.
- Course failure in English Language Arts or Mathematics.
- A score of Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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	21	51	0	0	0	0	72	
One or more suspensions	0	0	0	0	0	0	0	34	32	0	0	0	0	66	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	0	0	0	0	0	1	

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	1	0	0	0	0	0	1	

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

Weekly Attendance Team Meetings are held to monitor excused and unexcused absences, tardies, and patterns of student attendance problems. Weekly meetings are held with Ms. Hancock, Social Worker, for any needs students may have. Remediation Math Lab is available for level 1 and 2 Math students. GCSJH has implemented a new approach to suspension policy, where students will serve more ISS versus OSS to allow teachers to mentor students, and work toward academics during out of class time for behavior.

Best Practices for Inclusive Education (BPIE) is an internal tool and process designed to help identify priority needs, develop school improvement strategies and organize resources to support the implementation of inclusive practices school-wide.

On July 1, 2013, the governor of Florida signed into law section 1003.57(l)(f), F.S., which reads: Once every three years, each school district and school shall complete a Best Practice in Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.

Goals and improvement strategies resulting from the BPIE should also be included as part of the School Improvement Plan (SIP) and process. When inclusive practices are rooted in school-wide efforts to increase student achievement, SWD's have opportunities to maximize their potential for learning, develop meaningful relationships with same-age peers without disabilities and participate fully as citizens in their communities.

The school BPIE is intended to:

- *Provide a self-assessment for schools to evaluate the current status of inclusive best practices;
- *Initiate discussion among school leaders, school personnel and stakeholders to identify priority needs for improvement;
- *Develop measurable goals and action steps to increase or improve inclusive best practices across the school;
- *Validate areas of strengths in the implementation of best practices for inclusive education for all SWDs;
- *Monitor and report progress toward the implementation of inclusive best practices at the school level; and
- *Analyze data to allocate resources in support of inclusive practices across the school and district.

Three domains that are focused on:

- *Leadership and decision making and Instruction and student achievement:
 - Indicator: School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications. Implementation status: Partially completed
- *Communication and collaboration:
 - Indicator: The SIP and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel and community members annually. Implementation status: Partially completed.

Committee Members:

- *Jen Halter - Principal
- *Michelle Davis - General Ed Math Teacher
- *Yolanda Byers - ESE Secretary
- *Sandra Gardner - History General Ed Teacher (Inclusion)

- *Chera Bleau - Language Arts General Ed Teacher (Inclusion)
- *Larriane Stutts - Support Facilitator and ESE Department Head
- *Karen Padgett - PE Department Head
- *James DeMarie - Assistant Principal
- *Kristin Rousseau - Vice Principal
- *Nancy Rohr - Grandmother and SWD student
- *Janet Lees - Parent

B. Family and Community Engagement

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

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

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Green Cove Springs Junior high faculty and staff work at building positive relationships with families to increase involvement and to keep parents informed of their child's progress.

*We have a school Facebook page and a Twitter account that allows our families to quickly access information concerning school activities, clubs and functions allowing for a continuous flow of information.

*The FOCUS portal allows parents and guardians to access timely information about their child's assignments and grades. FOCUS also links directly to teacher emails so parents can quickly communicate any concerns.

*Food on Fridays is a special program where we collect food for our needy students to have nutritional meals over the weekend. Teachers and our guidance department work closely to determine which students would benefit from this service.

*BETA club is our student community service organization. Our school BETA club collects food, clothes and laundry detergent for families in need in the community, They also collect stuffed toys for our police to give to traumatized children and Toys -for-Tots for our area Marines to distribute. Many other services projects are also planned throughout the year.

*Open House Night is combined with orientation and is held the night before school begins. Parents and students tour the school and receive information on the curriculum for courses, general school information and are introduced to teachers.

*Upcoming 7th graders and their parents are invited to a special orientation night in May. The focus of this activity is to explain the junior high schedule and pertinent information about GCJH. The intent of this special night is to alleviate any concerns for our future students and parents.

*Edulink is our automated Parent Link Phone Service. All parents who provide contact numbers are quickly notified about upcoming school and community events, student absences and any emergency information.

*Parent Conferences are scheduled to keep open communication between teachers and parents concerning the child's progress, behavior and educational needs. Every effort is made to accommodate the parents busy schedules.

*The display of PRIDE posters around the school remind students of what they are to strive for on a personal basis. P = Problem Solver, R = Responsible, I = Innovative, D = Determined, E = Engaged.

*Cougar Paws are awards students can earn by being caught doing random acts of kindness to other students. The award is submitted by a faculty or staff member by catching a student going the extra mile for another student.

*Cougars with PRIDE is a schoolwide program recognizing GCJ students that display one or more of the Cougar PRIDE characteristics. Focus can be on the lower quartile students but open to nomination of any student. At the end of each month, the last week, the Guidance Department will send to each Team Leader via email a reminder to nominate students. The nomination form will include a few lines of what PRIDE trait the student demonstrates. PRIDE students will be selected in October, November, January, February, March, April, and May.

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.

Green Cove Springs Junior High works hard to build and sustain partnerships with the local community to support the school and student achievement. The School Advisory Council is comprised of local business leaders that assist the GCJH faculty and administration in providing support and supplies to meet our unique needs for our students. We have worked closely with our area businesses to have school discount cards that promote their business and also provide discounts to our local families. The RPM Automotive Incentive Program promotes our school and allows our parents to receive discounts services for automotive repair. Our clubs and student organizations provide community service for the food panty, veterans, Toys-for-Tots, Council on Aging and many other area resources. Our GCJH students participate in community parades, festivals such as the annual Soul Food Festival. All of these activities and projects involve area businesses and organizations to support school, community and student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Halter, Jen	Principal
DiRocco, Jeanette	Instructional Media
Bleau, Chera	Teacher, K-12
Lowery, Jennifer	Teacher, K-12
Taylor, Lori	Teacher, K-12
Davis, Michelle	Teacher, K-12
Spratley, Bruce	Teacher, K-12
Shaw, Jami	Teacher, K-12
Morgan, Michelle	Teacher, Career/Technical
Padgett, Karen	Teacher, K-12
Stutts, Larianne	Teacher, K-12
Forster, Whitney	School Counselor
Rousseau, Kristin	Assistant Principal
Mason, Lisa	School Counselor
Demarie, James	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 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, Jen Halter, is the leader of the meeting. Vice and Assistant principals, Kristin Rousseau and James DeMarie, 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 also act as liaisons to other teachers in their grade/content area grouping. Each lead teacher and the administration team discusses important information and activities that are occurring or upcoming in their subject area. This information is shared with the department teams during their weekly meetings so everyone can be better informed.

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.

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment three times per year. School-based leadership teams will meet after monthly to discuss classroom and formal assessment data along with any other issues that may arise in meeting the needs of all students. Any materials needed are requested at this meeting and purchased with approval by Mrs. Halter, when appropriate. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
William Taft	Teacher
Mona Gardella	Parent
Jennifer Adair	Parent
Fran Jackson	Education Support Employee
Chera Bleau	Teacher
Halter, Jen	Principal
Rousseau, Kristin	Principal
James DeMarie	Principal
Donna Dennison	Teacher

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

Based off of last year's FSA data, the goals that were focused on in the School Improvement Plan helped to raise student achievement. The SIP goals were evaluated at the first meeting of the 2016-2017 school year. Green Cove Junior High's Academic Performance on the 2015-2016 available statewide testing was reviewed and discussed with emphasis on how our goals directly corresponded with increased student achievement.

b. Development of this school improvement plan

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. Each SAC member will be encouraged to create our SIP goals based on the statewide testing data available. After the initial discussion, the SAC members will be involved in email correspondences that will allow them input regarding the goals that are being developed. The SAC members will determine the goals established and any adjustments to be decided from the SIP peer review.

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

There are currently no funds in the SAC account.

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

N/A

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
Halter, Jen	Principal
Forster, Whitney	School Counselor
Bleau, Chera	Teacher, K-12
Davis, Michelle	Teacher, K-12
DiRocco, Jeanette	Instructional Media
Lowery, Jennifer	Teacher, K-12
Morgan, Michelle	Teacher, Career/Technical
Padgett, Karen	Teacher, K-12
Shaw, Jami	Teacher, K-12
Spratley, Bruce	Teacher, K-12
Stutts, Larianne	Teacher, ESE
Taylor, Lori	Teacher, K-12
Rousseau, Kristin	Principal
Mason, Lisa	School Counselor
Demarie, James	Assistant Principal

b. Duties

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

The major initiatives of the LLT 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 Professional Learning Communities across all the content areas in order to integrate literacy skills into each subject. We participate in the state-wide Celebrate Literacy Week with special activities to promote reading for enjoyment.

D. Public and Collaborative Teaching

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

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

GCJH encourages positive working relationships between teachers in many ways. Our students have a Science Fair packet that incorporates all core subject areas. All content teachers work with the students to complete a

Science Fair packet. The science teachers introduce the packet and keep the students on track as they complete the research section in their social studies/civics classes, write the project summary with their language arts teachers and complete any charts and/or graphs with the math teachers.

The teachers have common planning time to share subject information and lesson plans. The entire faculty participates in PLCs (Professional Learning Communities) every Friday morning with choice groups. Special focus is given to reaching our lower quartile students in every subject area. Our PLCs plan lessons based upon the subject level standards and the assessment data for each student. Based upon the results of the assessment instruction is differentiated to meet the diverse needs of each student.

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

Our school's administration, consisting of Jen Halter, Kristin Rousseau, and James DeMarie, 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. Administrators use a rubric to rate candidates in several areas and discuss 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.

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

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

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.

GCJH uses the District approved curriculum in all subject areas. All core instructional programs and materials are aligned to Florida's standards. All teachers attend subject area training pertaining to state standards, curriculum, textbooks, alternative teaching material and framework.

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.

The PLC groups plan lessons based upon the subject level standards and the assessment data for each student. Based upon the results of the assessment instruction is differentiated to meet the diverse needs of each student. Mrs. Stutts, our ESE resource Coach, is available to "push-in" to the classroom to work with small groups of students for lesson adaptation.

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: Before School Program

Minutes added to school year: 800

Our teachers meet weekly for PLCs on Friday mornings, and also have the option of completing individualized PD360 Professional Development. The PLC teams will plan a lesson and a common formative assessment. Teachers will then implement the lesson using the framework strategies planned from the PLC meeting. Teachers bring back the student work from the common assessment and discuss results. Teachers use strategies discussed with PLC team to remediate and plan for further instruction.

PLC team logs are completed after each meeting and shared with an assigned administrator. Administrators will provide weekly feedback to the PLC teams and provide resources such as video links, articles, books, websites, etc. to support your work.

Strategy Rationale

Our new state assessment will require students to apply critical thinking skills and complete performance task items that demonstrate their ability to utilize digital tools as well as analyze text and develop a claim, opinion or argument based on relevant evidence. We are also transitioning to a new state accountability system and have new instructional resources to support the instructional shifts expected in each classroom.

Clay County has been preparing for this transition through our three instructional initiatives which include:

1. Writing across the content areas
2. Implementation of student engagement strategies that promote daily student collaboration through an instructional framework
3. Teacher engagement and empowerment through meaningful Professional Learning Communities (PLC)

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Halter, Jen, jennifer.halter@myoneclay.net

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

Teachers implement strategies and record results into a PLC log. Kristin Rousseau reviews logs weekly and submit feedback to teachers. Teachers also can be taped to view the strategy in action.

Strategy: Before School Program

Minutes added to school year: 4,500

Teachers are available for tutoring each morning from 8:30 to 9:15 AM every Tuesday, Wednesday, and Thursday. Students are given a quiet place to study, work on projects, finish homework or be tutored by fellow students and teachers. Math is the predominate subject and students are encouraged to enroll in the "math boot camp" but tutoring is available for every subject area.

Strategy Rationale

The small group and individualized instruction and assistance will enrich the students and help them perform better in class.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lowery, Jennifer, jllowery@oneclay.net

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

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

Strategy: After School Program

Minutes added to school year: 5,000

After school clubs provide individual enrichment to diverse groups of students

Strategy Rationale

After school clubs provide individual enrichment to diverse groups of students. Studies show that students involved in extra-curricular activities perform better in school and have better attendance in class.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Morgan, Michelle, mlmorgan@oneclay.net

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

Each club has a sponsor responsible. Clubs are managed by Mrs. Morgan.

*Mr. Taft - Beta Club

*Mrs. Lowery - National Junior Honor Society

*Mrs. Brandon - Academic Team

These sponsors record attendance and monitor students grades in school.

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. Â§ 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.

Green Cove Springs Junior High guidance counselor, Mrs. Forster, visits the elementary feeder schools and hold meetings for all the upcoming 7th graders. She provides information on our elective classes, clubs, locker procedures, athletic activities and general junior high life. The ESE department head, Mrs. Stutts, sets separate meetings for all incoming students identified with special needs. She ensures that their services will be matched at the junior high school.

The high school guidance counselors and academy representatives meet with GCJH 8th grade students in the spring to discuss various academies and programs available. GCJH is also fortunate to have Pete Loscuito, from the Career & Tech Ed Dept, and his job is "Career Specialist." He is available twice a month to work with our teachers and students and acts as a liaison between the high schools and the junior highs concerning CTE programs and career academies. He meets with students about the importance of developing a long range plan for their high school experience. Again, Mrs. Stutts meets with the high school counselors to ensure that the ESE students will continue to have their special needs met.

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.

Incoming 7th graders have the opportunity to participate in a survey concerning their elective classes for the next year. Our administration and guidance, personal 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 6th graders and current 7th graders and to inform them of all of their options for course selection. Our elective classes provide a variety of options and strategies to advance college and career awareness including certifications in Microsoft programs and specialized hospitality training.

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

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. All of these courses are offered as electives to all students.

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 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. GCJH is also fortunate to have Pete Loscuito, from the Career & Tech Ed Department. He talks with eighth grade students about the academies that are available to them when they reach ninth grade, informs them on the many opportunities available to them upon graduation from high school, assists the CTE programs by introducing career options to the students in those programs, acts as a liaison between the high schools and the junior highs concerning CTE programs and career academies and meets with students about the importance of developing a long range plan for their high school experience.

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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of students scoring at proficiency and above on "Craft and Structure" in informational reading, ie...meaning of symbols, words, phrases, text structure, and author's purpose on the ELA FSA Assessment will increase by 3%.
- G2.** The number of students scoring at proficiency or above on the Civics EOC will increase by 3%.

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. The number of students scoring at proficiency and above on "Craft and Structure" in informational reading, ie...meaning of symbols, words, phrases, text structure, and author's purpose on the ELA FSA Assessment will increase by 3%. 1a

G086031

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Time to collaborate on creating common assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- In all content areas teachers will incorporate informational reading selections requiring students to determine how text presents information, language, and author's purpose.
- Science Fair Project
- Clay Writes
- Achieve 3000 curriculum in Reading classes.
- DBQ Projects in Civics and History classes.

Plan to Monitor Progress Toward G1. 8

Common Assessment data will be collected and monitored through PLC meetings.

Person Responsible

Kristin Rousseau

Schedule

Weekly, from 8/9/2016 to 6/6/2017

Evidence of Completion

Common Assessment data growth.

G2. The number of students scoring at proficiency or above on the Civics EOC will increase by 3%. 1a

G086032

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	84.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- DBQs in social studies, Integration of the Science Fair project into all subject areas, Clay Writes, PM, and FSA scores.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Kristin Rousseau

Schedule

Quarterly, from 8/9/2016 to 6/6/2017

Evidence of Completion

Benchmark scores from Performance Matters Tests

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key


G1. The number of students scoring at proficiency and above on "Craft and Structure" in informational reading, ie...meaning of symbols, words, phrases, text structure, and author's purpose on the ELA FSA Assessment will increase by 3%. **1**

 **G086031**

G1.B2 Time to collaborate on creating common assessments. **2**

 **B228653**

G1.B2.S1 Weekly Professional Learning Communities meet to collaborate for an hour on Friday mornings to create common assessments. **4**

 **S241126**

Strategy Rationale

Time is set aside just for the purpose of collaboration.

Action Step 1 **5**

PLC groups will meet to collaborate weekly.

Person Responsible

Kristin Rousseau

Schedule

Weekly, from 8/9/2016 to 6/6/2017

Evidence of Completion

PLC log completed.

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

Weekly PLC meeting.

Person Responsible

Kristin Rousseau

Schedule

Weekly, from 8/9/2016 to 6/6/2017

Evidence of Completion

Weekly Feedback from collected PLC logs.

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

Looking at student work and common assessment data in weekly PLCs.

Person Responsible

Kristin Rousseau


Schedule

Weekly, from 8/9/2016 to 6/6/2017


Evidence of Completion

On PLC log data will be provided on common assessments and student work.

G2. The number of students scoring at proficiency or above on the Civics EOC will increase by 3%. 1

 G086032

G2.B1 Time for professional development and collaboration among content area teachers. 2

 B228654

G2.B1.S1 Data meetings in departments to focus on strategies for improvement, and with "Team" collaboration with the ELA department to work on writing and test taking strategies. 4

 S241127

Strategy Rationale

Action Step 1 5

Data meetings following assessments.

Person Responsible

Kristin Rousseau

Schedule

Weekly, from 8/9/2016 to 6/6/2017

Evidence of Completion

Samples of student work and test scores

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

Walk-throughs, samples of student work and minutes from data meetings.

Person Responsible

Kristin Rousseau

Schedule

Monthly, from 8/9/2016 to 6/6/2017

Evidence of Completion

Samples of student work

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

Strategies and discussion will be monitored through informal observations.

Person Responsible

Jen Halter

Schedule

Monthly, from 8/9/2016 to 6/6/2017

Evidence of Completion

Data points from multiple metrics.

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

Strategies and discussion will be monitored through informal observations

Person Responsible

Jen Halter

Schedule

On 6/6/2017

Evidence of Completion

informal observations of teachers along with student work.

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					
G1.MA1 M321135	Common Assessment data will be collected and monitored through PLC meetings.	Rousseau, Kristin	8/9/2016	Common Assessment data growth.	6/6/2017 weekly
G2.MA1 M321139	PLC strategies will be monitored through student effectiveness on Performance Matters Reading...	Rousseau, Kristin	8/9/2016	Benchmark scores from Performance Matters Tests	6/6/2017 quarterly
G1.B2.S1.MA1 M321133	Looking at student work and common assessment data in weekly PLCs.	Rousseau, Kristin	8/9/2016	On PLC log data will be provided on common assessments and student work.	6/6/2017 weekly
G1.B2.S1.MA1 M321134	Weekly PLC meeting.	Rousseau, Kristin	8/9/2016	Weekly Feedback from collected PLC logs.	6/6/2017 weekly
G1.B2.S1.A1 A312110	PLC groups will meet to collaborate weekly.	Rousseau, Kristin	8/9/2016	PLC log completed.	6/6/2017 weekly
G2.B1.S1.MA1 M321136	Strategies and discussion will be monitored through informal observations.	Halter, Jen	8/9/2016	Data points from multiple metrics.	6/6/2017 monthly
G2.B1.S1.MA3 M321137	Strategies and discussion will be monitored through informal observations	Halter, Jen	8/9/2016	informal observations of teachers along with student work.	6/6/2017 one-time
G2.B1.S1.MA1 M321138	Walk-throughs, samples of student work and minutes from data meetings.	Rousseau, Kristin	8/9/2016	Samples of student work	6/6/2017 monthly
G2.B1.S1.A1 A312111	Data meetings following assessments.	Rousseau, Kristin	8/9/2016	Samples of student work and test scores	6/6/2017 weekly

V. Professional Development Opportunities

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

G1. The number of students scoring at proficiency and above on "Craft and Structure" in informational reading, ie...meaning of symbols, words, phrases, text structure, and author's purpose on the ELA FSA Assessment will increase by 3%.

G1.B2 Time to collaborate on creating common assessments.

G1.B2.S1 Weekly Professional Learning Communities meet to collaborate for an hour on Friday mornings to create common assessments.

PD Opportunity 1

PLC groups will meet to collaborate weekly.

Facilitator

Jennifer Halter

Participants

All teachers

Schedule

Weekly, from 8/9/2016 to 6/6/2017

G2. The number of students scoring at proficiency or above on the Civics EOC will increase by 3%.

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

G2.B1.S1 Data meetings in departments to focus on strategies for improvement, and with "Team" collaboration with the ELA department to work on writing and test taking strategies.

PD Opportunity 1

Data meetings following assessments.

Facilitator

Jennifer Halter, Principal

Participants

All core content teachers

Schedule

Weekly, from 8/9/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	PLC groups will meet to collaborate weekly.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$0.00
			Notes: Any printing costs will be paid for out of the general school fund.			
2	G2.B1.S1.A1	Data meetings following assessments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$0.00
			Notes: Any printing costs will be paid for out of the general school fund.			
Total:						\$0.00