

Clay County Schools

Wilkinson Junior High School



2015-16 School Improvement Plan

Wilkinson Junior High School

5025 COUNTY ROAD 218, Middleburg, FL 32068

<http://wjh.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	16%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
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. We exist to ensure that all students learn.

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 positive role models through teacher sponsored activities. These activities include academic/math team, extra-curricular and co-curricular clubs. Through district sponsored ESOL training teachers are able to demonstrate cultural competence. We also 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.

The faculty attended training through Safe and Civil Schools/Foundations in STOIC, a program that promotes positive student and teacher interactions.

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 through Eagle Time.

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 detail 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. 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.

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

8. 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
	6	7	8	
Attendance below 90 percent	0	23	39	62
One or more suspensions	2	9	9	20
Course failure in ELA or Math	1	34	38	73
Level 1 on statewide assessment	1	29	41	71

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

Indicator	Grade Level	Total
-----------	-------------	-------

Students exhibiting two or more indicators

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. Communication strategies include Remind101, Facebook, School Web-page, Mass Parent Portal Phone Calls, Parent/Teacher Conferences, individual parent phone calls, notes home.

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 continue to partner with and receive 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:

Name	Title
Cornwell, Christina	Principal
Mimbs, Mary	Assistant Principal
Bartholomew, Melanie	Guidance Counselor
Krause, Sheree	Guidance Counselor
Reed, Linda	Teacher, K-12
Rexroad, Megan	Teacher, K-12
Stokes, Megan	Teacher, K-12
Carella, Chris	Assistant Principal

Duties

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

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

Mary Mimbs, Chris Carella, Ryan Vaughn, 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.

Katherine Green, Math 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, Jason Martin, Michael Filz, Megan Stokes and Linda Reed provide information about core instruction, participate in student data collection, deliver Tier 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 Counsel and principal to help develop the SIP. The team provided data on the state assessment system, 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:

Name	Stakeholder Group
Christina Cornwell	Principal
Jeffrey Fowler	Teacher
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 2015-16 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 reviews the budget and makes recommendations.

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:

Name	Title
Cornwell, Christina	Principal
Rexroad, Megan	Teacher, K-12
Mimbs, Mary	Principal
Carella, Chris	Assistant Principal
Bartholomew, Melanie	Guidance Counselor
Krause, Sheree	Guidance Counselor
Stokes, Megan	Teacher, K-12
Reed, Linda	Teacher, K-12

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

Six teachers from Wilkinson Junior High are participating in this project. Training occurred in Summer of 2014 and 2015. 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 and Secondary Instructional Specialist 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. Christina Cornwell, principal, reviews resumes and credentials to choose applicants. After, the county screens applicants. Finally, a decision is made after an interview with the principal.

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. New teachers participate in the B.E.S.T. program through the School Improvement/Professional Development Department.

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 Eagle Time, teachers are able to use that time for enrichment and remediation.

Strategy Rationale

All teachers may use the 25 minutes Eagle Time 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

Cornwell, Christina, ccornwell@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. Students will visit their zoned high school to experience the Academies and our KUDER facilitator meets with our students throughout the school year to learn about career choices and how education affects those choice options. 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. Students participate in the KUDER program and the KUDER facilitator meets with students throughout the school year to discuss career and college choices.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 55% of students will be in the 51% to 75% percentile or the top 25% quartile. Currently at 48%.
- G2.** 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. 55% of students will be in the 51% to 75% percentile or the top 25% quartile. Currently at 48%. 1a

G073089

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0

Resources Available to Support the Goal 2

- Success Lab, Math Success Lab, National Honor Society Tutoring, Morning Program.
- Teach Like a Champion strategies, Kagan Structures, Framework for Intentional Teaching, ACE writing strategy

Targeted Barriers to Achieving the Goal 3

- Student work completion.

Plan to Monitor Progress Toward G1. 8

Improvement from the baseline to post assessments on the Performance Matters and One Clay Writes assessments.

Person Responsible

Christina Cornwell

Schedule

Quarterly, from 10/26/2015 to 6/7/2016

Evidence of Completion

Compare baseline Clay Writes and Performance Matters to the Post test data.

G2. Students will be able to cite evidence to support thinking in all content areas, with a strong focus on Math. **1a**

G073090

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

AMO Math - All Students

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.
- Kagan Cooperative Structures training for all teachers with a separate breakout session for Math teachers.

Targeted Barriers to Achieving the Goal **3**

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

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

Student samples of common assessments created in the PLCs

Person Responsible

Linda Reed

Schedule

Weekly, from 8/11/2015 to 6/7/2016

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. 55% of students will be in the 51% to 75% percentile or the top 25% quartile. Currently at 48%. **1**

 G073089

G1.B1 Student work completion. **2**

 B190860

G1.B1.S1 Academic support during the school day through Success Lab, Math Success Lab, Critical Thinking, Eagle Time and Intensive Math. Academic support outside of the school day through our morning program and after school tutoring. **4**

 S202351

Strategy Rationale

We need to provide academic support during the school day so that we are not relying on outside help that may not be available for all students, but no one support system is going to work for all students. Before and after school is an option for a small percentage of our students and can be used as additional support to what is taking place during the school day.

Action Step 1 **5**

Implement remediation opportunities both during and outside of the school day.

Person Responsible

Christina Cornwell

Schedule

Daily, from 8/11/2015 to 6/7/2016

Evidence of Completion

Attendance at the remediation sessions and grades of the students attending.

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

Data collection on who is sending students, which students are participating and performance of those students compared to their peers who are not attending.

Person Responsible

Christina Cornwell

Schedule

Daily, from 8/11/2015 to 6/7/2016

Evidence of Completion

Data collected from attendance logs and grades in FOCUS.

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

Monthly data meetings with the teachers of the Critical Thinking and Success Labs to discuss progress of the students using the remediation services and those that need to be added to the attendance.

Person Responsible

Christina Cornwell

Schedule


Monthly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Student grades of those students attending the classes.

G2. Students will be able to cite evidence to support thinking in all content areas, with a strong focus on Math.

1

 G073090

G2.B1 Coach and teacher expertise in the framework for intentional teaching. Teacher participation. 2

 B190862

G2.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

 S202356

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

Linda Reed

Schedule

Weekly, from 8/11/2015 to 6/7/2016

Evidence of Completion

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

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

Weekly PLC meetings

Person Responsible

Christina Cornwell

Schedule

Weekly, from 8/11/2015 to 6/7/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.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

Christina Cornwell

Schedule

Weekly, from 8/11/2015 to 6/7/2016

Evidence of Completion

Feedback to logs Classroom Informal Observations 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
G1.B1.S1.A1	Implement remediation opportunities both during and outside of the school day.	Cornwell, Christina	8/11/2015	Attendance at the remediation sessions and grades of the students attending.	6/7/2016 daily
G2.B1.S1.A1	Provide weekly PLC time for teachers to collaborate on the framework for intentional teaching.	Reed, Linda	8/11/2015	Documentation of implementation within the classroom through lesson plans and reflections.	6/7/2016 weekly
G1.MA1	Improvement from the baseline to post assessments on the Performance Matters and One Clay Writes assessments.	Cornwell, Christina	10/26/2015	Compare baseline Clay Writes and Performance Matters to the Post test data.	6/7/2016 quarterly
G1.B1.S1.MA1	Monthly data meetings with the teachers of the Critical Thinking and Success Labs to discuss progress of the students using the remediation services and those that need to be added to the attendance.	Cornwell, Christina	9/1/2015	Student grades of those students attending the classes.	6/7/2016 monthly
G1.B1.S1.MA1	Data collection on who is sending students, which students are participating and performance of those students compared to their peers who are not attending.	Cornwell, Christina	8/11/2015	Data collected from attendance logs and grades in FOCUS.	6/7/2016 daily
G2.MA1	Student samples of common assessments created in the PLCs	Reed, Linda	8/11/2015	Group Learning Target Plan/Formative Assessments	6/7/2016 weekly
G2.B1.S1.MA1	Weekly Logs will be completed. Administrator will provide feedback to logs on a weekly basis. Administrator will attend meetings as needed.	Cornwell, Christina	8/11/2015	Feedback to logs Classroom Informal Observations Students completed work.	6/7/2016 weekly
G2.B1.S1.MA1	Weekly PLC meetings	Cornwell, Christina	8/11/2015	Teachers will complete logs and turn them in to assigned administrator.	6/7/2016 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.

G2. Students will be able to cite evidence to support thinking in all content areas, with a strong focus on Math.

G2.B1 Coach and teacher expertise in the framework for intentional teaching. Teacher participation.

G2.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

Weekly, from 8/11/2015 to 6/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Implement remediation opportunities both during and outside of the school day.	\$0.00
2	G2.B1.S1.A1	Provide weekly PLC time for teachers to collaborate on the framework for intentional teaching.	\$0.00
Total:			\$0.00