Wilkinson Junior High School

2016-17 Schoolwide Improvement Plan

Wilkinson Junior High School

5025 COUNTY ROAD 218, Middleburg, FL 32068

http://wjh.oneclay.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 7-8	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wilkinson Junior High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. 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.

2. School Environment

a. 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. Students also have the opportunity to join the Real Stuff Club where they have the opportunity to connect with a mentor and discuss proper behavior.

b. 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.

A team of faculty members attended training through Safe and Civil Schools/Foundations in STOIC, a program that promotes positive student and teacher interactions. This team has worked with the administration and other faculty members to create a positive environment for students. This environment has included structural features, such as teacher supervision of common areas, as well as assisting teachers to interact positively with students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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. A copy of the Code of Student Conduct is available on the county website. Students will receive 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. After School Detenion
6. 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.
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 or AMIS 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.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Wilkinson Junior High 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 information 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.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	40	52	0	0	0	0	92
One or more suspensions	0	0	0	0	0	0	0	31	38	0	0	0	0	69
Course failure in ELA or Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	143	126	0	0	0	0	269

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	19	44	0	0	0	0	63

c. 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

B. Family and Community Engagement
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).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link

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

2. Description

Foster two-way home/school communication with all stakeholders to support student learning. Communication strategies include Remind.com, Facebook, School Web-page, Mass Parent Portal Phone Calls, Parent/Teacher Conferences, individual parent phone calls, notes home.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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.

C. 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).

1. School Leadership Team

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

Name	Title
Cornwell, Christina	Principal
Mimbs, Mary	Assistant Principal
Bartholomew, Melanie	School Counselor
Krause, Sheree	School Counselor
Reed, Linda	Teacher, K-12
Rexroad, Megan	Teacher, K-12
Stokes, Megan	Teacher, K-12
Carella, Christopher	Assistant Principal
Martin, Jason	Teacher, K-12
Green, Kathryn	Instructional Coach
Rothermel, Heidi	Teacher, K-12
Vaughan, Ryan	Teacher, ESE
Smith, Deborah	Teacher, K-12

b. Duties

1. 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, Christopher 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.

Kathryn 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, Heidi Rothermel, Megan Stokes, Deborah Smith 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christina Cornwell	Principal
Jeffrey Fowler	Teacher
Samantha Eaton	Teacher
Laura Burns	Parent
Phyllis Mosley	Parent
Robin Warner	Parent
Elizabeth McMillan	Parent
Jenna Sypniewski	Student
Carolyn Scarbrough/Karen Loomis	Education Support Employee
Jessica Varney	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

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 2016-17 plan.

b. 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.

c. 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.

2. 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 help fund training for faculty members and purchase resources that teachers need to help integrate technology in the class and affect student achievement.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

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

The LLT is assisting the Inter-disciplinary teams of teachers to utilize cross-curricular readings in the classrooms. These readings are to be identified and discussed by the team teachers and noted on their logs. The Professional Learning Communities are also implementing cross-curricular Literacy

Standards. The LLT is assisting this process as well.

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.

D. 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).

1. 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 grade levels have been grouped into cross-curricular teams. The cross-curricular teams have common planning periods to be used for formal and informal department meetings.

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

2. 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.
Teachers, who changed careers and are new to the profession, participate in the Teacher Induction Program. Through this program, new teachers learn vital skills as well as complete needed steps to gain a professional certificate.
New teachers participate in the B.E.S.T. program through the School Improvement/Professional Development Department. The B.E.S.T coaches work with the new teachers as mentors to build collaborative classrooms and improve instruction.

3. 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 Mentor Teachers. Mentor teachers work closely with new teachers to help develop their effective teaching strategies. The pairing is chosen by subject taught, relative experience, location between the two teachers, and compatibility. The Mentor Teachers attend a pre-service meeting to acclimate the new teachers to the school and allow time for the Mentor Teachers to connect.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The 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.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: 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)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cornwell, Christina, christina.cornwell@myoneclay.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.

Strategy: Before School Program

Minutes added to school year: 9,000

Morning Program Tutoring: Students are able to gain academic help in their subjects by attending a personal tutoring session that is differentiated to the specific questions/concerns that each student has about his/her work.

Strategy Rationale

Completing school work correctly is essential to academic achievement. This before school program offers students an opportunity to gain personal help in their academic subject areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cornwell, Christina, christina.cornwell@myoneclay.net

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

Reports of students who attend the morning program. Monitoring those students' grades.

Strategy: After School Program

Minutes added to school year: 8,400

After School Tutoring: This after school program offers students an opportunity to gain personal help in their academic subject areas.

Strategy Rationale

Completing school work correctly is essential to academic achievement. Parents schedules are not necessarily conducive to Before School Programs. This after school program offers students an opportunity to gain personal help in their academic subject areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cornwell, Christina, christina.cornwell@myoneclay.net

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

Reports of students who attend the morning program. Monitoring those students' grades.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

For incoming students, Wilkinson Junior High 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. The 6th grade classes of these feeder elementary schools also visit our campus toward the end of the school year so they can observe how our school and student body functions. 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 Junior High 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 My Career Shines program allows 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.

b. College and Career Readiness

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

The Social Studies department has every student participate in the My Career Shines program. During this program, each student completes a series of career surveys/assessments 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.

Toward the end of the school year, 8th graders at Wilkinson Junior High visit the campus of St. Johns State College. During this time, students receive information about college life and academic/career programs offered by this college and others like it.

2. 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.

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

Stacey Rutherford is the Academy Coach at Middleburg High School. She is assigned to Wilkinson Junior High by the Career and Technical Education Department. 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.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Wilkinson Junior High will have a 5% reduction in the percentage of students that receive Out of School Suspension.

G2.   60% of Wilkinson Junior HIgh students will receive a Level 3 or above on the Florida Standards Assessment English Language Arts test.

Strategic Goals Detail

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

G1. Wilkinson Junior High will have a 5% reduction in the percentage of students that receive Out of School Suspension. `1a`

🔍 G086051

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	5.0

Targeted Barriers to Achieving the Goal `3`

- Students behavior leads to Out-of-School Suspension

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Mentor Program- Real Stuff Club

- Saturday School

- Reflection Modules- students complete these modules during In-School Suspension and Saturday School to understand their behaviors

- Discipline Discussions by Administration

-

Plan to Monitor Progress Toward G1. `8`

Identify the number of students who are missing school due to Out-of-School Suspension

Person Responsible
Christina Cornwell

Schedule
Monthly, from 8/16/2016 to 6/8/2017

Evidence of Completion
Reports of students mentioned above.

G2. 60% of Wilkinson Junior HIgh students will receive a Level 3 or above on the Florida Standards Assessment English Language Arts test. `1a`

🔍 G086052

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal `3`

- Teachers, who are not Language Arts teachers, feel that they do not affect a students ELA score.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Item Specifications

- Literacy Success Lab

- Marzano Taxonomy

- Eagle Time Remediation

- Collaborative Classroom Strategies

- Integrating Technology into the classroom

Plan to Monitor Progress Toward G2. `8`

Performance Matters Test Score

Person Responsible
Christina Cornwell

Schedule
Quarterly, from 8/16/2016 to 6/8/2017

Evidence of Completion
Track student performance on Performance Matters to determine if student achievement on literacy standards has changed.

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. Wilkinson Junior High will have a 5% reduction in the percentage of students that receive Out of School Suspension. `1`

🔑 G086051

G1.B1 Students behavior leads to Out-of-School Suspension `2`

🔑 B228689

G1.B1.S1 Some students commit serious offenses (i.e. fighting) that leads them to receive Out-of-School Suspension. The behavior of other students progressively worsens as they receive multiple referrals throughout the year, which ultimately leads to Out-of-School Suspensions. `4`

🔑 S241153

Strategy Rationale

In order for student behavior to improve, students need to understand why their behavior occurred, why they are are receiving those consequences, and how to make better choices in the future.

Action Step 1 `5`

Discuss with students choices that can lead them to discipline consequences.

Person Responsible

Christina Cornwell

Schedule

Semiannually, from 8/16/2016 to 6/8/2017

Evidence of Completion

Presentations/notes of discussion with students.

Action Step 2 `5`

Develop a reflection log for students to complete for any misconduct

Person Responsible

Christina Cornwell

Schedule

On 6/8/2017

Evidence of Completion

Sample reflection log

Action Step 3 [5]

Discuss/encourage the use of this log with faculty members to be used by all faculty members (teachers, aides, bus drivers, administrators, etc.). Monitor their use throughout the year.

Person Responsible

Christina Cornwell

Schedule

Weekly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Examples of logs students completed.

Action Step 4 [5]

Integrating Technology: Teachers are learning how to integrate technology, including a group of faculty members attending the Future of Education Technology Conference, into their daily activities to improve student participation, engagement and attendance. The use of technology will engage students to hopefully prevent misbehavior.

Person Responsible

Christina Cornwell

Schedule

Biweekly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Examples of use of technology in the classroom/presentations to the staff

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

Encourage all faculty members (bus drivers, teachers, aides, administrators, etc.) to use this log as part of their behavior management system.

Person Responsible

Christina Cornwell

Schedule

Daily, from 8/16/2016 to 6/8/2017

Evidence of Completion

Sample reflection logs from students

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

Require students who receive In-School Suspension, After School Suspension, and Out-of-School Suspension to complete these logs

Person Responsible

Christina Cornwell

Schedule

Quarterly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Copies of student completed logs

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

Record the number of students who repeatedly receive In-School and Out-of-School Suspension

Person Responsible

Christina Cornwell

Schedule

Monthly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Reports of the students mentioned above.

G2. 60% of Wilkinson Junior HIgh students will receive a Level 3 or above on the Florida Standards Assessment English Language Arts test. 1

🔑 G086052

G2.B4 Teachers, who are not Language Arts teachers, feel that they do not affect a students ELA score. 2

🔑 B228695

G2.B4.S1 Teachers in the school will collaborate to help improve the school's ELA score 4

🔑 S241155

Strategy Rationale

All teachers use literacy skills to teach their classes. All teachers can affect a student's ELA score. Teachers need to work together to help each child achieve success on the FSA ELA test.

Action Step 1 5

Team Teaching: Organize school into inter-disciplinary teams and hold team meetings.

Person Responsible

Christina Cornwell

Schedule

Biweekly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Weekly log of inter-disciplinary team meetings completed by teachers who teach the same students to discuss academic, attendance, behavior, and any other concerns.

Action Step 2 5

Professional Learning Community: Inter-disciplinary team of teachers will discuss/understand FSA literacy standards.

Person Responsible

Christina Cornwell

Schedule

Weekly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Rigorous learning target scales that teachers will create to teach literacy standards in all classes.

Action Step 3 `5`

Professional Development Trainings: Teachers have the opportunity to observe other teachers at WJH and at other schools in the district, groups of faculty members will attend the All Things PLC Conference and the Standards Based Interdisciplinary Planning for Teams trainings.

Person Responsible

Christina Cornwell

Schedule

Quarterly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Student samples of learned strategies/presentations to staff members

Action Step 4 `5`

Integrating Technology: Teachers are learning how to integrate technology, including a group of faculty members attending the Future of Education Technology Conference, into their daily activities to improve student participation, engagement and attendance

Person Responsible

Christina Cornwell

Schedule

Weekly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Examples of use of technology in the classroom/presentations to the faculty

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Administration Review of Team Meeting Logs

Person Responsible

Christina Cornwell

Schedule

Weekly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Inter-disciplinary Team Meeting Logs

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Administration Review of PLC Work

Person Responsible

Christina Cornwell

Schedule

Weekly, from 8/16/2016 to 6/16/2017

Evidence of Completion

PLC Log and Learning Target Scales

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Class Observations and Walk-Throughs

Person Responsible

Christina Cornwell

Schedule

Monthly, from 8/16/2016 to 6/8/2017

Evidence of Completion

Observations and Walk-throughs conducted by administration to determine if literacy scales are being used to help students learn literacy standards in all classes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M321204	Identify the number of students who are missing school due to Out-of-School Suspension	Cornwell, Christina	8/16/2016	Reports of students mentioned above.	6/8/2017 monthly
G2.MA1 M321208	Performance Matters Test Score	Cornwell, Christina	8/16/2016	Track student performance on Performance Matters to determine if student achievement on literacy standards has changed.	6/8/2017 quarterly
G1.B1.S1.MA1 M321201	Record the number of students who repeatedly receive In-School and Out-of-School Suspension	Cornwell, Christina	8/16/2016	Reports of the students mentioned above.	6/8/2017 monthly
G1.B1.S1.MA1 M321202	Encourage all faculty members (bus drivers, teachers, aides, administrators, etc.) to use this log...	Cornwell, Christina	8/16/2016	Sample reflection logs from students	6/8/2017 daily
G1.B1.S1.MA2 M321203	Require students who receive In-School Suspension, After School Suspension, and Out-of-School...	Cornwell, Christina	8/16/2016	Copies of student completed logs	6/8/2017 quarterly
G1.B1.S1.A1 A312136	Discuss with students choices that can lead them to discipline consequences.	Cornwell, Christina	8/16/2016	Presentations/notes of discussion with students.	6/8/2017 semiannually
G1.B1.S1.A2 A312137	Develop a reflection log for students to complete for any misconduct	Cornwell, Christina	8/16/2016	Sample reflection log	6/8/2017 one-time
G1.B1.S1.A3 A312138	Discuss/encourage the use of this log with faculty members to be used by all faculty members...	Cornwell, Christina	8/16/2016	Examples of logs students completed.	6/8/2017 weekly
G1.B1.S1.A4 A312139	Integrating Technology: Teachers are learning how to integrate technology, including a group of...	Cornwell, Christina	8/16/2016	Examples of use of technology in the classroom/presentations to the staff	6/8/2017 biweekly
G2.B4.S1.MA1 M321205	Class Observations and Walk-Throughs	Cornwell, Christina	8/16/2016	Observations and Walk-throughs conducted by administration to determine if literacy scales are being used to help students learn literacy standards in all classes.	6/8/2017 monthly
G2.B4.S1.MA1 M321206	Administration Review of Team Meeting Logs	Cornwell, Christina	8/16/2016	Inter-disciplinary Team Meeting Logs	6/8/2017 weekly
G2.B4.S1.A1 A312140	Team Teaching: Organize school into inter-disciplinary teams and hold team meetings.	Cornwell, Christina	8/16/2016	Weekly log of inter-disciplinary team meetings completed by teachers who teach the same students to discuss academic, attendance, behavior, and any other concerns.	6/8/2017 biweekly
G2.B4.S1.A2 A312141	Professional Learning Community: Inter-disciplinary team of teachers will discuss/understand FSA...	Cornwell, Christina	8/16/2016	Rigorous learning target scales that teachers will create to teach literacy standards in all classes.	6/8/2017 weekly
G2.B4.S1.A3 A312142	Professional Development Trainings: Teachers have the opportunity to observe other teachers at WJH...	Cornwell, Christina	8/16/2016	Student samples of learned strategies/ presentations to staff members	6/8/2017 quarterly
G2.B4.S1.A4 A312143	Integrating Technology: Teachers are learning how to integrate technology, including a group of...	Cornwell, Christina	8/16/2016	Examples of use of technology in the classroom/presentations to the faculty	6/8/2017 weekly
G2.B4.S1.MA2 M321207	Administration Review of PLC Work	Cornwell, Christina	8/16/2016	PLC Log and Learning Target Scales	6/16/2017 weekly

V. Professional Development Opportunities

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

G1. Wilkinson Junior High will have a 5% reduction in the percentage of students that receive Out of School Suspension.

G1.B1 Students behavior leads to Out-of-School Suspension

G1.B1.S1 Some students commit serious offenses (i.e. fighting) that leads them to receive Out-of-School Suspension. The behavior of other students progressively worsens as they receive multiple referrals throughout the year, which ultimately leads to Out-of-School Suspensions.

PD Opportunity 1

Integrating Technology: Teachers are learning how to integrate technology, including a group of faculty members attending the Future of Education Technology Conference, into their daily activities to improve student participation, engagement and attendance. The use of technology will engage students to hopefully prevent misbehavior.

Facilitator

Linda Schriver

Participants

Wilkinson Junior High

Schedule

Biweekly, from 8/16/2016 to 6/8/2017

G2. 60% of Wilkinson Junior HIgh students will receive a Level 3 or above on the Florida Standards Assessment English Language Arts test.

G2.B4 Teachers, who are not Language Arts teachers, feel that they do not affect a students ELA score.

G2.B4.S1 Teachers in the school will collaborate to help improve the school's ELA score

PD Opportunity 1

Professional Development Trainings: Teachers have the opportunity to observe other teachers at WJH and at other schools in the district, groups of faculty members will attend the All Things PLC Conference and the Standards Based Interdisciplinary Planning for Teams trainings.

Facilitator

Various

Participants

Wilkinson Junior High

Schedule

Quarterly, from 8/16/2016 to 6/8/2017

PD Opportunity 2

Integrating Technology: Teachers are learning how to integrate technology, including a group of faculty members attending the Future of Education Technology Conference, into their daily activities to improve student participation, engagement and attendance

Facilitator

Linda Schriver

Participants

Wilkinson Junior HIgh

Schedule

Weekly, from 8/16/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Discuss with students choices that can lead them to discipline consequences.	$0.00
2	G1.B1.S1.A2	Develop a reflection log for students to complete for any misconduct	$0.00
3	G1.B1.S1.A3	Discuss/encourage the use of this log with faculty members to be used by all faculty members (teachers, aides, bus drivers, administrators, etc.). Monitor their use throughout the year.	$0.00
4	G1.B1.S1.A4	Integrating Technology: Teachers are learning how to integrate technology, including a group of faculty members attending the Future of Education Technology Conference, into their daily activities to improve student participation, engagement and attendance. The use of technology will engage students to hopefully prevent misbehavior.	$0.00
5	G2.B4.S1.A1	Team Teaching: Organize school into inter-disciplinary teams and hold team meetings.	$0.00
6	G2.B4.S1.A2	Professional Learning Community: Inter-disciplinary team of teachers will discuss/ understand FSA literacy standards.	$0.00
7	G2.B4.S1.A3	Professional Development Trainings: Teachers have the opportunity to observe other teachers at WJH and at other schools in the district, groups of faculty members will attend the All Things PLC Conference and the Standards Based Interdisciplinary Planning for Teams trainings.	$0.00
8	G2.B4.S1.A4	Integrating Technology: Teachers are learning how to integrate technology, including a group of faculty members attending the Future of Education Technology Conference, into their daily activities to improve student participation, engagement and attendance	$0.00
		Total:	$0.00