



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wilkinson Junior High School

5025 COUNTY ROAD 218

Middleburg, FL 32068

904-291-5500

<http://wjh.oneclay.net>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 55%
Alternative/ESE Center No	Charter School No	Minority Rate 15%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	32

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Wilkinson Junior High School

Principal

Dr. David McDonald

School Advisory Council chair

Shanna Mace

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kara Hoffman	Reading Coach
Barry Underwood	Vice Principal
Dr. David McDonald	Principal
Linda Reed	Math Department Head
Megan Rexroad	Language Arts Department Head
Danny Tarrant	Science Department Head
Megan Stokes	Social Studies Department Head
Sheree Krause	Guidance Counselor
Melanie Bartholomew	Guidance Counselor

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Members elected to the Council from each of the following constituent groups: teachers elected by teachers (minimum of 2), Support Staff elected by the Staff (minimum of 1), Parent/ Guardians elected by the parents/ guardians of the students attending the school (minimum of 2), and Community nominated by the principal of council member(s), approved by the council (minimum of 1). A majority (51%) of the members of the School Advisory Council must be members who are not employees of Wilkinson Junior High School. SAC Officers are elected from the current SAC membership. The officers of the Council shall consist of one chairperson, or two co-chairpersons, and one secretary.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

For the upcoming school year, the SAC will seek to increase parental involvement, conduct quarterly meetings, and work diligently to improve the budget.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. David McDonald

Principal

Years as Administrator: 28

Years at Current School: 10

Credentials

Bachelors in Physical Education and Social Studies Education
Masters in Education with a focus on Educational Leadership
Doctorate of Education in Educational Leadership

Performance Record

Based on the past three years of FCAT scores, Wilkinson Junior High received an A in 2010, a B in 2011, and a C in 2012.

Barry Underwood

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

Masters in Education with a focus on Educational Leadership

Performance Record

Based on the past three years of FCAT scores, Wilkinson Junior High received an A in 2010, a B in 2011, and a C in 2012.

Rodney Ivey ii		
Asst Principal	Years as Administrator: 1	Years at Current School:

Credentials Masters in Education with a focus on Educational Leadership

Performance Record

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Kara Hoffman		
Full-time / District-based	Years as Coach: 3	Years at Current School: 3

Areas Reading/Literacy, RtI/MTSS

Credentials Reading Endorsed K – 12, National Board Certified, Educational Leadership

Performance Record Based on the past three years of FCAT scores, Wilkinson Junior High received an A in 2010, a B in 2011, and a C in 2012.

Classroom Teachers

of classroom teachers
49

receiving effective rating or higher
49, 100%

Highly Qualified Teachers
100%

certified in-field
49, 100%

ESOL endorsed
3, 6%

reading endorsed
9, 18%

with advanced degrees
10, 20%

National Board Certified
2, 4%

first-year teachers

6, 12%

with 1-5 years of experience

11, 22%

with 6-14 years of experience

18, 37%

with 15 or more years of experience

14, 29%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction, facilitated the development of a systematic approach to teaching, and aligned processes and procedures.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

Kara Hoffman, Rtl coach, develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole-school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Megan Rexroad, DannyTarrant, Megan Stokes and Linda Reed provide information about core construction, participate in student data collection, deliver Teir 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Rtl team meets every 2 weeks and coordinates with the Curriculum Counsel as well as the Literacy Leadership Team (LLT). They coordinate their efforts to improve assessment of data and selection/implementation of strategies to improve student achievement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data is collected in part from each of the following: Student Dashboard, Student Quick Query, Administrator Quick Query, Discipline Dashboard, AYP Safe Harbor, Accelerated Reader, 504 STAR, ESE STAR, LEP STAR, Parent Portal, PMP STAR, and Performance Matters Software.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Kara Hoffman (RTI coach) and David McDonald (principal) will instruct the teaching staff through departmental and faculty meetings as well as meetings with individual staff members. David McDonald communicates with parents regarding school-based plans and activities.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 3,485

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Performance Matters data is collected and analyzed to determine strand growth in the given subject area.

Who is responsible for monitoring implementation of this strategy?

The Language Arts and Math department heads are responsible for monitoring implementation.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sharon Palmatier	Lead Mediator
Linda Ford	Member
Jeffery Fowler	Member
Megan Rexroad	Member
Deborah Smith	Member
Mary Tarrant	Member
Brenda VanGundy	Member
Laura Wilson	Member

How the school-based LLT functions

Sharon Palmatier is the lead mediator for the meetings of the LLT. She also shares ways to promote reading in every classroom and provides each department with resources and materials to include reading within instruction across all disciplines.

Major initiatives of the LLT

This year we are asking the students to use their Super Powers: To Read, Write, Think and Listen. All the Language Arts teachers and the Media Center Staff are wearing T Shirts periodically to remind the students. A sign in the Media Center says, "What are your Superpowers?"

WJHS is participating in a Field trip to the TTC on Oct 24th to see Sharon Draper, a well known YA Author. We have purchased 40 copies of Double Dutch, a well known book of Draper's. She will discuss that title and others when we see her. We are allowed to take 40 students. Some are Intensive Reading and others are from the Creative Writing Class. They will all take a book to be autographed.

The LLT also attended a workshop for Operation Hedgehog, 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 is writing a grant to be able to purchase 15 more of each title to have a class set of each title.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

A learning community has been established at Wilkinson Junior High (i.e. Working Together through Common Core) in order to encourage cross-curricular inclusion of reading skills and strategies. The school-wide writing initiative, Wilkinson Junior High Writing Absolutes, is a text-based response system to develop skills in writing across the curriculum. Also, many teachers have attended the Content Area Reading- Professional Development offered by the county. In addition, WJHS includes a 25 minute SSR block into each student's daily schedule.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	51%	No	68%
American Indian				
Asian	67%	77%	Yes	70%
Black/African American	60%	53%	No	64%
Hispanic	51%	54%	Yes	56%
White	64%	50%	No	68%
English language learners				
Students with disabilities	38%	15%	No	44%
Economically disadvantaged	57%	45%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	36%	38%
Students scoring at or above Achievement Level 4	127	19%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		52%	68%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	331	43%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	54%	No	67%
American Indian				
Asian	84%	77%	No	85%
Black/African American	50%	44%	No	55%
Hispanic	57%	40%	No	61%
White	64%	55%	No	68%
English language learners				
Students with disabilities	36%	21%	No	42%
Economically disadvantaged	58%	47%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	310	46%	55%
Students scoring at or above Achievement Level 4	108	16%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	479	71%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	75%	77%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	96	100%	100%
Middle school performance on high school EOC and industry certifications	96	100%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%		No	67%
American Indian				
Asian	84%		No	85%
Black/African American	50%		No	55%
Hispanic	57%		No	61%
White	64%		No	68%
English language learners				
Students with disabilities	36%		No	42%
Economically disadvantaged	58%		No	62%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	85	100%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	11	100%	100%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	43%	47%
Students scoring at or above Achievement Level 4	43	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	180	23%	20%
Students who fail a mathematics course	2	1%	0%
Students who fail an English Language Arts course	3	1%	0%
Students who fail two or more courses in any subject	3	1%	0%
Students who receive two or more behavior referrals	165	21%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	80	10%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of teachers will implement strategies to increase school/home communication with all community stakeholders to support student learning.	60	100%	100%
Parental involvement will increase by 100% at WJHS by 2015 as measured through number of volunteers and volunteer hours logged.	230	30%	40%

Goals Summary

- G1.** Content Area Reading Professional Development, or CAR-PD, is offered on campus for teachers across all subjects to provide teachers with the appropriate tools to instruct their low-level students effectively.
- G2.** Agenda/Planners to increase student accountability and communication between home and school.
- G3.** Increase students' writing skills through incorporating writing across all content areas.

Goals Detail

G1. Content Area Reading Professional Development, or CAR-PD, is offered on campus for teachers across all subjects to provide teachers with the appropriate tools to instruct their low-level students effectively.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- The county provides all resource materials needed for Kara Hoffman, Wilkinson Junior High's RtI specialist, to facilitate a class for the teachers on campus.

Targeted Barriers to Achieving the Goal

- Teacher participation.

Plan to Monitor Progress Toward the Goal

CAR-PD teaching strategies for low-level learners.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

From the point of implementation to the end of the school year.

Evidence of Completion:

Lesson plans created from CAR-PD training.

G2. Agenda/Planners to increase student accountability and communication between home and school.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Agenda/Planner Books

Targeted Barriers to Achieving the Goal

- Student keeping track of the agenda/planner.

Plan to Monitor Progress Toward the Goal

The use of student agenda/planner.

Person or Persons Responsible

The student is responsible for his or her planner.

Target Dates or Schedule:

Agendas/Planners are to be used all through the school day and as needed at home.

Evidence of Completion:

The agenda/planner is the evidence.

G3. Increase students' writing skills through incorporating writing across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Time for Professional Development.

Plan to Monitor Progress Toward the Goal

Formative assessments throughout the school year

Person or Persons Responsible

Teachers

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Performance Matters testing, Clay Writes, and informal assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Content Area Reading Professional Development, or CAR-PD, is offered on campus for teachers across all subjects to provide teachers with the appropriate tools to instruct their low-level students effectively.

G1.B1 Teacher participation.

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

Action Step 1

Increasing teacher participation in CAR-PD.

Person or Persons Responsible

All teachers can benefit from CAR-PD training and Kara Hoffman will facilitate.

Target Dates or Schedule

CAR-PD training is offered every semester.

Evidence of Completion

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

Facilitator:

Kara Hoffman

Participants:

All teachers

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

CAR-PD training

Person or Persons Responsible

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

Target Dates or Schedule

From the point of training on throughout the school year.

Evidence of Completion

Teachers provide documentation of implementation through follow-up form and through providing documentation to Kara Hoffman.

Plan to Monitor Effectiveness of G1.B1.S1

CAR-PD lesson plans implemented in the classroom.

Person or Persons Responsible

Teachers will monitor the effectiveness of CAR-PD inspired lesson plans through student work.

Target Dates or Schedule

As soon as the lessons are implemented and graded.

Evidence of Completion

Students completed work.

G2. Agenda/Planners to increase student accountability and communication between home and school.

G2.B1 Student keeping track of the agenda/planner.

G2.B1.S1 Frequent use of planner as a tool for communication between parent and school, organizing assignments, and as a pass to get out of class will ensure the student has a better chance keeping track of the planner.

Action Step 1

Agenda/Planner Books

Person or Persons Responsible

Student, Teacher, and Parent

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student has planner on their person at all times.

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

Agenda/Planner book

Person or Persons Responsible

Teacher, Parent, and Student

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Student has planner on their person at all times.

Plan to Monitor Effectiveness of G2.B1.S1

Agenda/Planner books

Person or Persons Responsible

Teacher, Parent, and Student

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teachers will require students to have agenda/planner books to use as a pass to leave class. Parents will use the agenda/planner books as a tool for communication with the school. Students will use the agenda/planner books to keep track of their assignments and due dates.

G3. Increase students' writing skills through incorporating writing across all content areas.

G3.B1 Time for Professional Development.

G3.B1.S1 The Intensive Reading teachers will immediately introduce this strategy with every Level 1 student in the school. Regular and Advanced teachers will incorporate the strategies as the students are refining their writing skills.

Action Step 1

Proficiency in Sentence Writing Strategy training for Language Arts and Intensive Reading.

Person or Persons Responsible

Rosanne Arvin

Target Dates or Schedule

September 12, 2013

Evidence of Completion

Student-data tracking of the 8 step process submitted by May 2014 to Rosanne Arvin.

Facilitator:

Rosanne Arvin

Participants:

Language Arts department

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

Monitoring for implementation and consistency

Person or Persons Responsible

Kara Hoffman, department heads, administrators

Target Dates or Schedule

Monthly

Evidence of Completion

department meeting minutes, administrative observation and attendance logs for teachers

Plan to Monitor Effectiveness of G3.B1.S1

End-of-year Summative Assessment

Person or Persons Responsible

Teachers and Department Heads

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

FCAT

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Content Area Reading Professional Development, or CAR-PD, is offered on campus for teachers across all subjects to provide teachers with the appropriate tools to instruct their low-level students effectively.

G1.B1 Teacher participation.

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

PD Opportunity 1

Increasing teacher participation in CAR-PD.

Facilitator

Kara Hoffman

Participants

All teachers

Target Dates or Schedule

CAR-PD training is offered every semester.

Evidence of Completion

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

G3. Increase students' writing skills through incorporating writing across all content areas.

G3.B1 Time for Professional Development.

G3.B1.S1 The Intensive Reading teachers will immediately introduce this strategy with every Level 1 student in the school. Regular and Advanced teachers will incorporate the strategies as the students are refining their writing skills.

PD Opportunity 1

Proficiency in Sentence Writing Strategy training for Language Arts and Intensive Reading.

Facilitator

Rosanne Arvin

Participants

Language Arts department

Target Dates or Schedule

September 12, 2013

Evidence of Completion

Student-data tracking of the 8 step process submitted by May 2014 to Rosanne Arvin.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Agenda/Planners to increase student accountability and communication between home and school.	\$3,800
G3.	Increase students' writing skills through incorporating writing across all content areas.	\$915
Total		\$4,715

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program	Evidence-Based Materials	Professional Development
Total	\$4,715	\$915	\$3,800	\$0
Payroll	\$915	\$915		
0100 5100 0390 0371 1182	\$3,800	\$3,800		
County	\$0	\$0		

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Content Area Reading Professional Development, or CAR-PD, is offered on campus for teachers across all subjects to provide teachers with the appropriate tools to instruct their low-level students effectively.

G1.B1 Teacher participation.

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

Action Step 1

Increasing teacher participation in CAR-PD.

Resource Type

Professional Development

Resource

County-approved CAR-PD text books

Funding Source

County

Amount Needed

\$0

G2. Agenda/Planners to increase student accountability and communication between home and school.

G2.B1 Student keeping track of the agenda/planner.

G2.B1.S1 Frequent use of planner as a tool for communication between parent and school, organizing assignments, and as a pass to get out of class will ensure the student has a better chance keeping track of the planner.

Action Step 1

Agenda/Planner Books

Resource Type

Evidence-Based Materials

Resource

Agenda/Planner books

Funding Source

0100 5100 0390 0371 1182

Amount Needed

\$3,800

G3. Increase students' writing skills through incorporating writing across all content areas.

G3.B1 Time for Professional Development.

G3.B1.S1 The Intensive Reading teachers will immediately introduce this strategy with every Level 1 student in the school. Regular and Advanced teachers will incorporate the strategies as the students are refining their writing skills.

Action Step 1

Proficiency in Sentence Writing Strategy training for Language Arts and Intensive Reading.

Resource Type

Evidence-Based Program

Resource

Substitutes hired in order for the teachers to attend the training.

Funding Source

Payroll

Amount Needed

\$915