

Clay County Schools

Green Cove Springs Junior High School



2021-22 Schoolwide Improvement Plan

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Green Cove Springs Junior High School

1220 BONAVENTURE AVE, Green Cove Springs, FL 32043

<http://gcj.oneclay.net>

Demographics

Principal: Justin FAU Lkner

Start Date for this Principal: 6/7/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (66%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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1220 BONAVENTURE AVE, Green Cove Springs, FL 32043

<http://gcj.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Green Cove Springs Junior High is to achieve academic excellence by cultivating student ownership, developing lifelong learners, and fostering a safe, caring culture that benefits the entire community.

Provide the school's vision statement.

Green Cove Springs Junior High will provide 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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Faulkner, Justin	Principal	Principal: Ensure compliance with established rules, and laws in the daily operation of the school. Develop and foster good public relations, efficient school volunteer/partnership programs, effective conferencing and communications with parents, students, and teachers. Coordinate and monitor the curricular program of the school to maximize student learning; conduct faculty/staff meetings as needed to meet student instructional needs; implement the Sunshine State Standards.
Demarie, James	Assistant Principal	Assistant Principal: Assume all administrative duties in absence of the principal; assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.
Green, Monica	Assistant Principal	Assistant Principal: Assume all administrative duties in absence of the principal; assist in fulfilling any duties outlined on the principal's job description and delegated by the principal.
Bleau, Chera	Teacher, ESE	ESE Support Facilitator: Provide support for ESE students' achievement in the general class through cooperative consultation and co-teaching. This person should not teach more than two periods of co-teaching and should not be a contact person for more than 25 students nor have a case load greater than 90 students. Consults and assists general education teachers and ESE students as needed. Uses Strategic Instruction Model and other strategies. Provides the level and frequency of support based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities, working with the school Guidance Counselor. Can serve as ESE LEA Designee and as a member of individual educational plan (IEP) meetings.
Mason, Lisa	School Counselor	Guidance Counselor: Provide the opportunity for individual and group counseling to all students. Provide leadership and consultation in the school's program of pupil appraisal. Provide assistance to students and parents in educational and occupational planning for the student. Provide placement services to students by assisting them in making appropriate choices of school subjects/courses of study, and in making transitions from one school level to another, one school to another, and from school to employment.
Taft, William	Teacher, K-12	Teacher: Establish a classroom climate conducive to learning classroom management. Demonstrate an interest in and a willingness to assist students inside and outside the classroom. Provide for students of varying ability through the use of a variety of activities, techniques, questions, materials and student input (compensate for individual deprivations).

Demographic Information

Principal start date

Monday 6/7/2021, Justin FAU Lkner

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

803

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	391	412	0	0	0	0	803	
Attendance below 90 percent	0	0	0	0	0	0	0	24	30	0	0	0	0	54	
One or more suspensions	0	0	0	0	0	0	0	16	22	0	0	0	0	38	
Course failure in ELA	0	0	0	0	0	0	0	6	16	0	0	0	0	22	
Course failure in Math	0	0	0	0	0	0	0	14	49	0	0	0	0	63	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	51	76	0	0	0	0	127	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	48	74	0	0	0	0	122	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	69	86	0	0	0	0	155	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - As Reported**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	
Number of students enrolled	0	0	0	0	0	0	0	378	403	0	0	0	0	781
Attendance below 90 percent	0	0	0	0	0	0	0	19	33	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	58	44	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	0	58	43	0	0	0	0	101
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	59	52	0	0	0	0	111
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	70	69	0	0	0	0	139

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	4	1	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated**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		
Number of students enrolled	0	0	0	0	0	0	0	378	403	0	0	0	0	781	
Attendance below 90 percent	0	0	0	0	0	0	0	19	33	0	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	0	58	44	0	0	0	0	102	
Course failure in Math	0	0	0	0	0	0	0	58	43	0	0	0	0	101	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	59	52	0	0	0	0	111	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	70	69	0	0	0	0	139	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	4	1	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	61%	54%	64%	62%	53%
ELA Learning Gains				61%	58%	54%	61%	60%	54%
ELA Lowest 25th Percentile				56%	49%	47%	45%	48%	47%
Math Achievement				80%	69%	58%	75%	67%	58%
Math Learning Gains				75%	63%	57%	69%	60%	57%
Math Lowest 25th Percentile				69%	56%	51%	51%	50%	51%
Science Achievement				70%	66%	51%	74%	69%	52%
Social Studies Achievement				78%	81%	72%	84%	80%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	63%	59%	4%	52%	11%
Cohort Comparison						
08	2021					
	2019	68%	62%	6%	56%	12%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	78%	63%	15%	54%	24%
Cohort Comparison						
08	2021					
	2019	61%	49%	12%	46%	15%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	69%	64%	5%	48%	21%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	80%	-2%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	65%	32%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	64%	36%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The website edstats.fldoe.org was used to compile the data below from the 2020-21 FSA/EOC results.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			62
	Economically Disadvantaged			48
	Students With Disabilities			21
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			31
	Economically Disadvantaged			24
	Students With Disabilities			12
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			80
	Economically Disadvantaged			73
	Students With Disabilities			42
	English Language Learners			n/a

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			59
	Economically Disadvantaged			41
	Students With Disabilities			22
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			59
	Economically Disadvantaged			49
	Students With Disabilities			22
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			64
	Economically Disadvantaged			45
	Students With Disabilities			31
	English Language Learners			n/a

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	27	22	23	29	28	29	52	52		
ELL	20	29	18	25	42	43	17	55			
ASN	82	68		82	68		71	90	81		
BLK	41	35	18	39	23	25	37	51	81		
HSP	54	51	28	55	50	37	59	72	71		
MUL	68	65		58	33		67		85		
WHT	64	55	37	70	58	55	71	86	80		
FRL	43	45	33	45	49	44	47	65	55		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	49	50	52	67	60	45	47	38		
ELL	15	31		46	80	73					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	84	69		90	82		75	100	76		
BLK	44	44	42	58	76	71	47	59	62		
HSP	61	63	54	73	69	54	52	75	76		
MUL	59	67		88	75		69	92	75		
WHT	69	62	61	84	75	71	76	81	74		
FRL	48	53	55	66	73	66	55	64	52		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	47	35	46	49	40	50	70	35		
ELL	24	48	38	40	67	71	27	70			
ASN	81	71		94	80			100			
BLK	43	47	49	51	59	51	51	68	56		
HSP	62	58	32	65	61	53	69	82	73		
MUL	54	56		67	65		60	85	43		
WHT	68	64	48	80	71	50	79	85	76		
FRL	47	50	42	61	59	45	58	71	54		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Progress monitoring data from 2020-21 is not available as we no longer have access to that data in FOCUS/Performance Matters.

Using state assessment data: GCJ experienced a 10 point drop in Math proficiency from 2019 scores (80%) to 2021 scores (70%). This was higher than the other content areas (ELA -4%, Science -6). The subgroup which had the greatest decrease in proficiency was 7th grade math which had a 47 point decrease from 2019 (78%) to 2021 (31%).

Civics gained 2 points from 2019 (78%) to 2021 (80%).

The ESE subgroup was consistent in the percentage of students that were proficient relative to the overall student proficiency. 7th grade: ELA 41% fewer, Civics 38% fewer. 8th grade: ELA 37% fewer, Math 37% fewer, Science 33% fewer.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is with 7th grade math due to a 47% decline in proficiency from 2019 to 2021.

Math (across both grade levels) is also a need for improvement showing a 10% decline in proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor for this need for improvement was due to the push for more 7th grade students who scored a level 3 in 6th grade to take advanced level math courses. Students taking advanced/accelerated math as 7th graders are enrolled in 7th grade Accelerated Math or Pre-AICE Pre-Algebra, all of whom take the 8th grade FSA assessment and not the 7th grade FSA assessment. Prior to the 2018-19 school year, all 7th grade students took the 7th grade FSA. Therefore, currently, the students taking the 7th grade FSA are primarily level 1 and level 2 students. Level 3-5 students are taking the 8th grade FSA or Algebra EOC.

GCJ experienced a high number of students who were absent due to quarantine throughout the 2020-21 school year. GCJ had approximately 120 students attending school through the virtual One Clay Online platform. These factors contributed to the slide in math proficiency due to absences and a change in the learning model that students experienced.

New actions to address this need for improvement will be implementation of Cougar Nation - a 1 hour remediation block built into the Master Schedule. Cougar Nation was rolled out during 2nd quarter last year. This year GCJ will rollout Cougar Nation at the semester break to provide a more targeted 12-18 remediation periods on Wednesday's. This will reduce the burnout experienced last year as was indicated in teacher surveys.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Civics showed the most improvement across all state assessments with an improvement of 2% proficiency from 78% to 80%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors that contributed to this improvement are the strong instruction and support with the Civics teachers. Civics teachers provided morning tutoring both during the school week and on weekends, virtual tutoring opportunities using Google Meets, EOC boot camps in the weeks leading up to the EOC, and continuous professional development provided by the District in the forms of multi-school Collaboratives.

What strategies will need to be implemented in order to accelerate learning?

Continue to foster a Culture of Learning through Student Engagement, Checking for/Demonstrating Understanding, holding High Expectations of Academic Ownership, and providing Strong Instruction of Grade Level, Rigorous Tasks.

Teachers will collaborate in weekly PLCs to review student work to drive instructional decisions on lesson planning and use of small groups instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will attend admin led monthly professional development through whole faculty PLC with a focus on the District's Vision for Instruction of providing a Culture of Learning that is conducive for Strong Instruction and High Expectations.

District coaches and specialists will attend PLCs to support teachers in planning instruction and remediation for students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teacher Leaders will continue to attend the Teacher Leadership Academy professional development sessions to grow their leadership skills. Leading up to state assessments, teachers will have opportunities to offer tutor sessions for FSA/EOCs (which will be paid time outside the school day).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of****Focus****Description
and****Rationale:**

This area of focus was identified as a critical need from the 2021 FSA state assessment data which showed a 10 point decrease in proficiency from 2019 to 2021.

Measurable**Outcome:**

GCJ will see a 20-30% increase in student proficiency on the semester Synergy progress monitoring assessment with an overall stretch goal of 40-50% increase in proficiency.

IXL is additionally used in all Math courses. Students will take a diagnostic and work in the program for 15 minutes per week on targeted skills and lessons which will yield growth in those specific areas by the end of the year.

Monitoring:

Synergy data is assessed at the beginning of the year and at the semester to determine greatest need for students. IXL data is pulled weekly to review and discuss at PLC for the use of targeted instructional planning. Math teachers develop weekly common assessments aligned to the covered standards within the curriculum map to ensure growth and proficiency within their course.

**Person
responsible****for
monitoring
outcome:**

Justin Faulkner (justin.faulkner@myoneclay.net)

**Evidence-
based
Strategy:**

Math teachers collaborate and plan at weekly PLCs to intentionally scaffold instruction and create small groups for the purpose of building on prior student knowledge and ensuring students know, understand, and can master the learning targets for that lesson. Teachers transition to more complex concepts and skills so students are successful with less support.

**Rationale
for
Evidence-
based
Strategy:**

Math teachers use diagnostic and baseline data to identify the areas/standards of greatest need to appropriately group students for small group instruction. Baseline Synergy Assessment data along with IXL diagnostic data show areas and standards of greatest need.

Action Steps to Implement

Conduct weekly classroom walkthroughs.

Document the frequency of small group instruction and intentional scaffolding.

Provide feedback to teachers, professional development, and time for them to assess data and plan at PLCs.

Person**Responsible**

Justin Faulkner (justin.faulkner@myoneclay.net)

#2. Other specifically relating to School-wide Intervention Supports

Area of Focus Description and Rationale:	Reading and Math continue to the areas of critical need based on the most recent state assessment scores. 39% of students are not proficient in Reading and 30% of students are not proficient in Math.
Measurable Outcome:	An increase of 2% proficiency levels on state Reading and Math assessments. An increase of 2% learning gains on state Reading and Math assessments. 50-60% of students show growth from their baseline to end of year assessments on Achieve LevelSet, iReady/IXL, and Synergy assessments.
Monitoring:	Synergy assessment progress monitoring data and weekly IXL data is reviewed at weekly Math PLC.
Person responsible for monitoring outcome:	Justin Faulkner (justin.faulkner@myoneclay.net)
Evidence-based Strategy:	Data chats with teachers following district level Synergy assessments every quarter/semester (as applicable). Classroom walkthrough notes and logs to identify areas teachers are excelling on and next steps to continue to improve practice. Cougar Nation to be implemented second semester with weekly remediation for students in their area of greatest need (with a focus on Math).
Rationale for Evidence-based Strategy:	Regular and consistent use of assessment data allows for teachers to improve their practice with targeted remediation which increases student achievement. Targeted small group instruction has proven to help students grow and improve skills.

Action Steps to Implement

Plan department data chats to analyze Synergy assessment data and plan for next quarter.
 Plan and schedule weekly classroom walkthroughs and small group instruction.
 Plan and schedule students into Cougar Nation sections for second semester.
 Provide faculty time to assess student data and plan lesson plans with small group instruction.

Person Responsible Justin Faulkner (justin.faulkner@myoneclay.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Focusing on the school's mission statement that students foster a safe, caring culture, student responses on the 2021 GCJ Climate Survey indicate Positive Peer Relationships is an area that needs attention with only 48.5% of students indicating that "students treat each other with kindness and respect at school."
Measurable Outcome:	An increase of 5% in responses on the 2021-22 Climate Survey on questions related to Positive Peer Relations.
Monitoring:	Classroom walkthrough logs from Cougars LEAD time. Student referral data from Student Confrontation or other incidents of poor peer interaction. Student involvement and participation in athletic and extracurricular activities.
Person responsible for monitoring outcome:	James Demarie (james.demarie@myoneclay.net)
Evidence-based Strategy:	Daily Social Emotional Learning lessons being taught by teachers during Cougars LEAD time during 4th period. These 10 minute mini-lessons are planned and created by the guidance counselors and communicated to teachers weekly in a calendar through the Cougar News newsletter. Teachers will facilitate the state required Suite360 SEL lessons throughout the year.
Rationale for Evidence-based Strategy:	This strategy exposes shared groups of students to social emotional learning opportunities and offers them opportunities to grow and reflect more regularly. Teachers use the 7 Mindsets curriculum during Cougars LEAD which provides students opportunities to journal reflections and have discussions about high's/low's of the week, struggles, what went well, what can be improved, what they learned from the week, how they will apply that learning in their own life etc.

Action Steps to Implement

Review classroom walkthrough logs during Cougar LEAD time.
Review Suite360 completion logs for compliance.
Quarterly review of referral data on student-student related incidents.

Person Responsible James Demarie (james.demarie@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Using data from [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), GCJ ranked 2.64 students per 100 that engaged in violent incidents (threats, sexual harassment, battery, bullying, fighting, or harassment) and 2.52 students per 100 that engaged in drug/public order incidents (disruption on campus, tobacco, drug use, or weapons possession). GCJ's total reported suspensions per 100 students was less than that of the statewide rate.

GCJ will continue to focus on building positive relationships with students and celebrating their success through the use of PBIS, modeling appropriate behavior, mentoring students, and providing counseling and mental health services.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

GCJ builds a positive school culture by continuing to model high expectations for academic, social, emotional and personal success from all students and by continuing to reinforce the positive relationships among all stakeholders. The learning environment is closely monitored to ensure it is conducive for the safety, health, and success of all students and staff with the involvement of stakeholders such as the rising 7th grade Cougar Camp; the Parent Volunteer Organization which meets and hosts numerous events throughout the school year for teachers, students, and parents; Parent Night for Pre-AICE program; Virtual Open House for all parents where the students take ownership of their learning and present their reflection on the first 9 weeks of school to their parents; local and school law enforcement which are part of the School Safety Leadership Team and participate in school-based drills; and school-based extracurricular parent volunteers such as athletic and band parent volunteers and local faith-based individuals who sponsor and mentor groups that meet weekly such as Leading Ladies and Real Manhood.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Faculty and Staff - daily positive acknowledgement of students who exhibit appropriate behaviors. Welcoming students as they enter classrooms each period.

Students - regulate individual behaviors, consistently follow the routines and norms, reflect on teacher

feedback and adjust behaviors accordingly, participate in conflict resolution with other students and staff.

Parents - support students in their learning of academics, expected behaviors, and involvement/success in school.

Community/Faith-based - sponsor and mentor GCJ clubs; support faculty and staff (ex. Teacher Appreciation Week).

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Other: School-wide Intervention Supports	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00