SCHOOL NAME: Green Cove Springs Junior High
School Based Leadership Team

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

- Indicate who is on the team and their position. Also explain why they have been included on the team.

Principal, Jeffrey Umbaugh: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers; Fred Hulett (Social Studies Department Chair), Jennifer Lowery (Math Department Chair), Candace Montgomery (Language Arts Department Chair), Stephany Wilson (Science Department Chair): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers, Larianne Stutts (ESE Department Chair) Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

RtI Instructional Coach/Teachers Reading/Math/Science: Leisa Jones (Reading Department Chair), Cindy Johnson (Reading Instruction Coach): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Guidance Office, Lisa Mason (8th Grade Guidance Counselor), Catherine Walker (7th Grade Guidance Counselor): Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Technology Specialist, Michelle Morgan (Fine Arts Department Chair): Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

- Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The Leadership Team will focus meeting around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once weekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met to develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Additionally, the Team assisted the school's in-service coordinator in the writing of the professional development priorities to ensure that RtI training is provided to all instructional and support staff members throughout the year. The school's School Advisory Committee (SAC) will review the SIP and will assist in the monitoring the implementation of the SIP. SAC will be provided updates from the RtI team on the implementation of RtI goals.

RtI Implementation

- Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.

Baseline data: Performance Matters (Math and Science) Testing, Florida Comprehensive Assessment Test (FCAT), Math Benchmark Tests (7 & 8), Science Benchmark Tests (7 & 8), Florida Assessments for Instruction in Reading (FAIR), End of Course (EOC) Testing (8th Grade Math & Science, 7th Grade Civics), Compass Learning End of Year: Performance Matters, FCAT, EOC

- Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time and small sessions through professional learning communities which will occur throughout the year. A select member of the RtI Team will be assigned to coordinate training in a select cluster sites to provide training and support. All school administrators and RtI team members participated in a four-day RtI Team Training in the Spring with a follow-up for all school administrators during the Summer Leadership Academy. Bi-monthly

Curriculum Council Meetings will be conducted for school administrators where training will focus on topics such as: Data-based Decision-making, and Supporting and Evaluating Interventions. The School-based RtI Leadership Team will provide training throughout the year as determined by data collection and implementation concerns

Literacy Leadership
- Identify the school-based Literacy Leadership Team (LLT).

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team implements the K-12 Reading Plan, and ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation ensures adequate professional development to support effective reading implementation, and communicates with parents regarding reading plans and activities.

Select General Education Teachers (General Education Teachers certified in Reading and CAR-PD): Provides information about core and supplemental reading instruction, participates in student data collection, delivers instruction/intervention, and collaborates with other staff to implement K-12 Reading Plan.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching, PLC's and Lesson Study.

Instructional Coach(es) Reading: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

District Intervention Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data collection from the PMRN and other on-line assessments.

- Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets once a month in collaboration with the RtI team to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify professional development and meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

- What will be the major initiatives of the LLT this year?

The LLT will work to effectively integrate the RtI process to ensure that students most "at risk" in reading receive intensive and immediate intervention services..

Elementary Schools Only: Pre-School Transition
- Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413(b) F.S.

Professional Development will be a critical factor in ensuring that reading skills and strategies are infused across all departments. School administrators will visit classrooms regularly to evaluate the extent that reading instruction is being integrated. All departments will review data collected from FAIR and Compass Learning Assessments to determine reading strategies which are most in need of remediation. Teachers will be encouraged to receive the CAR-PD training.

High Schools Only Note: Required for High School – Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

- How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Additional information: Dropout Prevention

- Provide a plan to address the 15 Strategies below to support the improvement of the dropout rate at your school. These strategies, although appearing to be independent, frequently overlap and are synergistic. They can be implemented as stand-alone programs (i.e. mentoring or family involvement projects) or integrated into other components of your SIP (please reference the goal and page number on the form below where in the SIP the strategy is utilized, if planning to integrate within your plan) When schools develop an improvement plan that encompasses most or all of these strategies, positive outcomes will result.

4 Elements/15 Strategies:
The Basic Core Strategies
- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

Early Interventions
- Early Childhood Education
- Family Engagement
- Early Literacy Development

Making the Most of Instruction
- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction

Making the Most of the Wider Community
- Systemic Renewal
- School-Community Collaboration
- Career and Technical Education
- Safe Schools

Postsecondary Transition Note: **Required for High School** – Sec. 1008.37(4), F.S.
- Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

School District of Clay County

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 1: By 2013, Students in grades 7 & 8 will decrease the number of non-proficient readers on FCAT by 10% at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). Grades 7 & 8 will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond the performance levels of 2011-12. Special emphasis and support will be provided to the 7 & 8 grade students scoring in the Lower Quartile range on FCAT 2.0.					
Strategies, Indicators and Progress Measures					
I. Strategy 1: Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

Adult Implementation Indicator (s): "CAUSE DATA" 100% of teachers will implement the research- based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that requires students to demonstrate a variety of relevant skills and competencies	50%	65%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
II. STUDENT PERFORMANCE INDICATOR(S): "EFFECT DATA" Students will consistently increase their FCAT Reading scores until reaching 100% proficiency in both levels by 2016.	66% Level 3 and above 61% Learning Gains 51% Lower Quartile Learning Gains	87.25%	91.5%	95.75%	100%

IMPLEMENTATION DETAILS

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material/ Technology/ Trainer	Related PD	Funding/ Funding Source
1. **Teachers utilize enhanced classroom technology.** Task 1: Reading teachers will use the enhanced classroom technology daily.	Lesson Plans Walk-through	Principal, Department Chairs, Teacher	2012-13 School Year	Appropriate technology in reading classrooms	PD as necessary	N/A

2. Chunk content with smaller portions tailored to needs. Task 1: Designated core teachers will be Reading Endorsed or NGCAR-PD Task 2: Students who received a 2 on the 2012 FCAT 2.0 Reading will be targeted for RtI in their core classroom.	Lesson Plans, Certification validation, NGCAR-PD sign-in sheets	Administration, Guidance, Reading Intervention Coach	2012-13 School Year	Reading Endorsement Classes, NGCAR-PD Workshop	County Reading/ LA Department	N/A

.

School District of Clay County

Smart Goals **Smart = Specific Measurable Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: Reading Goal 2: Student Performance Content Area: Math Goal 3: Student Performance: Content Area: Writing Goal 4: Student Performance Content Area: Science Goal 5: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal,					

Goal 2. By 2013, Students in grades 7 & 8 will decrease the number of non-proficient in math on FCAT by 10% at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). Grades 7 & 8 will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond the performance levels of 2011-12. Special emphasis and support will be provided to the 7 & 8 grade students scoring in the Lower Quartile range on FCAT 2.0.					
Strategies, Indicators and Progress Measures					
Strategy 2: Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.					
***Progress measures are for the purpose of reaching your 3-5 year school improvement goals AND AMO's.**	progress Measure August 2012	Progress Measure August 2013	Progress Measure August 2014	Progress Measure August 2015	Progress Measure August 2016
I. **Adult Implementation Indicator (s):** "CAUSE DATA" 100% of teachers will implement research based strategy of using higher order questioning techniques in order to increase the higher order thinking of students in math.	50%	65%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. **Student Performance Indicator (s):** "EFFECT DATA" Students will consistently increase their FCAT Math scores until reaching 100% proficiency level III or greater in grades 7 & 8 by 2016	66% Level 3 and above 66% Learning Gains 52% Lower Quartile Learning Gains	87.25%	91.5%	95.75%	100%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
*2.1*Teachers will model higher order thinking through think-aloud. Task 1: Teachers will ask explicit questions that will require students to make inferences and show mastery of concepts. Task 2: Students will explain step by step and why each step is needed.	Walk through Report card and progress reports and local assessments	Administration Principal, Department Chair, Teachers	2012-13 School Year 2012-13 School Year	Effective questioning, Department collaboration/ Brainstorming Appropriate technology in reading classrooms	PD as necessary PD as necessary	N/A N/A
*2.3*Teachers evaluate student learning gains by standardized testing. Task 1: Math will use Performance Matters assessments to gauge student progress	Lesson Plans, Walk-Through	Department Chair, Math Teachers, Administration	2012-13 School Year	Performance Matters training to evaluate students' data	Performance Matters	N/A

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 3: Students will demonstrate and increase in overall writing proficiency on FCAT 2.0.					
Strategies, Indicators and Progress Measures					
I. **Strategy 3: Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.**					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016

II. Adult Implementation Indicator (s): "CAUSE DATA" **100% of all teachers will implement the scientifically-based research strategy developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.**	50%	65%	80%	90%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. Student Performance Indicator(S): "EFFECT DATA" **Students will consistently increase their standardized writing test score until reaching 100% proficiency by 2016.**	80% Level 3 and above	87.25%	91.5%	95.75%	100%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
1. **Use conference strategies (both peer to peer and teacher to student).** Task 1: Provide professional development to teach the conference strategies embedded in writer's workshop to our staff.	Conference logs	Department Heads, All Teachers, Principal	2012-13 School Year	Media Center, Presentation Technology	PD as necessary	N/A
2. **Design assessments require written evidence of higher level thinking.** Task 1: Department will develop common assessments that require written evidence of higher level thinking skills.	Assessments, Student Progress	All subject area teachers	2012-13 School Year	Time, Space, NGSSS in all subject areas	PD as necessary	N/A
Task 2: Evaluate assessment and conference on answer definition as pertains to writing convention and support.	Teacher conference logs, Lesson Plans reflecting peer and teacher/student conference, Course grades	All subject area teachers	2012-13 School Year	Time, Space, NGSSS in all subject areas	PD as necessary	N/A

Smart Goals **Smart = Specific Measurable** **Attainable Realistic Timely**					
Goal 1: Student Performance Content Area: Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 4: . By 2013, Students in grade 8 will decrease the number of non-proficient on FCAT by 10% at each grade level and subgroup currently not meeting proficiency targets (SWD, ED). Grade 8 will also increase the percentage of students scoring at or above proficient FCAT 2.0, beyond the performance levels of 2011-12. Special emphasis and support will be provided to the grade 8 students scoring in the Lower Quartile range on FCAT 2.0.					
Strategies, Indicators and Progress Measures					
I. **Strategy 4: :** Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s):** **"CAUSE DATA"** **100% of teachers will implement the research based strategy of designing and modifying instruction that includes STEM opportunities to strengthen student understanding of content areas.**	50%	65%	80%	90%	100%

	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016
III. Student Performance Indicator (s): "EFFECT DATA" **Students will consistently increase their FCAT Science scores until reaching 100% proficiency in all grade levels by 2016.**	56% Level 3 and above	73%	82%	91%	100%

2012-2013 School Improvement Plan

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source

_4.1_Teachers will engage students in activities that focus and reinforce comprehension of the Nature of Science
 	
Task 1: All students will design a Project Proposal to complete a project that consist of the following components:
   a. Identify a problem and develop a hypothesis.
   b. Research the problem using multiple sources from various types of media. Write a paper appropriate for the grade level of the student. Record sources in an appropriately formatted bibliography.
   c. Develop an experimental design including detailed procedure, material list & equipment requirements.
   d. Carry out the experiment as an individual or a member of a team of up to three students.
	Progress checks, grade level meeting minutes, focus walks, participation in Science Fair	Principal, Science Department Chair, Science Fair Coordinator, Science teachers	January 2013	Science Fair Display Boards	PD as necessary	N/A

Task 2: Schedule and allot one 50 minute block of time per week for students to work on projects. Time will include preliminary judging of project presentation to prepare students for Science Fair.	Science Fair projects, lesson plans, feedback, focus, school-based Science Fair nights	Principal, Science Department Chair, Science teachers	September 2012-January 2013	FCAT Science vocabulary glossary, vocabulary pre/post testing	PD as necessary	N/A

4.2 Teachers will ask students to explain and defend their thinking by using scientific terminology. Task 1: Vocabulary emphasis in the classrooms using the curriculum provided science vocabulary glossary. Teachers will use and teach the vocabulary in lessons as identified in lesson plans and will post vocabulary in classroom. Task 2: Differentiated instruction will be utilized in each science classroom providing a variety of learning opportunities for each student. Hands-on activities will be in place throughout the year.	Focus walks, word walls, lesson plans, Science notebooks Lesson plans, feedback, focus walks, completed projects	Principal, Science Department Chair, Science teachers Principal, Science Department Chair, Science teachers	2012-13 School Year 2012-13 School Year	Computer labs, material for word walls Science notebooks Technology, post lesson extensions, activities posted, Science webpage	Science Focus training STEM Budget	N/A N/A
4.3 Teachers evaluate student learning gains by standard testing. Task 1: Science teachers will develop common assessments in every Science subject area to gauge student progress.	Lesson plans, walk through, PD360 reports	Science Department Chair, Science teachers	2012-13 School Year	Technology as required to produce common assessments	PD360 training as necessary	N/A

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					

Goal 1: Student Performance Content Area: :Reading Goal 2: Student Performance Content Area: Math Goal 3: Student Performance: Content Area: Writing Goal 4: Student Performance Content Area: Science Goal 5: Parental Involvement Goal 6: Other: Ex. School Climate, Attendance, other measureable school-specific goal,					
Goal 5: By 2013, 40% of targeted GCJ parents will participate in the end of the year survey. This will be an increase of 20% as measured by 2011-12 results on the CCSD parent survey.					
Strategies, Indicators and Progress Measures					
I. **Strategy 5:** **Implements a social media plan utilizing a variety of electronic resources to provide parents multi-level access to school based data relating to varied levels of technology access.**					
***Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.**	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
II. **Adult Implementation Indicator (s):** **"CAUSE DATA"** **The School-Based Leadership Team (SBLT) will implement the research-based strategy of a social media plan utilizing a variety of electronic resources to provide parents multi-level access to school-based data relating to varied levels of technology access.**	**20%**	40%	60%	80%	100%
	FCAT/EOC August 2012	FCAT/EOC August 2013	FCAT/EOC August 2014	FCAT/EOC August 2015	FCAT/EOC August 2016

lll. Student Performance Indicator (s): "EFFECT DATA" **Parents will consistently increase their survey participation until reaching maximum participation by 2016.**	20%	40%	60%	80%	100%

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
5.1SBLT will engage parents in activities relating to the use of technology and School Improvement. Task 1: Principal will post school improvement efforts through electronic campaign as well as voice mail directly to parents.	GCJ, Twitter, Facebook, Analytics	Principal	September 2012-June 2013	District approval	PD as necessary	N/A
Task 2: Principal will provide information relating to School Improvement to parents through electronic newsletters, GCJ website, Facebook and Twitter.	School website's visitor tracking counter	Principal, Guidance	September 2012-June 2013	District approval	PD as necessary	N/A
Task 3: AP of Curriculum will redesign and/ or update GCJ's website to track number of parent 'hits' in accessing information about the school.	Analytics Software data documentation	Administrator	September 2012-June 2013	Access to Inspiration software	Web design	N/A

Smart Goals **Smart** = **S**pecific **M**easurable **A**ttainable **R**ealistic **T**imely					
Goal 1: Student Performance Content Area: :Reading **Goal 2:** Student Performance Content Area: Math **Goal 3:** Student Performance: Content Area: Writing **Goal 4**: Student Performance Content Area: Science **Goal 5**: Parental Involvement **Goal 6:** Other: Ex. School Climate, Attendance, other measureable school-specific goal.					
Goal 6: By 2013, the school will improve climate and increase awareness of personal responsibility by working to decrease the number of level 1 and level 2 discipline referrals by 3%.					
Strategies, Indicators and Progress Measures					
Strategy 6:Implements the Progressive Discipline Plan building wide to ensure consisten expectations are met by every student.					
*Progress measures are for the purpose of reaching your 3-5 year school improvement goals and AMO's.	**Progress Measure** August 2012	**Progress Measure** August 2013	**Progress Measure** August 2014	**Progress Measure** August 2015	**Progress Measure** August 2016
I. **Adult Implementation Indicator (s):** **"CAUSE DATA"** **100% of teachers will implement the Progress Discipline Plan building-wide to ensure consisten expectations are met by every student.**	75%	81.25%	87.50%	93.75%	100%

2012-2013 School Improvement Plan

	Discipline Data August 2012	Discipline Data August 2013	Discipline Data August 2014	Discipline Data August 2015	Discipline Data August 2016
II. Student Performance Indicator (s): "**EFFECT DATA**" **Parents will consistently increase their survey participation until reaching maximum participation by 2016.**	1034-%occurrences by grade level 935-Level 1 & 2 referrals written (25%-7th grade) (27%-8th grade)	999-Level 1 & 2 referrals written (23%-7th grade) (25-8th grade)	969-Level 1 & 2 referrals written (21%-7th grade) (23%-8th grade)	863-Level 1 & 2 referrals written (19%-7th grade) (21%-8th grade)	833-Level 1 & 2 referrals written (17%-7th grade) (19%-8th grade)

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source
6.1 Teachers will proactively address behavior. Task 1: Hold separate (1 hour gender specific) seminars for student body to explain specific school rules and procedures and offer training on properly handling issues which plague many junior high students.	Monitoring of discipline data, walk through	GCJ Administration	Within the first 2 weeks of school	TBD	PD as necessary	N/A
Task 2: Build support enrichment programs with the focus on character building and good decision making skills.	Monitoring, discipline data, walk through FCA, PAL, Golden Cougar Mentoring meetings	Paul Goodier (Golden Cougars) Karen Schrieber (FCA)	Weekly club meetings not to be scheduled on the same day of the week	TBD	PD as necessary	N/A

6.2 Common Core implementation and action Task 1: Ensure school-wide awareness of the CCSS	Walk-through, Observation tools	Administration, Department Chairs, Faculty	2012-13 Academic Year	N/A	PD as necessary	N/A
Task 2: Focus professional development on key foundational instructional practices	Walk-through, Observation tools	Administration, Department Chairs, Faculty	2012-13 Academic Year	N/A	PD as necessary	N/A
Task 3: Align current initiatives with CCSS	Walk-through, Observation tools	Administration, Department Chairs, Faculty	2012-13 Academic Year	N/A	PD as necessary	N/A
Task 4: Provide access to resources and professional development	Walk-through, Observation tools	Administration, Department Chairs, Faculty				

Implementation Details

Action Steps	Evidence/ Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline	Resources Needed: Material / Technology / Trainer	Related PD	Funding/ Funding Source

6.1 Teachers will proactively address behavior. Task 1: Hold separate (1 hour gender specific) seminars for student body to explain specific school rules and procedures and offer training on properly handling issues which plague many junior high students.	Monitoring of discipline data, walk through	GCJ Administration	Within the first 2 weeks of school	TBD	PD as necessary	N/A
Task 2: Build support enrichment programs with the focus on character building and good decision making skills.	Monitoring, discipline data, walk through FCA, PAL, Golden Cougar Mentoring meetings	Paul Goodier (Golden Cougars) Karen Schrieber (FCA)	Weekly club meetings not to be scheduled on the same day of the week	TBD	PD as necessary	N/A

Include only school-based funded activities / materials and exclude district funded activities / materials.			
Resources Needed: Material / Technology / Trainer:			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	

			$1,899.00
Professional Development			
Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Conference / Workshop Seminar / Institute / Online PD	Mileage	Budget Strip	
Goal and Action Step #(s)Math 2.1.2	Meals NA	NA	
Title:Step Up to Writing Math	Room		
Location: PLCC	Registration		
Dates: 10/12	Substitute(s)		
Sponsoring Educational Institution: FDLRS Crown Jacksonville			
Professional Learning Community	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) Math 2.2.1/ S.S.	Professional Book	0100/6400/0590/0021/ 2013	$1,080.00
Navigator Plus Activity Title: GCJ 12/13	(Kagan Cooperative Learning Teacher Kit)	Professional Development	
Kagan Cooperative Learning	$54 x 20 teachers = $1080		
Professional Learning Community	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) Reading 1.3.2	Professional Book	0100/6400/0590/0021/ 2013	$100.00
Navigator Plus Activity Title: GCJ 12/13 Academic Conversations	5 x $20.00 = $100.00		
School Workshop	Materials List and Cost:	Budget Strip	
Goal -Writing/Action Step- 3.1.1.	NA	NA	NA
Navigator Plus Activity Title: GCJ 12/13			
Conference Strategies of Writers Workshop			
Other			

2012-2013 School Improvement Plan

Goal Area and Action Step Number	Description of Resources	Funding Source	Available Amount
		Complete Budget Strip	
Goal and Action Step-Reading 1.1.3.	Certification in NCAR-PD/ Reading Coach	NA	NA
Goal and Action Step- Math 2.1.1	Bloom's and Beyond FDLRS	NA	NA
		Grand Total:	$1,180.00