

Clay County Schools

Wilkinson Junior High School



2021-22 Schoolwide Improvement Plan

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Wilkinson Junior High School

5025 COUNTY ROAD 218, Middleburg, FL 32068

<http://wjh.oneclay.net>

Demographics

Principal: Nate Warmouth

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to instill in our scholars a desire for lifelong learning while providing positive experiences. Our scholars will be equipped with the knowledge, skills, resilience, and personal responsibility needed to face any challenge and be successful contributors to our global society. We believe it takes students, parents, faculty, staff, and our community partners working together to make this happen. By working together our scholars will soar to their highest levels of personal and academic excellence.

Provide the school's vision statement.

We believe all children can learn.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cornwell, Christina	Principal	Principal Cornwell's duties and responsibilities include providing strategic direction and oversight of systems within the school, fostering a culture and climate conducive to learning, assessing teaching methods, providing professional development, monitoring student achievement, encouraging parent involvement, revising policies and procedures, effectively utilizing the budget, hiring and evaluating staff, and oversee facilities with the end goal of establishing, maintaining, and achieving high academic standards.
Byers, Jennifer	Assistant Principal	Support the principal in all duties as listed above.
Rockwell, Jessica	Instructional Coach	Provide professional development based on faculty feedback and recommendations.
Stone, Cory	Dean	Oversee discipline school-wide, identifying patterns, and applying solutions to protect instruction in the classroom.
Ammons, Stephanie	Teacher, K-12	ELA team lead, supports new teachers to the ELA department, and provide instructional input to administration.
Campbell, Robin	Teacher, K-12	The science team lead supports new teachers in the Science department and provides input to the administration.
Doughty, Steven	Teacher, K-12	Advanced Learning Pathways director. Provides supports to instructors within this program of accelerated learning.
Carella, Christopher	Assistant Principal	Supports administration as listed above.

Demographic Information

Principal start date

Friday 7/1/2016, Nate Warmouth

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

758

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	376	382	0	0	0	0	758	
Attendance below 90 percent	0	0	0	0	0	0	0	24	19	0	0	0	0	43	
One or more suspensions	0	0	0	0	0	0	0	17	27	0	0	0	0	44	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	55	79	0	0	0	0	134	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	51	77	0	0	0	0	128	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	17	15	0	0	0	0	32	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	41	72	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	3	7	0	0	0	0	10	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - As Reported**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		
Number of students enrolled	0	0	0	0	0	0	0	367	356	0	0	0	0	723	
Attendance below 90 percent	0	0	0	0	0	0	0	56	54	0	0	0	0	110	
One or more suspensions	0	0	0	0	0	0	0	59	56	0	0	0	0	115	
Course failure in ELA	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	118	88	0	0	0	0	206	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	70	60	0	0	0	0	130	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	33	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	0	367	356	0	0	0	0	723	
Attendance below 90 percent	0	0	0	0	0	0	0	56	54	0	0	0	0	110	
One or more suspensions	0	0	0	0	0	0	0	59	56	0	0	0	0	115	
Course failure in ELA	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	118	88	0	0	0	0	206	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	70	60	0	0	0	0	130	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	33	0	0	0	0	0	33

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	61%	54%	54%	62%	53%
ELA Learning Gains				49%	58%	54%	55%	60%	54%
ELA Lowest 25th Percentile				47%	49%	47%	48%	48%	47%
Math Achievement				63%	69%	58%	61%	67%	58%
Math Learning Gains				65%	63%	57%	53%	60%	57%
Math Lowest 25th Percentile				55%	56%	51%	43%	50%	51%
Science Achievement				50%	66%	51%	61%	69%	52%
Social Studies Achievement				74%	81%	72%	71%	80%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	48%	59%	-11%	52%	-4%
Cohort Comparison						
08	2021					
	2019	48%	62%	-14%	56%	-8%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	46%	63%	-17%	54%	-8%
Cohort Comparison						
08	2021					
	2019	61%	49%	12%	46%	15%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	64%	-14%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	80%	-6%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	65%	27%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	64%	36%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Mathematics Diagnostic for 7th and 8th graders not in Algebra or Geometry.

Achieve 3000 for ELA

District created assessments for 8th-grade science and math courses.

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%		
	Economically Disadvantaged			
	Students With Disabilities	6		
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46%		
	Economically Disadvantaged			
	Students With Disabilities	40%		
	English Language Learners	50%		

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%		
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	8th-3%, ALG 42%, GEO-36%		
Science	Economically Disadvantaged			
	Students With Disabilities	ALG-47%, GEO-40%		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%		
	Economically Disadvantaged			
	Students With Disabilities	47%		
Mathematics	English Language Learners	50%		
	Number/% Proficiency	Fall	Winter	Spring
	All Students			
Science	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	36	33	29	40	38	25	53	39		
BLK	40	43	31	38	46	62	46	71	44		
HSP	47	51	75	47	35	31	53	70	60		
MUL	64	60		63	47		76	82	67		
WHT	50	45	31	56	47	45	64	74	54		
FRL	44	45	43	40	40	40	56	66	41		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	43	39	35	55	49	21	51	46		
BLK	45	57	50	52	76	71	34	76	67		
HSP	54	54	53	47	50	53	50	75	74		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
MUL	38	53		56	53						
WHT	47	48	46	65	65	54	51	73	64		
FRL	44	47	43	59	63	50	44	68	67		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	37	37	32	43	34	26	42	45		
BLK	42	48	40	43	47	33	48	67	25		
HSP	55	54		63	63	40	77	76	80		
MUL	56	56		71	53		50				
WHT	55	54	48	62	53	44	61	70	64		
FRL	50	53	43	55	50	42	55	68	58		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	9
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading Achievement is a factor that results in testing deficiencies not only in Reading but also in Science and Civics. We have over 1/3 of our student population qualifying for Intensive Reading Education. Of the 6 teachers in the ELA department, 5 were new hires last year. This year we have an additional intensive reading teacher and three new ELA teachers. Reading has to be addressed every year until all of our students reach a college and career-ready reading ability.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall, students need to increase their ability to dive into the text to find supporting evidence for their answers and cite these sources in their written responses. This skill threads throughout all content areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

As the standards in ELA have put writing to the forefront, students are struggling to meet the demand. Our newly adopted ELA curriculum and BEST standards will provide the blueprint for teachers to address these needs with the necessary materials for student learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

8th-grade science made great gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Science teachers collaborated through PLCs and with the district's science curriculum specialist, to identify specific deficits and remediate accordingly. Teachers were targeted in their formative assessments and supported each other in providing tailored lessons to remediate.

What strategies will need to be implemented in order to accelerate learning?

The district vision for instruction includes high expectations with strong instruction that cultivates a culture of learning through rigorous tasks of grade-level content, where student engagement shows their academic ownership as they demonstrate understanding. The following elements are strategies that will be emphasized each month:

- Communicating Clear Learning Targets and Success Criteria
- Checking for Understanding of Learning Targets
- Responding to Assessments Aligned to Learning Targets
- Providing Timely and Effective Feedback to Students
- Higher-Order Questions Strategies
- Data-Informed Instruction and Supports
- Meeting the Needs of All Students
- Remediation for Student Success

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will have weekly opportunities to develop instructional elements that support the vision for instruction with our instructional coach:

Communicating Clear Learning Targets and Success Criteria

Checking for Understanding of Learning Targets

Responding to Assessments Aligned to Learning Targets

Providing Timely and Effective Feedback to Students

Higher-Order Questions Strategies

Data-Informed Instruction and Supports

Meeting the Needs of All Students

Remediation for Student Success

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

New teachers are partnered with a mentor to help them navigate all aspects of school. The district provides self-paced, web-based professional development on a myriad of topics for further improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	
Description and Rationale:	Proficiency, Learning Gains, and LQ scores went down from the previous year.
Measurable Outcome:	Proficiency will increase to 55 percent, Learning Gains will increase to 56 percent, and LQ will increase to 49 percent.
Monitoring:	Achieve 3000 Lexile reports will be reviewed twice a month to ensure the use of the program and Lexile growth of students.
Person responsible for monitoring outcome:	Christina Cornwell (christina.cornwell@myoneclay.net)
Evidence-based Strategy:	Grade Level Material, Questioning Techniques, Graphic Organizers, Read Discuss Read, Goal Setting, Engagement Strategies and Metacognition.
Rationale for Evidence-based Strategy:	These strategies will increase engagement, rigor, grade-level appropriate instruction, and academic ownership, selected by a committee of educators from our district.

Action Steps to Implement

1. Using Achieve 3000 to increase student achievement in identifying key ideas and details and integration of knowledge and ideas.
2. DBQ for the Social Studies and ELA classrooms that will focus on finding evidence and main idea within a variety of text structures.
3. Power Up Reading Program to address our lowest readers and associated professional development.
4. ELA teachers gaining reading endorsement
5. Cross-curricular collaboration through departments and teaming
6. Expanded Learning after-school and before-school tutoring sessions provided weekly. based on skills tests.
7. Writing in every class, every day.
8. 40 minutes weekly drop everything and read school-wide.
9. School-wide Sunshine State Young Readers contest and incentives.

Person Responsible Christina Cornwell (christina.cornwell@myoneclay.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Early warning indicators determine a pattern of compounding factors that lead students to poor academic achievement. Due to online learning and limited positive social interactions, many students are displaying deficits in the area of social-emotional competence.

Measurable Outcome: Reduction in the time out of class due to discipline.

Monitoring: Weekly CASLE lessons and restorative justice practices daily.

Person responsible for monitoring outcome: Cory Stone (cory.stone@myoneclay.net)

Evidence-based Strategy: Using the Seven Mindsets program and lessons to work toward increased student ownership and social-emotional skills. Restorative Justice program.

Rationale for Evidence-based Strategy: Initiating the mindsets training will help students social and emotional competencies which will, in turn, lead to lowered discipline issues, less suspensions, and an increase in goal setting which should impact student performance as well.

Action Steps to Implement

1. Team 7: This is time set aside during the school day in which to teach the mindset lessons. Teachers present the lessons and have time to discuss with students about the mindset focus that is being covered.
2. PBIS: Set school-wide expectations and increase positive student behavior
3. School-wide Assemblies: These assemblies are focused on helping students to make positive choices in their lives. These include alcohol literacy, financial literacy, and how to create a culture of inclusion and connectedness.

Person Responsible Christina Cornwell (christina.cornwell@myoneclay.net)

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	This school year we have eight new instructional staff, three have taught for 2 years or less. Through Professional Learning Communities these teachers will build supportive relationships to help develop sound instructional practices and build confidence in the classroom.
Measurable Outcome:	Through the development of best instructional practices and remediation opportunities, students will show an increase of proficiency on district progress monitoring assessments quarterly by 2%. Through weekly PLC's we will retain 90% of our instructional staff for the following school year.
Monitoring:	Teachers will have a weekly sign-in and PLC leaders will submit a weekly agenda.
Person responsible for monitoring outcome:	Jennifer Byers (jennifer.byers@myoneclay.net)
Evidence-based Strategy:	PLC teams will identify standards and benchmarks required of students, discuss best practices for presenting instruction, create assessments, and review student data to further develop remediation opportunities if required.
Rationale for Evidence-based Strategy:	"Professional learning communities tend to serve two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching."

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the Safe School for Alex website, Wilkinson Junior High is in the low range for incidences per student, at 2.2 incidents per 100 students. There is a very low rating for violent incidents and property incidents. Based on 2019-2020 data, suspensions were high at a total of 214. This includes in-school and out-of-school suspensions. As we continue to place an emphasis on academics, the monitoring of suspensions will be necessary to prioritize instructional time for students receiving discipline. The new part-time dean will focus on restorative practices, reducing time out of class, and provide CASEL lessons to address behaviors inconducive to learning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Through the Positive Behavior Interventions and Supports (PBIS) Committee, school-wide incentives are provided. We use a school currency, Eagle Bucks, for faculty and staff to reward expected behaviors. Students use these to purchase items and activities. Activities were developed after a student survey to ensure students have an opportunity to do the things they like during lunch and non-instructional times. Faculty and staff were instructed on how to use the school-wide incentives. The PBIS Committee meets monthly to review various data and make adjustments to ensure maximized instructional time and minimal disruptions.

Department-based professional development was presented during pre-planning to address classroom management, expectations, and restorative practices. Each teacher shared their PBIS classroom management plans with our Dean of Students so the administration can support each classroom per their plan. The Dean of Students and ISS Assistant also present CASEL lessons to address root concerns for patterned negative behaviors.

Weekly social-emotional lessons are provided for all students through the 7 Mindsets curriculum. Guidance outlines lessons and materials on a monthly basis for teachers. The lessons flow with the district's SEL calendar.

All faculty have received training on Calm Classroom, which is a program that leads the listener through breathing and self-reflection activities to reduce stress and regain focus. Teachers are encouraged to use the program when students need help gaining self-control.

Being a Community Partnership School allows us to team with companies and organizations to support our students' academic, emotional, and physical needs.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teacher Leadership Academy-department heads and aspiring leaders.
PBIS Committee-Shay Calhoun, Jennifer Byers, Rachel Clark, Jennifer Bradshaw, Lisa Fiore, Cory Stone.
Community Partnership School-Shawn Smith, Christina Cornwell, Jennifer Byers, Cory Stone

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
Total:			\$0.00