

WILLIS JEPSON MIDDLE SCHOOL



2018-2019 SCHOOL STATISTICS

Designated in 2016

Re-Designated in 2019

Community Size - Suburban

School Enrollment - 932

Grade Levels - 7-8

School Calendar - Traditional

Free & Reduced Lunch - 42.4%

English Learners - 10%

Students with Disabilities - 15.8%

Vacaville Unified School District
580 Elder Avenue, Vacaville, California 95688
Tel 707-453-6280
Principal - Adam Wight
www.willisjepson.org

School Characteristics and Replicable Practices

Academic Excellence

- Curriculum, assessment, instruction and appropriate academic interventions are aligned with high academic standards.
- Using the model adopted from the Professional Learning Communities at Work network, as well as developing a systematic, school wide Pyramid of Interventions, teachers focus their work around the central questions of what do we want students to know, how will we know when they have learned it, and how will we respond when students require additional support to access curriculum successfully.
- Common prep and planning time for teachers by department provides time to collaborate on

2018-2019 School Demographics

- **African American - 3.7%**
- **Asian - 2.8%**
- **Caucasian - 45.1%**
- **Filipino - 3.5%**
- **Hispanic - 38.1%**
- **Native American - 1%**
- **Pacific Islander - 1%**
- **Other - 3.5%**
- **Two or More - 5.4%**

common curriculum and instruction

- Students organized by teams, with a common ELA, History and Science teacher. Team meeting time built into Wednesday collaborative schedule so teachers can identify common struggles with students and, if necessary, seek support
- Flexible, timely intervention for science, math and English Language Arts, during the school day
- Incorporation of the SIOP model for student language acquisition in all subject areas
- Honors classes, open to all, in Math, History and English Language Arts

Developmental Responsiveness

- MSAP Team reviews high risk referrals, making recommendations for further support, and connecting students to resources.
- Use of an Early Warning and Intervention system to identify and monitor high risk students for RTI
- Comprehensive student leadership program (Student Council, Club Live, Peer Assistants, Yearbook)
- Health course for 7th grade students focusing on issues key for middle school success
- "Why Try" class - a research based program that focuses on decision making skills- for high risk students
- Resiliency survey for 7th grade students identifies possible at risks students in the areas of stress, connections to school, and more.
- Principal teaches college and career lessons in the spring semester to study halls, where students begin to map out a career track
- A thriving elective program - Art, Arts and Crafts, Foods, Metals 1 and 2, Video Technology, Band, Orchestra and Choir - offered to all students.
- High risk students grouped in study hall with extra support (i.e. Reclassified ELL's)
- 10 interscholastic athletic teams and a variety of student clubs provide co-curricular development for students

Social Equity

- To the fullest extent possible, students are placed in heterogeneous classes with high academic and behavioral expectations.
- Our PAR program, Positive Action Reward, gives students PAR slips for doing the right thing, acting in a positive way, going above and beyond.
- Do the Right Thing Lessons taught four times during the year in study hall - lessons include how to be polite, how to walk in the hallways, the dress code, and more.
- During Bully Free month we hold a Bully Free Faire. We have activities, music and games for our students. Joining us that day are the Boys and Girls Club, Police Activities League, and the City of Vacaville.
- Red Ribbon Week is full of activities that promote a drug free environment. There are activities throughout the week to engage students and remind them that drug free is the way to be. These two events further educate our students in regards to our expectations of them.

Organizational Support

- At Willis Jepson the Principal works systematically as an Instruction Leader to coordinate the integration of all parts of the system, so that they work together to support student learning.
- Transition program with feeder schools includes an orientation program that provides a successful bridge for incoming 7th graders.

- Master Schedule built based on student need, that incorporates intervention and common prep time
- With the introduction of the Common Core State Standards, the district has partnered with several outside organizations to provide training for teachers in lesson design and curriculum development - the History Project, UC Davis Math Project, The College Board and a series of Next Generation Science workshops, have formed the backbone of professional development offered in the core disciplines.