

J.L. Wilkinson Elementary School



2014-15 School Improvement Plan

J.L. Wilkinson Elementary School

4965 COUNTY ROAD 218, Middleburg, FL 32068

<http://wes.oneclay.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
79%

Alternative/ESE Center
No

Charter School
No

Minority
4%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to work collaboratively with all stakeholders to create a challenging learning environment that is rewarding to all students. We will increase student achievement by encouraging high expectations for success through research based and developmentally appropriate instruction that allows for individual differences and learning styles. We will ensure this learning environment by promoting a safe, orderly, caring and supportive community built on honesty, respect and integrity.

Provide the school's vision statement

Wilkinson Elementary exists to provide a safe, caring and stimulating environment to prepare life long learners for success by assisting them in acquiring the necessary skills to achieve their fullest potential in a competitive global workplace.

School Environment

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

The school collects data annually through a parent climate and culture survey. Additionally, families are invited to open house, and parent orientation, as well as monthly family participation events. We hold two night conference dates annually. Students are encouraged to engage with peers and their teacher during structures used daily in class such as with Making Meaning, Being a Writer, and Kagan Structures. Teachers are visible in the community and often support students outside of class by attending little league sports events, district competitions like Math Field Day, karate lessons, and McTeacher Night. Our school offers after school clubs and extracurricular events which also create ties between student interests and academics. Through events such as the Fall Festival and other events/fundraisers planned by our Parent Faculty and Administrators (PFA), the staff blends with the community with the common goal of supporting our wonderful school. At our school, the students connections with their teachers are paramount. Our faculty and staff members generously provide meals, gifts and monetary donations to families at our school and in the community that are struggling. Staff donates clothes to students directly or indirectly on a yearly basis.

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

To create a safe environment, we have established protocols for daily student arrival and dismissal. Our faculty and support staff greet students on our campus with a smile. We have response procedures in place for all hazardous situations or conditions, which are practiced monthly by all staff and students. The perimeter of our campus is completely fenced and gated for safety. Students are informed of positive behavior expectations and recognized for making good decisions. Students who make positive choices have their names read on the school news and are invited to a monthly breakfast. Students are invited to join and participate in a variety of after school teams and clubs including math team, run/walk club, drama club, track team, art club, and technology club. These activities provide them with physical and intellectual challenges in a safe, after-school environment. In many classrooms, students help teachers create the rules. Even with this activity guided in the right direction by the teacher, the children are left with a feeling of involvement regarding their daily rules or expectations. Additionally, this year we have begun a school safety patrol program. These model students assist across stations in the school each morning.

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

Our school staff has been trained to use CHAMPs (Conversation, Help, Activity, Movement and Participation protocols) as our school-wide behavior management program. Teachers also employ the use of a common behavior chart which emphasizes a positive behavior support system. It additionally lists consequences for poor behavior, such as parent contact. These tools ensure that our faculty is on the same page when it comes to student behaviors and distractions. At the beginning of the school year, all students read and sign a behavior contract which stipulates they will comply with all of our school rules. Our staff heavily utilizes a plethora of Kagan Learning structures, which in turn leads to greater lesson engagement and participation, and of course, fewer discipline issues. Students who are acting out due to problems with family or interacting with peers at school can join a counseling group led by our own counselors where they can begin understanding themselves and the causes of their behaviors more clearly. Our character building resource class is another great aide in helping to educate children about making positive choices and decreasing poor behavior.

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

Our school is staffed with two guidance counselors who draft and coordinate student counseling groups. These groups meet weekly to discuss any issues or situations students are dealing with at home or school. We have also established a resource class that focuses on character building for pk-6 grade students. We have in place a program labeled First Friends that ensures that students who are new to the school will be paired up with a responsible student who shows them the ropes and helps the new student to feel comfortable at school. Any staff member can sign up at our school to be a mentor to one of our students. Student and mentor meet at least bi-monthly for lunch or over a game of football toss to discuss the child's progress in school or anything they want to share. Our guidance counselors enter classrooms twice a month to deliver Guidance Lessons that target student issues such as bullying or being a good friend. We have a school psychologist and social worker on campus to aide in any situation where advice or help is required for a student at home or at school.

Early Warning Systems

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

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

Our school utilizes an early warning system to identify sixth grade students at risk. Our school does not include seventh or eighth grade. The data which is used to identify early warning signs is collected via our student information system FOCUS reports. The early warning indicators included in this report are: attendance below 90 percent, regardless of whether the absence is excused or a result of out-of-school suspension, one or more in school and/or out of school suspensions, course failure in English Language Arts(ELA) or mathematics, and a level 1 score on the statewide standardized assessments in ELA or mathematics.

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

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

Indicator	Grade Level	Total
	6	
Attendance below 90 percent	6	6
One or more suspensions	11	11
Course failure in ELA or Math	0	
Level 1 on statewide assessment	13	13

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

Indicator	Grade Level	Total
	6	
Students exhibiting two or more indicators	2	2

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

Students who are identified by early warning systems are given interventions to improve academic performance. These interventions include small group instruction, MTSS tiered intervention strategies developed as a team, teacher access to coaches and models, after school tutoring options and remediation as needed in course content covered. Parents are also in frequent contact to be involved in the process and made aware of opportunities which will assist the student. In some cases the academic struggles may also be related to behavior. School wide behavior systems as well as specific interventions for students struggling with behavior are in place. The mitigation of behaviors which restrict learning also serve to improve the academic performance of students identified by the early warning signs.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208233>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Parent and Community partnerships are vital to our school. The first step is communication. Each month our school sends home a news bulletin, which is also linked to our school website. We also utilize an official school Facebook page to share upcoming events, photographs, and the stories about our school. Our school website is also a resource for parents and community with many helpful forms, links, and

directions they may need to be involved in the life of the school. Further parents are kept up to date about their child's progress through enrollment in the FOCUS parent portal. We have provided training and open lab time for parents to become registered to access attendance information, grades and assignments in each class, and discipline documents through the parent portal. Our school also recognizes that communication is a dual flow, input is collected often through surveys and care is given to meet the needs identified by families. WES has grown our PFA in the last few years and this group meets monthly to discuss parent and community involvement with the school. We encourage parents and community members to volunteer at school and become mentors. Through our guidance department several local outreach organizations are able to support struggling students or families through donations of supplies, clothes, food or other resources. Further we have many functions which facilitate community involvement on and off campus. We offer karate classes on campus through a local Karate Studio. We host annual community events such as Fall Festival and Art Gala, as well as school performances such as holiday concerts and spring musical theater to which the public are invited. Our students can view their artwork on display at several local business, such as the community public library. We have partnered with Sonic and McDonald's to host fundraising and awareness nights, and are also sponsored by BJ's Wholesale company. Our teachers are involved in the community as representatives of our school at the Relay for Life Event in our area, and have been a top participating and fundraising team multiple years. Teacher's are also frequent visitors to students sporting or cultural events which take place out of school hours showing their commitment to child and their role in the community as a whole.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Gentry, Angela	Principal
Granath, Andy	Teacher, K-12
Teto, Heather	Assistant Principal
Angel, Lilian	Guidance Counselor
Jackson, Pauline	Psychologist
Preece, Deborah	Instructional Media
Massey, Brian	Instructional Coach
Rae, Robin	Instructional Coach
Patterson, Emily	Teacher, PreK
Legette, Shirley	Teacher, K-12
Kronforst, Wendy	Teacher, K-12
Ruoss, Megan	Teacher, K-12
Pichoff, Lacey	Teacher, K-12
Dibble, Ian	Teacher, K-12
Smith, Tracey	Teacher, K-12
Sheffield, Lindsey	Teacher, K-12
Kalwasinski, Tessa	Teacher, ESE

Duties

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

Angela Gentry: Administrator/Principal- Monitors SIP for implementation and progress toward goals.
Heather Teto: Administrator/Assistant Principal-Facilitates and oversees the SIP process by communicating with all members, attending all meetings, directing the FBA and making critical decisions which affect the direction of the process.

Andy Granath: head up the SAC team, compose the SIP

Pauline Jackson: School Psychologist-Participates in the collection, interpretation, and collection of data. Facilitates the development of and provides support for student intervention plans. Works as a liaison between the district office and the school. Supports the implementation of Tier I, Tier II, and Tier III interventions.

Lillian Angel-Provides behavioral suggestions and interventions. Works with the teachers to create behavioral plans and supports teachers throughout the process.

Deborah Preece (Librarian), Robin Rae, and Brian Massey(Title 1 Curriculum Coaches)-Provides information about core instruction, intervention, and Tier III instruction. Helps identify effective Tier II and Tier III instructions. Assists grade levels in the identifying materials and strategies that are effective for interventions.

Emily Patterson, Wendy Kronforst, Megan Ruoss, Lacey Picoff, Ian Dibble, Andy Granath, Tracey Smith, Lindsey Sheffield, and Tessa Kalwasinski: Team Leaders- Meet monthly as a committee with Administration and review data and discuss issues pertaining to the school. These leaders then bring information back to their team, and return next month with input which represents the views and concerns of their group.

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

A portion of Title I funds are being allocated for after school math and reading tutoring provided as an academic intervention for at risk students. Grade level teachers meet as a team to devise a list of students who will benefit from the extra academic assistance.

Title I funds will be allocated for the purpose of providing professional development in the areas of reading, writing and student engagement. Funds will be utilized for the use of substitutes, so that teachers will be able to attend Professional development activities and to practice scoring student writing samples. Funds were provided to generate copies of workbooks needed that supplemented instruction in several areas of professional development such as the Writer's Notebook, grade level writing journals. Funds were also allocated to purchase iPads for our 6th grade students. These learning tools help increase student engagement tenfold and provide a magnificent learning tool and outlet for student creativity.

Funds will be provided to purchase books to enhance our library's Individual Daily Reading (IDR) resources and provide students with a fantastic selection of on level reading material.

Funds were also allocated for materials to create behavior charts to be used universally throughout the school. Additionally, copies of written materials were provided to all teachers outlining the program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Stormy Breeding	Parent
Michael Breeding	Parent
Angela Dorrel	Parent
Heather Humphrey	Parent
Amy Ruhl	Parent
Angie Hartman	Parent
Jan Lapin	Business/Community
Dianna Palmer	Parent
Catherine Wasdin	Business/Community
Linda Howard	Education Support Employee
Ginni McCall	Education Support Employee
Andy Granath	Teacher
Heather Teto	Principal
Angela Gentry	Principal
Lindsey Sheffield	Teacher

Duties

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

Evaluation of last year's school improvement plan

At the conclusion of the school year the SAC meets to evaluate the progress made toward the goals and discuss the data used to make that assessment. The team also debriefs areas that may be considered for further work in the pending school year.

Development of this school improvement plan

The SAC committee provides yearly surveys for parents, teachers, intermediate and primary students. The results are tabulated and areas of concern are discussed. The committee investigates and discusses the areas of concern. Academic concerns are given to the grade level teams and they offer input with objectives and strategies. The committee analyzes the suggested objectives and strategies and assigns them to the plan for implementation.

Preparation of the school's annual budget and plan

The SAC committee reviews the proposed budget and plan and discusses areas of concern. The committee agrees on expenditures or allocations for School Improvement Funds.

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

School Improvement Funds available for the 2014-2015 school year total \$114. This money will be used to support professional development efforts.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Gentry, Angela	Principal
Teto, Heather	Assistant Principal
Granath, Andy	Teacher, K-12
Preece, Deborah	Instructional Media
Frazier, Karen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will work to support the effectiveness of our reading goals by monitoring implementation of assessment and instruction across grade levels. As a model school, our model classroom teachers and coaches will work to efficiently utilize our reading block and use the curriculum to help our students become more adept at deeply comprehending text. These collaborative model classrooms support and demonstrate effective IDR time in terms of tracking what our students are reading and understanding. Also, the student talk that is generated in reading lessons centered around a common shared text or during teacher/student IDR conferences go a long way in promoting literacy at our school. Our LLT also strives to provide an engaging selection of reading material for all students on varying fluency levels.

Public and Collaborative Teaching

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

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

Grade level teams are given the opportunity to meet with administration and Title 1 coaches monthly during data meetings. During these meetings, student data is analyzed to assess the effectiveness of the test being administered, and to drive our instruction by collaboratively identifying student strengths and weaknesses. Teachers also get the chance to meet with their grade level or also on vertical teams during our PLC's. This year we are deciphering how we can get our students writing more effectively across the curriculum to cite evidence that supports their thinking. Our staff partakes in a birthday celebration once a month where we sit, eat, and engage in positive social interaction. These celebrations are planned by our fantastic Hospitality Committee, which works to make our school feel like one big extended family. Our Relay for Life team is a positive example of teachers spending time outside of school and working together to make a difference in the community.

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

The recruiting of highly-qualified teachers takes place on the county level. The principal (Angela Gentry) selects candidates from the applicants based on experience, certifications, effectiveness, etc. Out of field and new (first year) teachers are provided with a qualified staff member to assist with management, discipline, lesson planning, organization, grading, etc. All faculty members are observed formally and informally throughout the year. Based on these observations, administration determines areas in which

additional supports, structures or tools may be needed in order to be able to assist individual educators in their professional growth. Additionally, the support that is provided by many of our longer tenured team members goes a long way in making new employees feel welcomed and supported when they seek information around campus. Participation in PLC'S also aides new teachers and helps to guide them through any tumultuous situations during their first year.

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

Teachers who have met the Clinical Educator Training requirements through the Clay County School Board may be paired with a first year teacher that needs to complete a Teacher Induction Program due to alternate certification. First year teachers as well as experienced teachers new to Wilkinson are paired with mentor teacher that assists them in adjusting and adapting to the community at Wilkinson Elementary School. Mentoring activities include: modeling lessons, assistance with behavior, classroom management, grading, lesson planning, analyzing data, etc. Mentors also reflect with new teachers and advice them in areas of need.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures that its core instructional programs are aligned through the use of frameworks for intentional teaching which embeds the shift to Florida Standards. Our district has also created curriculum maps which are aligned and these are utilized by teachers of all content areas. Further through the use of PLC logs which document which standards teachers are discussing and developing common lessons and assessments for. We also discuss alignment in weekly professional development. Our school scheduling includes a 150 minute literacy block with 90 minutes uninterrupted for the learning of reading. Common assessments, both school developed and district directed are aligned and the results are analyzed in regular data meetings.

Instructional Strategies

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

Teachers meet regularly with their grade level and administration to analyze data. This data may include results district wide assessments, or common assessments created during PLC's. Teachers also meet weekly with their grade level to unpack standards and develop common lessons, student work samples and other informal data are gathered and shared to discuss results of implementation. During these cycles teachers identify students who are struggling and strategies for remediation. Teachers also share classroom practices which have proven effective in advancing or continuing learning for higher achieving students. Best practices are examined and shared in PLC's and weekly PD.

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: 1,500

After school tutoring clubs varying at each grade level (1st- 6th)-covering areas of ELA, mathematics, and technology proficiency (for CBT grades only).

Strategy Rationale

Lower quartile or struggling students who would benefit from remediation and small group or individualized instruction to close the gap in achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Teto, Heather, hmteto@oneclay.net

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

Data is collected through checkpoint, performance matters, and teacher created assessments. Teachers will collect student data prior to the start of the tutoring club and compare this with data collected at the closing of the tutoring club.

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten teachers are responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition, our school offers staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten open house/orientation the week before school begins. Children and their parents visit the classroom and meet the teacher.

Within the first 30 days of school, kindergarten teachers screen each child to determine the student's acquisition of specific skills and knowledge. Assessments include the Early Childhood Observation System (ECHOS)/The Florida Kindergarten Readiness Screener (FLKRS). A state screening assessment is also given during the first 30 days of school as a screening and diagnostic tool for reading. While we know it takes a village or in this case a faculty to prepare a student for the next level, our 6th grade regular education and ESE teacher do a fantastic job preparing our regular education and ESE students for the Junior High School. Students experience a healthy amount of project based learning that prepares them for the challenges that await them at the next level of their education. Whether it is researching a paper topic or planning and constructing a science fair project, we consistently attempt to send our students to the junior high with the academic tools they will need to be successful in this day and age.

College and Career Readiness

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

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

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

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

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.** Increase understanding and implementation of Florida Standards.
- G2.** Increase student writing skills across the curriculum by citing text evidence to validate thinking.
- G3.** Increase student engagement by implementing research based strategies.

Strategic Goals Detail

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

G1. Increase understanding and implementation of Florida Standards. 1a

G045952

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- performance based assessments (math)
- Performance matters assessments (math)
- CPALMS
- Math Journal Writing Prompts
- Exemplars
- Curriculum guides
- Florida Standards and item specs

Targeted Barriers to Achieving the Goal 3

- Understanding the new standards, FSA assessment, and pacing of curriculum
- technology proficiency of student with the CBT

Plan to Monitor Progress Toward G1. 8

Informal as well as formal observations of classroom teaching.

Person Responsible

Angela Gentry

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Classroom Walk-Throughs and Lesson Plans which are based on the Florida standards.

G2. Increase student writing skills across the curriculum by citing text evidence to validate thinking. 1a

G045953

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- Being a Writer Kits Grades K-5
- Comprehension Toolkit (Summarizing)
- RAFT Writing Strategies
- Exemplars-Math
- Strategic Instruction Model (SIM) Sentence Writing Strategies
- Data Based Questioning
- Professional Learning Textbooks
- Making Meaning Kits K-5
- Typing Program 4-6

Targeted Barriers to Achieving the Goal 3

- Time for professional development

Plan to Monitor Progress Toward G2. 8

Organize and evaluate PLC's for effectiveness, Walk-Throughs, lesson plans, provide feedback, suggestions, and support.

Person Responsible

Angela Gentry

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

PLC feedback forms and signature sheets

G3. Increase student engagement by implementing research based strategies. 1a

G045954

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- textbooks and materials which provide strategies in the area of student engagement which impact content areas, such as DSC Making Meaning and Being a Writer curriculum.
- Professional development in the use framework for intentional teaching.
- Utilizing student data notebooks and journals, teachers will provide feedback through conferences with individual students within a biweekly cycle of a given assessment.
- Collaborative Classroom Coach
- Kagan strategies for student engagement

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the new framework, and curriculum model process.

Plan to Monitor Progress Toward G3. 8

Show evidence of an increase in engagement through the use of journals and data tracking charts new- formative assessment, and both local and district student performance data.

Person Responsible

Angela Gentry

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Share/discuss the evidence with other teachers new- formative assessments will be developed and implemented by PLCs, student work from the formative assessments will track the progress of the students progress in reading.

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. Increase understanding and implementation of Florida Standards. **1**

 G045952

G1.B1 Understanding the new standards, FSA assessment, and pacing of curriculum **2**

 B113620

G1.B1.S1 Teams with a common focus will meet weekly in a PLC to create common lessons and assessments using the framework for understanding with a focus on unpacking the standards. These groups will examine student work, unpack the math standards, reflect on student achievement in monthly data meetings, and research and investigate best practices in math curriculum. These groups will be facilitated and supported by administration, model coach and the Title I team. **4**

 S125044

Strategy Rationale

When teachers spend structured time focused on the framework and the standards collaboratively, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning and growth. Examining student data will define areas that need remediation or extension to best meet the needs of students working on different levels of proficiency and improve social emotional learning.

Action Step 1 **5**

weekly Professional Learning Community

Person Responsible

Angela Gentry

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

PLC logs turned into administrators weekly for feedback. Classroom walk-throughs will show evidence of application of the components of the framework for intentional teaching. Performance based assessment data will document the use of standards. Reflection on student progress will occur monthly in grade level data meetings.

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

Review student assessment data, Classroom Walk-Throughs and Lesson Plans

Person Responsible

Angela Gentry

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student data, Walk-Through Feedback and Lesson Plans

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

Monthly School Based Leadership Team Meetings

Person Responsible

Angela Gentry

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student Data

G1.B2 technology proficiency of student with the CBT 2

B113621

G1.B2.S1 All third through sixth grade classes will work to increase typing and technical proficiency during their technology class. 4

S125045

Strategy Rationale

Students need to type at 11 wpm or better to meet the time requirements of the FSA.

Action Step 1 5

Technology resource class will implement a 4th-6th grade typing program weekly to improve the typing proficiency of students taking computer based tests. Additionally, 5th and 6th grade will be using project based learning on the iPads.

Person Responsible

Angela Gentry

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student progress in wpm and accuracy will be tracked weekly and monitored for areas of concern. Formative assessment and student samples of iPad based projects will be evaluated by each 5th and 6th grade teacher.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Assessment windows will be monitored to address adequate time limits to complete testing. Student progress in typing will be checked and time to ensure all students are proficient or have been given opportunity to increase time spent practicing.

Person Responsible

Angela Gentry

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Feedback from Team leaders at monthly SBLT meetings regarding the progress of the goal

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Assurance that assessment windows will be monitored to address adequate time limits to complete testing

Person Responsible

Angela Gentry

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Feedback from Team Leaders during monthly SBLT meetings

G2. Increase student writing skills across the curriculum by citing text evidence to validate thinking. 1

 G045953

G2.B1 Time for professional development 2

 B113622

G2.B1.S1 Teams with a common focus will meet weekly in a PLC to create common lessons and assessments using the framework for understanding with a focus on writing to validate thinking. These groups will examine student work, unpack the ELA standards, reflect on student achievement in monthly data meetings, and research and investigate best practices in writing across curriculum. These groups will be facilitated and supported by administration, model coaches, and the Title I team. 4

 S125380

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning and growth.

Action Step 1 5

weekly PLCs focused around the framework for intentional teaching.

Person Responsible

Angela Gentry

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

PLC logs turned into administrators weekly for feedback. Classroom walk-throughs will show evidence of application of the components of the framework for intentional teaching.

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs Teachers will complete one log per PLC.

Person Responsible

Angela Gentry

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets will be collected. PLC Logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Classroom walk troughs, Formative Assessment, data analyzed at the PLC meetings.

Person Responsible

Angela Gentry

Schedule

On 5/29/2015

Evidence of Completion

Classroom walk-thoughts on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

G3. Increase student engagement by implementing research based strategies. 1

G045954

G3.B1 Lack of understanding of the new framework, and curriculum model process. 2

B113623

G3.B1.S1 Teams with a common focus will meet weekly in a PLC to create common lessons and assessments using the framework for understanding with a focus on writing to validate thinking. These groups will examine student work, unpack the ELA standards, reflect on student achievement in monthly data meetings, and research and investigate best practices in writing across curriculum. These groups will be facilitated and supported by administration, model coaches, and the Title I team. 4

S125047

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning and growth.

Action Step 1 5

weekly PLCs focused around the framework for intentional teaching.

Person Responsible

Angela Gentry

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Turn in proposed schedules to the principal for approval

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

Ongoing monitoring of progress of the structured content area block
 new- Attendance by all certified staff will be expected. This time will be held sacred for PLCs
 Teachers will complete one log per PLC.

Person Responsible

Angela Gentry

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson Plans new- Sign-in sheets will be collected. PLC Logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Reflect on the schedule of each curricular area and the implementation of the journals. Teachers will bring completed journals to the meeting. Teachers will share good examples and poor examples. Teachers will strategize methods so that each child will effectively be able to complete a reflection journal.
 new- Classroom walk troughs, Formative Assessment data analyzed at the PLC meetings

Person Responsible

Angela Gentry

Schedule

On 5/29/2015

Evidence of Completion

Team leads will provide meeting notes to the Principal which display evidence of the team discussion. new- Classroom walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	weekly Professional Learning Community	Gentry, Angela	10/6/2014	PLC logs turned into administrators weekly for feedback. Classroom walk-throughs will show evidence of	5/29/2015 weekly

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J.L. Wilkinson Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				application of the components of the framework for intentional teaching. Performance based assessment data will document the use of standards. Reflection on student progress will occur monthly in grade level data meetings.	
G1.B2.S1.A1	Technology resource class will implement a 4th-6th grade typing program weekly to improve the typing proficiency of students taking computer based tests. Additionally, 5th and 6th grade will be using project based learning on the iPads.	Gentry, Angela	9/22/2014	Student progress in wpm and accuracy will be tracked weekly and monitored for areas of concern. Formative assessment and student samples of iPad based projects will be evaluated by each 5th and 6th grade teacher.	5/29/2015 monthly
G3.B1.S1.A1	weekly PLCs focused around the framework for intentional teaching.	Gentry, Angela	10/6/2014	Turn in proposed schedules to the principal for approval	5/29/2015 weekly
G2.B1.S1.A1	weekly PLCs focused around the framework for intentional teaching.	Gentry, Angela	10/6/2014	PLC logs turned into administrators weekly for feedback. Classroom walk-throughs will show evidence of application of the components of the framework for intentional teaching.	5/29/2015 weekly
G1.MA1	Informal as well as formal observations of classroom teaching.	Gentry, Angela	10/6/2014	Classroom Walk-Throughs and Lesson Plans which are based on the Florida standards.	5/29/2015 weekly
G1.B1.S1.MA1	Monthly School Based Leadership Team Meetings	Gentry, Angela	10/1/2014	Student Data	5/29/2015 monthly
G1.B1.S1.MA1	Review student assessment data, Classroom Walk-Throughs and Lesson Plans	Gentry, Angela	10/6/2014	Student data, Walk-Through Feedback and Lesson Plans	5/29/2015 biweekly
G1.B2.S1.MA1	Assurance that assessment windows will be monitored to address adequate time limits to complete testing	Gentry, Angela	10/6/2014	Feedback from Team Leaders during monthly SBLT meetings	5/29/2015 monthly
G1.B2.S1.MA1	Assessment windows will be monitored to address adequate time limits to complete testing. Student progress in typing will be checked and time to ensure all students are proficient or have been given opportunity to increase time spent practicing.	Gentry, Angela	10/6/2014	Feedback from Team leaders at monthly SBLT meetings regarding the progress of the goal	5/29/2015 monthly
G2.MA1	Organize and evaluate PLC's for effectiveness, Walk-Throughs, lesson plans, provide feedback, suggestions, and support.	Gentry, Angela	10/6/2014	PLC feedback forms and signature sheets	5/29/2015 weekly
G2.B1.S1.MA1	Classroom walk troughs, Formative Assessment, data analyzed at the PLC meetings.	Gentry, Angela	10/6/2014	Classroom walk-thoughts on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/29/2015 one-time
G2.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs Teachers will complete one log per PLC.	Gentry, Angela	10/6/2014	Sign-in sheets will be collected. PLC Logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/29/2015 weekly
G3.MA1	Show evidence of an increase in engagement through the use of journals and data tracking charts new- formative assessment, and both local and district student performance data.	Gentry, Angela	10/6/2014	Share/discuss the evidence with other teachers new- formative assessments will be developed and implemented by PLCs, student work from the formative assessments will track the progress of the students progress in reading.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Reflect on the schedule of each curricular area and the implementation of the journals. Teachers will bring completed journals to the meeting. Teachers will share good examples and poor examples. Teachers will strategize methods so that each child will effectively be able to complete a reflection journal. new- Classroom walk troughs, Formative Assessment data analyzed at the PLC meetings	Gentry, Angela	10/6/2014	Team leads will provide meeting notes to the Principal which display evidence of the team discussion. new- Classroom walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/29/2015 one-time
G3.B1.S1.MA1	Ongoing monitoring of progress of the structured content area block new- Attendance by all certified staff will be expected. This time will be held sacred for PLCs Teachers will complete one log per PLC.	Gentry, Angela	10/6/2014	Lesson Plans new- Sign-in sheets will be collected. PLC Logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase understanding and implementation of Florida Standards.

G1.B1 Understanding the new standards, FSA assessment, and pacing of curriculum

G1.B1.S1 Teams with a common focus will meet weekly in a PLC to create common lessons and assessments using the framework for understanding with a focus on unpacking the standards. These groups will examine student work, unpack the math standards, reflect on student achievement in monthly data meetings, and research and investigate best practices in math curriculum. These groups will be facilitated and supported by administration, model coach and the Title I team.

PD Opportunity 1

weekly Professional Learning Community

Facilitator

Administrators and Model Classroom Coach

Participants

All Faculty Members

Schedule

Weekly, from 10/6/2014 to 5/29/2015

G2. Increase student writing skills across the curriculum by citing text evidence to validate thinking.

G2.B1 Time for professional development

G2.B1.S1 Teams with a common focus will meet weekly in a PLC to create common lessons and assessments using the framework for understanding with a focus on writing to validate thinking. These groups will examine student work, unpack the ELA standards, reflect on student achievement in monthly data meetings, and research and investigate best practices in writing across curriculum. These groups will be facilitated and supported by administration, model coaches, and the Title I team.

PD Opportunity 1

weekly PLCs focused around the framework for intentional teaching.

Facilitator

Administrators and Model School Coaches

Participants

all teachers

Schedule

Weekly, from 10/6/2014 to 5/29/2015

G3. Increase student engagement by implementing research based strategies.

G3.B1 Lack of understanding of the new framework, and curriculum model process.

G3.B1.S1 Teams with a common focus will meet weekly in a PLC to create common lessons and assessments using the framework for understanding with a focus on writing to validate thinking. These groups will examine student work, unpack the ELA standards, reflect on student achievement in monthly data meetings, and research and investigate best practices in writing across curriculum. These groups will be facilitated and supported by administration, model coaches, and the Title I team.

PD Opportunity 1

weekly PLCs focused around the framework for intentional teaching.

Facilitator

Administrators and Model School Coaches

Participants

all teachers

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0