

# Wilkinson Junior High School



2014-15 School Improvement Plan

## Wilkinson Junior High School

5025 COUNTY ROAD 218, Middleburg, FL 32068

<http://wjh.oneclay.net>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

55%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

15%

### School Grades History

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

### School Board Approval

This plan was approved by the Clay County School Board on 12/16/2014.

### 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

While maintaining a safe and supportive environment, Wilkinson Junior High School strives to provide an exceptional learning experience where the needs of the individual student are met through diverse instructional programs.

A caring staff, involved parents, and community leadership allows our students to meet the needs of a challenging curriculum that will enable them to perform at or above grade level standards.

##### Provide the school's vision statement

All students are unique individuals whose physical, social, emotional, and intellectual needs have to be met in order for learning to occur. Students need to be shown real life applications in order to obtain relevance for learning. In the philosophy of "it takes a village to raise a child," whereas all staff, parents and community

need to be involved in order for a student to achieve maximum success. Past students who have had academic success can positively influence and motivate present students, especially in the area of testing. Given the proper opportunities, students can learn, regardless of abilities, disability, or social economic status.

A safe and nurturing educational environment is critical to a student's learning success. In order to meet the unique learning needs of each student, differentiated instruction has to take place. It is the responsibility of the staff, parents, and community to provide students with a positive atmosphere, where praise is given when due. As a staff, it is our responsibility to set an example of life-long learning by taking advantage of staff development opportunities.

#### School Environment

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

Wilkinson offers numerous opportunities for students to interact with teachers in nonacademic times. For instance, through activity club days, intramurals, and other teacher sponsored activities. These activities include academic/math team, orchestral dramatic performance groups and co-curricular clubs. Through district sponsored ESOL training teachers are able to demonstrate cultural competence. We have a strong working relationship with the specialists at the Take Stock in Children Program which links students to mentors beginning as early as 7th grade.

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

Florida Statute 1003.31 in part states students enrolled in school shall be supervised: during the time she or he is attending school; during the time she or he is on the school premises participating with authorization in a school-sponsored activity; during a reasonable time before and after the student is on the premises for attendance at school or for authorized participation in a school-sponsored activity, and only when on the premises, be under the control and direction of school personnel. "Reasonable time" is further defined in the statute as, "thirty minutes before or after the activity is scheduled or actually begins or ends, whichever period is longer." It is the parents' responsibility to provide transportation within thirty minutes of the activity's conclusion. School Board supervision beyond this limit cannot be assumed.



**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**

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school system and not infringe on the rights of others. Each student will receive a copy of the Code of Student Conduct along with a thorough explanation of its contents.

A copy will be made available to parents upon request. A violation of the rule will occur if the improper conduct takes place on the school grounds at any time, off the school grounds at a school activity, function, or event, or en route to or from school on a school bus. Disciplinary action will result for the following instances of misconduct that occur while the student is under school board authority.

**Assault and/or Fighting**

Violence will not be tolerated under any circumstance. Students involved in physical altercations face suspension from school, possible legal action, placement in Bannerman Learning Center or expulsion.

**Bullying and/or Harassment**

Verbal and/or physical harassment or bullying will not be tolerated and will be dealt with accordingly. Harassment based on race, color, sex, sexual orientation, national origin or disability is a violation of the Student Code of Conduct and improper behavior will be dealt with as provided by the Code of Student Conduct.

**Cleanliness**

Our classrooms, restrooms, halls and campus are to be kept clean of all trash. You as a student deserve to attend a safe, clean school. Please see that any paper or trash is disposed of properly. We all must take pride in our campus.

**Disrespect**

A student shall not fail to comply with reasonable directions or requests by authorized school personnel. It is impossible for teaching or learning to take place in a classroom unless good order is maintained. Students are reminded that they must adhere to a code of good behavior, not only for their own benefit, but for the benefit of others as well.

**Drugs and Alcohol**

Any student apprehended for using, in possession of, or under the influence of illegal drugs, drug paraphernalia, or alcohol will be suspended and be recommended for expulsion, and the police will be notified. All school employees are exempt from any civil liability in reporting to the proper school authority any suspected unlawful uses, possession, or sales of drugs by students. Any student who has a drug or alcohol related problem may request help from guidance counselors, teachers or administrators without fear of disciplinary action. However, the administration will not tolerate abuse of this help by any student.

**Non-Educational Materials**

Items such as skateboards, playing cards, squirt guns, electronics, or fireworks, are not to be brought to school. Items taken up by the teacher can be sent to the administration to be picked up by a parent at anytime or by the student on the last day of class. Students must report to the administrator to arrange for pick up of confiscated items. Exceptions to this rule must be made in writing by the teacher for special projects only. If an exception is made by a teacher the student must give the item to the teacher for safe keeping before school. Use of any photographic or image recording device on school board property during school and/or extracurricular activities unless it is reasonably considered to be a part of said activity is strictly prohibited. Publication on the internet of any unauthorized image recorded in violation of the prohibitions set forth as school activities is also strictly prohibited and will be deemed to be materially disruptive to the orderly process of the school per se, and will be sufficient reason to impose disciplinary measures. Please refer to your Student Code of Conduct for additional restrictions of photographic devices. The school is not responsible for any items of value not related to the educational process stolen or lost.

**Paging Devices/Cell Phones**

Students may possess a wireless communication device while the student is on school property or in

attendance at a school function for after-hours usage. The wireless communication device must be powered off and kept in a location out of sight upon arrival to school and throughout the entire school day or while on school transportation at any time. If the device is "powered on", it is considered as being in "use". "Usage" of a wireless communication device on campus upon arrival to school or while on school transportation at any time will result in disciplinary action and may carry a consequence of up to three days OSS for the first offense. Usage is absolutely forbidden during the school day and will result in one day of ISS or up to three days of OSS for the first offense. Criminal penalties may result if a wireless communication device is used in a criminal act (Florida Statutes 934.215). Please refer to your Student Code of Conduct for additional restrictions on communication devices.

#### Physical Contact

The conduct of a Wilkinson Junior High School student reflects one's family, school and community. Physical contact is to be limited to holding hands or brief hugs on school grounds.

#### Profanity

Profanity will be interpreted as any profane, vulgar, or unnecessarily crude utterance or gesture. Such instances will be referred to the appropriate administrator. ISS or OSS will be assigned for violations.

#### Safety

Running in or around the building and throwing objects of any kind will not be tolerated.

#### School Bus Rules for Safety

Students and their parents are provided with school bus rules. Parents are urged to discuss the rules with their child, then to sign acknowledging they have read them. Special permission to ride an unassigned bus to and/or from school is at the discretion of the school and the Clay County School Board Transportation Department. Special Bus Passes must be dated and signed by the parent. Permission cannot be granted over the phone.

#### Tobacco

The use of tobacco products on school property, school buses, school-sponsored field trips, or at any school-sponsored activity, is prohibited by the Florida Law and the regulations of Clay County School Board. Students carrying tobacco products will be treated as though they were caught using said products and will face disciplinary action. Students in possession of tobacco products are subject to being cited by the Clay

County Sheriff's Office for community service or a \$25 fine as called for in Florida Statute 775.08(3).

#### Weapons

Weapons, including knives of any kind, are not to be in the possession of the students while on School Board property.

#### DISCIPLINE PROCEDURES

Violations of the previous rules and/or supplemental rules may result in one or more of the following types of disciplinary action:

1. Counseling
2. Parent conference
3. Referral to Guidance
4. Silent Lunch Detention
5. In-School Suspension
  - a. ISS is used as a means to keep students in school who have infractions that are severe but not severe enough to remove the student from school.
  - b. Students placed on ISS will be restricted to the ISS area and given class assignments being done in the class they miss. CREDIT WILL BE GIVEN for work done in ISS. Students may also be assigned work details on campus.
  - c. Failure to comply with ISS guidelines (disruption, skipping, sleeping, etc.) will result in suspension from school for the remainder of the assigned time plus one day.
  - d. Students assigned to ISS for the school day will not be allowed to attend any classes.
6. Corporal Punishment
7. Out-of School Suspension
  - a. Sometimes, it becomes necessary to remove a student from the school for the benefit of other students and the school environment. However, suspension is a last resort effort on the part of

Wilkinson Junior High School.

b. Absences for students who are suspended are counted as unexcused absences. Students on suspension are not to be on campus or at school-sponsored activities. Students on suspension will be considered trespassing if on school grounds for any reason.

8. For students experiencing difficulties at WJH, placement at the Bannerman Learning Center may be recommended.

9. Expulsion recommendation to the Clay County School Board

Expulsion is the removal of the right and of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance.

**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**

Wilkinson has a fully functioning guidance department which has a counselor assigned to each grade level. One of the counselors is a licensed mental health counselor. We consult regularly with our interdisciplinary team of counselors, psychologist, social workers, administrators, teachers, ESE support facilitator and school nurse to gather info allowing us to view the whole child. In addition, we have a contracted Student Assistance Program Specialist who meets with a selected group of students on a regular basis.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**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:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics.
- d. A 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.

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

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

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	7	12	19
One or more suspensions	7	15	22
Course failure in ELA or Math	5	1	6
Level 1 on statewide assessment	6	16	22

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	10	20	30

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

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.

Situational based interventions are listed below:

For Attendance:

- Attendance Contact
- Doctor's Note required
- Social Worker Referral

For Grades:

- Tutoring
- Remediation

For Discipline:

- Discipline Contract
- School Service Work
- Detention

Saturday School

Testing:

- Intensive Reading
- Intensive Math

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Foster two-way home/school communication with all stakeholders to support student learning.

**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**

Wilkinson Junior High is recognized as a Golden School, the top level awarded, by the state of Florida as it relates to Volunteer Hours. We partner with Adventure Landing, Chick Fil A, and Hardees for student rewards. We have partnered with and received numerous grants from the Clay County Education

Foundation. Our student organizations are routinely supported by a wide range of businesses with monetary and product donations.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
McDonald, David	Principal
Mimbs, Mary	Assistant Principal
Hoffman, Kara	Instructional Coach
Bartholomew, Melanie	Guidance Counselor
Krause, Sheree	Guidance Counselor
Reed, Linda	Teacher, K-12
Rexroad, Megan	Teacher, K-12
Glover, Ashley	Teacher, K-12
Stokes, Megan	Teacher, K-12
Ivey II, Rodney	Assistant Principal
Creel, Lydia	Instructional Coach

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

David McDonald, principal, provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Mary Mimbs, Rodney Ivey ii, Sheree Krause and Melanie Bartholomew provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Kara Hoffman, Rtl coach, develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student needs 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.

Megan Rexroad, Ashley Glover, Megan Stokes and Linda Reed provide information about core construction, participate in student data collection, deliver Teir 1 instruction/intervention, collaborates

with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**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**

Members of the school-based leadership team have met with the School Advisory Council and principal to help 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, facilitated the development of a systematic approach to teaching, and aligned processes and procedures.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Dr. David McDonald	Principal
Jeffrey Fowler	Teacher
Linda Ford	Teacher
Margaret Hawkins	Teacher
Sharlene Moody	Education Support Employee
Pamela Love	Parent
Myra Brown	Parent
Tanya Hofstra	Parent
Michelle Shrum	Parent
Austin McFarlane	Student
Shanna Mace	Teacher

#### Duties

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

##### *Evaluation of last year's school improvement plan*

Last year's plan is reviewed periodically through the school year by the administration and teacher leaders with their departments. The plan is reviewed by this year's council in evaluation and preparation for the 2014-15 plan.

##### *Development of this school improvement plan*

The involvement of the SAC in the development of this school improvement plan is to gather and analyze data to determine the educational needs of the school.

##### *Preparation of the school's annual budget and plan*



The Principal receives the proposed budget in April. The SAC develops a plan for the school improvement dollars which are allocated. This amount plus an amount from the regular school budget was allocated for student planners. This has been an ongoing expenditure in our school's budget as approved by the SAC each year. While the amount allocated by the state for School Improvement dollars which are to be budget by the WJH SAC have dwindled in the past three years to zero for the 2014-15 school year the WJH SAC has directed the expenditure for quality school planners is a purchase we want to continue therefore the principal with direction from the SAC insured that purchase could be made even without school improvement dollars. The SAC is provided with the information given the Principal is able to provide adequate input given the parameters and guidelines to be utilized in budget preparation.

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

The projected use of the school improvement funds are to purchase planners for students to serve the purpose of providing organization for class and homework assignments, offer another avenue of communication between teacher and parent, and keep track of their excuses for being out of class.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Palmatier, Sharon	Instructional Media
Ford , Linda	Teacher, K-12
Fowler, Jeffrey	Teacher, K-12
Rexroad, Megan	Teacher, K-12
Smith , Deborah	Teacher, K-12
VanGundy, Brenda	Teacher, K-12
Wilson, Laura	Teacher, K-12
Tarrant, Mary	Teacher, K-12
Mimbs, Mary	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT attended a workshop for Operation Hedgehog last year, which is a lesson in Civility through Literature. There are 8 Titles that can bridge the support to civility instruction with relevant literature. These books can also provide an opportunity for students to acquire the necessary literacy skills to meet Common Core standards. The County provided 5 copies of each title and the school wrote a grant and received the funding to purchase 15 more of each title to have a class set of each title. On January 23, 2015, the school will have a Book Swap during Science Night. Books of all genres and reading levels will be available for swapping out to give an opportunity for students and their families to update their personal libraries.

## Public and Collaborative Teaching

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

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

#### Weekly PLC Teams

Once a week, for an hour, teacher teams will engage in collaborative discussions around the following three questions:

What do we want students to know and be able to do?

How will we know they have learned it?

How will we respond when they don't?

PLC teams will complete logs after each meeting and turn in to an administrator. Administrator will provide feedback to PLC teams and provide resources and support as needed.

#### Common Planning

The math, language arts, social studies, and science departments have common planning periods to be used for formal and informal department meetings.

#### Literacy Design Collaborative Teams

Four teachers from Wilkinson Junior High are participating in this project. Training occurred in Summer of 2014. Modules are developed and implemented in cross curricular teams that center around an essential question that requires reading and research. The final product is a synthesis of the learning in the form of a written piece. The District Reading Supervisor, Secondary Instructional Specialist and school-assigned reading coach all support this project at this site.

#### History and Science Fair

The History and Science Fair project templates are designed with cross curricular input.

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

To recruit highly qualified, certified-in-field, effective teachers to the school, all positions needed to be filled are posted on the county website listing the credentials required. David McDonald, principal, reviews resumes and credentials to choose applicants. After, the county screens applicants. Finally, a decision is made after an interview with the principal using Teacher Perceiver Interview tool.

To retain highly qualified, certified-in-field, effective teachers in the school, the administrators promote professional growth on an individual and whole-faculty basis through face-to-face meetings. Administrators strive to treat teachers like professional and offer support whenever needed.

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

The teacher mentoring program at Wilkinson Junior High is Buddy Teachers. The pairing is chosen by subject taught, relative experience, location between the two teachers, and compatibility. The Buddy Teachers attend a pre-service meeting to acclimate the new teachers to the school and allow time for the Buddy Teachers to connect.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***



The school ensures its core instructional programs and materials are aligned to Florida's standards through the use of curriculum maps, lesson plans with standards listed, Professional Learning Community logs, benchmark-driven purpose statements displayed, and informal observations by administrators.

### Instructional Strategies

***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 school uses data to provide and differentiate instruction to meet the diverse needs of students through several areas. First, teachers who have a proven record of improving academic achievement are assigned to classes with most struggling learners to ensure all students have equal opportunities for quality instruction with highly effective teachers. For all intensive reading classes, the implementation of Achieve 3000 to provide differentiated instruction in alignment with the district's instructional framework. For Math, Algebra Nation is a free resource available to parents, students and teachers, and are aligned to the standards tested on the State of Florida Algebra I EOC exam. Teachers use this resource as a supplement to regular classroom materials and as a remediation tool prior to the exam. Also, every department has meetings outside of Professional Learning Communities to analyze data. Within every classroom, the district's instructional framework is used for planning and delivering a lesson. Teacher-led small groups are used, as well, to effectively meet student needs.

***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:** Extended School Day

**Minutes added to school year:** 3,485

During the 25 minute SSR session, Math and Language Arts teachers are able to use that time for tutoring.

#### ***Strategy Rationale***

Math and Language Arts teachers may use the 25 minutes SSR session for individual, small group, or whole class tutoring for extra support.

#### ***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

#### ***Person(s) responsible for monitoring implementation of the strategy***

McDonald, David, dmcdonald@oneclay.net

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

Common assessment data is collected and analyzed to determine strand growth in the given subject area.

### Student Transition and Readiness

#### PreK-12 Transition

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

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

For incoming students, Wilkinson has a team of guidance and administrators who travel to each feeder elementary school to meet with groups of student transitioning to 7th grade to familiarize them with school behavioral expectations, scheduling options, and health requirements for entry. We have a parent night in the spring at WJH and have teachers, administrators, coaches, and guidance counselors available for questions. School staff members are available on an ongoing basis to the teachers and parents of the feeder schools for information and questions on placement and any other personal matters from the feeder schools.

For outgoing students, Wilkinson has students meet with high school guidance counselors and career specialists to orient the students to high school requirements and scheduling matters. Further, we make our students and parents aware of open house info at the high schools.

**College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

The Social Studies department has every student complete a career packet to take their personal interests and strengths into consideration in choosing a path of education that leads to a profession. Also, the guidance counselors go into the classrooms to advise students in making career goals and are available for one-on-one meetings.

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

At Wilkinson Junior High, a variety of electives are offered for the parents and students to consider for their schedule. The electives combine possible career goals, life skills, and areas of interest while incorporating a standard-based education.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Pete Loscuito is the Career Specialist assigned to Wilkinson Junior High by the Career and Technical Education Department. He is available the first and third Monday of each month. The plan is to meet with eighth grade students through their History classes to speak with them about career choices and the career academies at Ridgeview, Oakleaf, and Middleburg High schools.

***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***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Content Area Reading Professional Development, or CAR-PD
- G2.** Training in ELA student-centered instruction by national consultant.
- G3.** Students will be able to cite evidence to support thinking in all content areas, with a strong focus on Math.

## Strategic Goals Detail

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

**G1. Content Area Reading Professional Development, or CAR-PD** 1a

G047851

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

**Resources Available to Support the Goal** 2

- Kara Hoffman leads CAR-PD training and provides participating teachers tools to instruct their low-level students effectively.

**Targeted Barriers to Achieving the Goal** 3

- Teacher participation

**Plan to Monitor Progress Toward G1.** 8

Performance Matter data will be collected and reviewed through the year to determine progress toward the goal.

**Person Responsible**

Kara Hoffman

**Schedule**

Monthly, from 8/21/2014 to 5/28/2015

**Evidence of Completion**

Performance Matter data along with student samples will be collected to demonstrate the goal is being monitored and whether progress is being made.

**G2. Training in ELA student-centered instruction by national consultant.** 1a

G047836

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

**Resources Available to Support the Goal** 2

- Angela Shroden from Stephanie Harvey consulting will conduct quarterly trainings that include new learning through a workshop format, modeled lessons, and debrief/reflection sessions. She will then meet with administrative team to plan next steps.

**Targeted Barriers to Achieving the Goal** 3

- Time for quarterly trainings.

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

The data that will be collected and reviewed throughout the year to determine progress towards the goal will be student samples.

**Person Responsible**

David McDonald

**Schedule**

Monthly, from 8/21/2014 to 5/28/2015

**Evidence of Completion**

Student samples will be collected routinely to ensure progress.

**G3.** Students will be able to cite evidence to support thinking in all content areas, with a strong focus on Math. **1a**

G037823

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	71.0

**Resources Available to Support the Goal** **2**

- A Math coach is assigned to the school to work side by side with teachers to develop expertise in instructional strategies through the framework for intentional teaching that allow students to become proficient at citing evidence to support thinking. The county provides all resource materials needed for Mrs. Creel, Wilkinson Junior High's Rtl specialist, to facilitate a class for the teachers on campus.

**Targeted Barriers to Achieving the Goal** **3**

- Coach and teacher expertise in the framework for intentional teaching. Teacher participation.

**Plan to Monitor Progress Toward G3.** **8**

Student samples of common assessments created in the PLCs

**Person Responsible**

David McDonald

**Schedule**

Biweekly, from 8/21/2014 to 5/21/2015

**Evidence of Completion**

Group Learning Target Plan/Formative Assessments

## 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. Content Area Reading Professional Development, or CAR-PD **1**

 G047851

### G1.B1 Teacher participation **2**

 B119200

**G1.B1.S1** Encourage teachers to be involved with their department so the resources are geared towards their needs. **4**

 S131001

#### Strategy Rationale

All teachers can benefit and the more that participate with their department, the more effective the tools will be.

#### Action Step 1 **5**

Increasing teacher participation in CAR-PD is essential for instructing low-level students.

#### Person Responsible

Kara Hoffman

#### Schedule

Quarterly, from 8/21/2014 to 5/28/2015

#### Evidence of Completion

CAR-PD requires documentation of implementation within the classroom through lesson plans and reflections.

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

Kara Hoffman will monitor documentation but teachers are responsible for implementation.

**Person Responsible**

Kara Hoffman

**Schedule**

Monthly, from 8/28/2014 to 5/28/2015

***Evidence of Completion***

Teachers provide documentation of implementation through follow-up form and evidence with lesson plans and student samples.

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

Teachers will be responsible for monitoring students for the effectiveness of implementation and Kara Hoffman is available as needed.

**Person Responsible**

Kara Hoffman

**Schedule**

Monthly, from 8/28/2014 to 5/28/2015

***Evidence of Completion***

Teachers will provide lesson plans with reflection of effectiveness and student samples when strategies were implemented.



**G2. Training in ELA student-centered instruction by national consultant. 1**

G047836

**G2.B1 Time for quarterly trainings. 2**

B119163

**G2.B1.S1 The dates of training will be shared with the participating teachers as soon as possible. 4**

S130965

**Strategy Rationale**

The more advance the notice, the easier it is to be prepared for allocating time for training.

**Action Step 1 5**

ELA student-center instruction training by Angela Shroden is provided for participating teachers.

**Person Responsible**

David McDonald

**Schedule**

Quarterly, from 8/21/2014 to 5/28/2015

**Evidence of Completion**

Student samples displaying annotation and citing evidence will be collected and given to Dr. David McDonald to show implementation of the strategies learned at the training.

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

To monitor and support the fidelity of implementation, Dr. David McDonald will consult with department heads monthly to ensure the strategies are used within the departments and will conduct walk throughs, along with Mary Mimbs and Rodney Ivey.

**Person Responsible**

David McDonald

**Schedule**

Biweekly, from 8/21/2014 to 5/28/2015

**Evidence of Completion**

Dr. David McDonald, Mary Mimbs, and Rodney Ivey will document their walkthroughs.

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

To monitor for effectiveness, Dr. David McDonald will consult with department heads monthly to ensure the strategies are used within the departments effectively and will conduct walk throughs, along with Mary Mimbs and Rodney Ivey.

**Person Responsible**

David McDonald

**Schedule**


Monthly, from 8/21/2014 to 5/28/2015

**Evidence of Completion**

Dr. David McDonald, Mary Mimbs, and Rodney Ivey will document the status of the strategy being monitored and whether it is being implemented with effectiveness.


**G3.** Students will be able to cite evidence to support thinking in all content areas, with a strong focus on Math.

1

 G037823


**G3.B1** Coach and teacher expertise in the framework for intentional teaching. Teacher participation.

2

 B090983

**G3.B1.S1** Provide weekly PLC time that is focused on the standards and the framework for intentional teaching. Encourage teachers to be involved with their department so the resources are geared towards their needs.

4

 S101798

**Strategy Rationale**

By providing time during the schedule day for teachers to collaborate on the elements of the framework, teachers will be able to discuss the implementation of the framework and gain knowledge from each other.

**Action Step 1 5**

Provide weekly PLC time for teachers to collaborate on the framework for intentional teaching.

**Person Responsible**

David McDonald

**Schedule**

On 5/25/2015

**Evidence of Completion**

Documentation of implementation within the classroom through lesson plans and reflections.

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

Weekly PLC meetings

**Person Responsible**

David McDonald

**Schedule**

Weekly, from 8/21/2014 to 5/28/2015

**Evidence of Completion**

Teachers will complete logs and turn them in to assigned administrator.

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

Weekly Logs will be completed. Administrator will provide feedback to logs on a weekly basis. Administrator will attend meetings as needed.

**Person Responsible**

David McDonald

**Schedule**

Weekly, from 8/21/2014 to 5/28/2015

**Evidence of Completion**

Feedback to logs Classroom walk-throughs Students completed work.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide weekly PLC time for teachers to collaborate on the framework for intentional teaching.	McDonald, David	8/18/2014	Documentation of implementation within the classroom through lesson plans and reflections.	5/25/2015 one-time
G2.B1.S1.A1	ELA student-center instruction training by Angela Shroden is provided for participating teachers.	McDonald, David	8/21/2014	Student samples displaying annotation and citing evidence will be collected and given to Dr. David McDonald to show implementation of the strategies learned at the training.	5/28/2015 quarterly
G1.B1.S1.A1	Increasing teacher participation in CAR-PD is essential for instructing low-level students.	Hoffman, Kara	8/21/2014	CAR-PD requires documentation of implementation within the classroom through lesson plans and reflections.	5/28/2015 quarterly
G1.MA1	Performance Matter data will be collected and reviewed through the year to determine progress toward the goal.	Hoffman, Kara	8/21/2014	Performance Matter data along with student samples will be collected to demonstrate the goal is being monitored and whether progress is being made.	5/28/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teachers will be responsible for monitoring students for the effectiveness of implementation and Kara Hoffman is available as needed.	Hoffman, Kara	8/28/2014	Teachers will provide lesson plans with reflection of effectiveness and student samples when strategies were implemented.	5/28/2015 monthly
G1.B1.S1.MA1	Kara Hoffman will monitor documentation but teachers are responsible for implementation.	Hoffman, Kara	8/28/2014	Teachers provide documentation of implementation through follow-up form and evidence with lesson plans and student samples.	5/28/2015 monthly
G2.MA1	The data that will be collected and reviewed throughout the year to determine progress towards the goal will be student samples.	McDonald, David	8/21/2014	Student samples will be collected routinely to ensure progress.	5/28/2015 monthly
G2.B1.S1.MA1	To monitor for effectiveness, Dr. David McDonald will consult with department heads monthly to ensure the strategies are used within the departments effectively and will conduct walk throughs, along with Mary Mimbs and Rodney Ivey.	McDonald, David	8/21/2014	Dr. David McDonald, Mary Mimbs, and Rodney Ivey will document the status of the strategy being monitored and whether it is being implemented with effectiveness.	5/28/2015 monthly
G2.B1.S1.MA1	To monitor and support the fidelity of implementation, Dr. David McDonald will consult with department heads monthly to ensure the strategies are used within the departments and will conduct walk throughs, along with Mary Mimbs and Rodney Ivey.	McDonald, David	8/21/2014	Dr. David McDonald, Mary Mimbs, and Rodney Ivey will document their walkthroughs.	5/28/2015 biweekly
G3.MA1	Student samples of common assessments created in the PLCs	McDonald, David	8/21/2014	Group Learning Target Plan/Formative Assessments	5/21/2015 biweekly
G3.B1.S1.MA1	Weekly Logs will be completed. Administrator will provide feedback to logs on a weekly basis. Administrator will attend meetings as needed.	McDonald, David	8/21/2014	Feedback to logs Classroom walk-throughs Students completed work.	5/28/2015 weekly
G3.B1.S1.MA1	Weekly PLC meetings	McDonald, David	8/21/2014	Teachers will complete logs and turn them in to assigned administrator.	5/28/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

### G1. Content Area Reading Professional Development, or CAR-PD

#### G1.B1 Teacher participation

**G1.B1.S1** Encourage teachers to be involved with their department so the resources are geared towards their needs.

#### PD Opportunity 1

Increasing teacher participation in CAR-PD is essential for instructing low-level students.

##### Facilitator

Kara Hoffman

##### Participants

Participating teachers

##### Schedule

Quarterly, from 8/21/2014 to 5/28/2015

### G2. Training in ELA student-centered instruction by national consultant.

#### G2.B1 Time for quarterly trainings.

**G2.B1.S1** The dates of training will be shared with the participating teachers as soon as possible.

#### PD Opportunity 1

ELA student-center instruction training by Angela Shroden is provided for participating teachers.

##### Facilitator

Dr. David McDonald

##### Participants

Participating teachers

##### Schedule

Quarterly, from 8/21/2014 to 5/28/2015

**G3.** Students will be able to cite evidence to support thinking in all content areas, with a strong focus on Math.

**G3.B1** Coach and teacher expertise in the framework for intentional teaching. Teacher participation.

**G3.B1.S1** Provide weekly PLC time that is focused on the standards and the framework for intentional teaching. Encourage teachers to be involved with their department so the resources are geared towards their needs.

**PD Opportunity 1**

Provide weekly PLC time for teachers to collaborate on the framework for intentional teaching.

**Facilitator**

Administration will divide up groups to monitor

**Participants**

All teachers

**Schedule**

On 5/25/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0