

SCHOOL NAME: Wilkinson Junior High School (0371)						
School Based Leadership Team						
<u>Response to Instruction/Intervention (RtI)</u>						
<u>Identify the school-based RtI Leadership Team.</u>						
<u>Indicate who is on the team and their position. Also explain why they have been included on the team.</u>						

<p>Dr. David McDonald, principal, provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.</p> <p>Megan Rexroad and Danny Tarrant provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.</p> <p>Ryan Vaughn, Sheree Krause, and Barbra Mackenzie participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction.</p> <p>Kara Hoffmann, RTI Coach, develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p> <p>Dr. Kimberly Armstead, School Psychologist, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.</p> <p>Barry Underwood and Ray Bohannon provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In</p>						
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addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.						
<u>Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize / coordinate RtI efforts?</u>						
The RTI team at WJHS meets every 2 weeks and coordinates with the Curriculum Counsel as well as the Literacy Leadership Team (LLT). They coordinate their efforts to improve assessment of data and selection/ implementation of strategies to improve student achievement.						
<u>Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</u>						
Members of the RtI Leadership Team have met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction, facilitated the development of a systemic approach to teaching, and aligned processes and procedures.						
<u>RtI Implementation</u>						
<u>Describe the data source(s) and the data management systems(s) used to summarize data at each tier for reading, mathematics, science writing, and behavior.</u>						
Data is collected in part from each of the following; Student Dashboard, Student Quick Query, Administrator Quick Query, Discipline Dashboard, AYP Safe Harbor, Accelerated Reader, 504 STAR, ESE STAR, FCAT STAR, LEP STAR, Parent Portal, PMP STAR, RTI STAR, and Performance Matters Software.						
<u>Describe the plan to train staff on RtI.</u>						

Kara Hoffmann (RTI coach) and David McDonald (principal) will instruct the teaching staff on RTI through departmental and faculty meetings as well as meetings with individual staff members.							
<u>Literacy Leadership</u>							
<u>Identify the school-based Literacy Leadership Team (LLT).</u>							
Linda Ford, Jeffery Fowler, Linda Reed, Megan Rexroad, Deborah Smith, Mary Tarrant, Brenda Van Gundy, Laura Wilson, and Sharon Palmatier							
<u>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</u>							
Sharon Palmatier is the lead mediator for the meetings of the LLT and helped planned for literacy night, she also shares ways to promote reading in every classroom and provides each department with resources and materials to include reading within instruction across all disciplines.							
<u>What will be the major initiatives of the LLT this year?</u>							
The LLT is sponsoring a literacy night at Wilkinson Junior High School. The night has been dubbed “A Novel Night at WJHS” and will provide an interactive environment to help families to include reading at home and make reading fun.							
<table border="1" data-bbox="205 987 884 1084"> <tr> <td data-bbox="205 987 884 1084"><i>Grades 6-12 Only</i> Sec. 1003.413(b) F.S.</td> </tr> </table>	<i>Grades 6-12 Only</i> Sec. 1003.413(b) F.S.						
<i>Grades 6-12 Only</i> Sec. 1003.413(b) F.S.							
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.							

Learning Communities have been established at Wilkinson Junior High School (i.e. The Differentiated Difference and The Interactive Classroom) in order to encourage cross-curricular inclusion of reading skills and strategies. The school wide writing initiative, Wilkinson Junior High Writing Absolutes, is a text-based response system to develop skills in writing across the curriculum. Also, many teachers have attended the Content Area Reading - Professional Development offered by the county. In addition, WJHS includes a 25 minute SSR block into each student's daily schedule.						
1. Reading Goal: By the end of the 2012-2013 school year, grades 7th and 8th will decrease the number of non-proficient readers on FCAT 2.0 by 5 percent while increasing the number of students scoring at or above proficiency.						
Strategies, Indicators and Progress Measures						
Strategy 1.1: Continued use of the Content Area Reading - Professional Development (CAR-PD) to incorporate best practices in reading instruction.						
	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Adult Implementation Indicator(s) "Cause Data" 100% of teachers will include research-based strategies utilizing a variety of techniques described within the CAR-PD training.	70%	78%	86%	94%	100%	
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017

Student Performance Indicator(s) "Effect Data" Students will continue to increase reading competency as measured by their FCAT Reading scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	7th 59% (41%)	7th 64% (36%)	7th 69% (41%)	7th 74% (26%)	7th 80% (20%)	
	8th 54% (46%)	8th 59% (41%)	8th 64% (36%)	8th 69% (31%)	8th 77% (23%)	
IMPLEMENTATION DETAILS						
Action Steps	Evidence/ Data Sources	Responsible/ Group(s)	Implementat ion Timeline	Resources Needed:	Related PD	Funding Source
1.1 Implement research based learning strategies across the curriculum to increase student understanding and skill in the areas of reference research and comparisons.	<i>Rubrics for History Fair, Science Fair, and Language Arts Projects</i>	<i>Department Heads for Language Arts, Science, Math, and Social Studies.</i>	<i>2012-2013 School Year</i>	<i>Computer lab/ Library sharing</i>	<i>CAR-PD as offered by the county and the WJHS Common Core Professional Learning Communities</i>	<i>N/A</i>
1.2 Utilize two tiered FCAT tutoring system as a means to provide additional focus on the skills and processes used to identify, understand, and analyze questions and passages encountered across the curriculum.	<i>Teacher generated rubrics and graphic organizers.</i>	<i>Department Head for Language Arts</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors</i>	<i>N/A</i>	<i>2012-2013 WJHS Budget</i>

1.3 Establish and maintain professional learning communities (The Differentiated Common Core Classroom and The Interactive Common Core Classroom) to promote increased ability across the curriculum for reading and critical thinking.	Teachers IPDP	Learning Community Facilitators	2012-2013 School Year, and beyond	TEXTS - 1) Building Literacy Through Classroom Discussion 2) Supporting Students in a time of Core Standards English Language Arts Grades 6-8	CAR-PD as offered by the county	N/A
1.4 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student reading achievement.	Performance Matters data.	Department Head for Language Arts and Language Arts teachers.	2012-2013 School Year		Performance Matters Training	
2. Math Goal: By the end of the 2012-2013 school year, grades 7th and 8th will decrease the number of non-proficient students on FCAT 2.0 Math by 5 percent while increasing the number of students scoring at or above proficiency.						
Strategies, Indicators and Progress Measures						
Strategy 2.1: Utilize Performance Matters tracking data and indicators and implement research based strategies to improve student achievement.						
	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017

Adult Implementation Indicator(s) "Cause Data" 100% of math teachers will implement the use of Performance Matters leading and lagging indicators to increase student achievement in math.	60%	71%	82%	93%	100%	
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Student Performance Indicator(s) "Effect Data" Students will continue to increase math competency as measured by their FCAT Math scores until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	7th 64% (36%)	7th 69% (31%)	7th 74% (26%)	7th 79% (21%)	7th 84% (16%)	
	8th 51% (49%)	8th 56% (54%)	8th 61% (39%)	8th 66% (34%)	8th 71% (29%)	
IMPLEMENTATION DETAILS						
Action Steps	Evidence/ Data Sources	Responsible/ Group(s)	Implementat ion Timeline	Resources Needed:	Related PD	Funding Source

2.1 Incorporate the use of manipulatives in the instruction of math concepts shown to be weaknesses as indicated by data retrieved using Performance Matters.	<i>Teacher generated lesson plans.</i>	<i>Department Head for Math and math teachers.</i>	<i>2012-2013 School Year</i>	<i>Hands on math activities and manipulative activities, Big Ideas Work books,</i>	<i>Training in the use of Performance Matters.</i>	<i>N/A</i>
2.2 Utilize FCAT tutoring as a means to provide additional focus on the skills and processes used to complete research, analyze data, and complete comparison exercises.	<i>Teacher generated rubrics and graphic organizers, Attendance</i>	<i>Department Head for Math/ Math Math Department Teachers</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors, Compass Learning, High interest lessons on Youtube</i>	<i>N/A</i>	<i>2012-2013 WJHS Budget</i>
2.3 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student reading achievement.	<i>Performance Matters data.</i>	<i>Department Head for Language Arts and Language Arts teachers.</i>	<i>2012-2013 School Year</i>	<i>Computer lab space for testing. Testing application on PM/SAM</i>	<i>Department meetings to align needs with remediation</i>	<i>N/A</i>
Smart Goals						

3. Writing Goal: By the end of the 2012-2013 school year, WJH will decrease the number 8th grade students who are non-proficient writers on FCAT 2.0 by 4 percent while increasing the number of students scoring at or above proficiency.						
Strategies, Indicators and Progress Measures						
Strategy 3.1: Implement best practices and research based strategies to incorporate and integrate writing within other core subjects.						
	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Adult Implementation Indicator(s) "Cause Data" 100% of teachers at WJHS will use research based activities and strategies to incorporate writing within their class room.	80%	85%	90%	95%	100%	
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Student Performance Indicator(s) "Effect Data" Wilkinson Junior High School students will increase in writing proficiency on the FCAT until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	8th 73% (27%)	8th 77% (23%)	8th 81% (19%)	8th 85% (15%)	8th 90% (10%)	

IMPLEMENTATION DETAILS						
Action Steps	Evidence/ Data Sources	Responsible/ Group(s)	Implementat ion Timeline	Resources Needed:	Related PD	Funding Source
3.1 Use data collected through Clay Writes assessments to improve student achievement in writing.	<i>Teacher/ Student graded Clay Writes Assessments</i>	<i>Department Head for Language Arts and Language Arts teachers.</i>	<i>2012-2013 School Year</i>	<i>Testing time set aside through home rooms</i>	<i>N/A</i>	<i>N/A</i>
3.2 Utilize FCAT tutoring as a means to provide additional focus on the skills and processes used to complete research, analyze data, and complete comparison exercises.	<i>Teacher generated rubrics and graphic organizers.</i>	<i>Department Head for Language Arts</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors</i>	<i>N/A</i>	<i>2012-2013 WJHS Budget</i>
3.3 Establish and maintain professional learning communities (The Differentiated Common Core Classroom and The Interactive Common Core Classroom) to promote increased proficiency across the curriculum with the connection of the writing process to reading and critical thinking.	<i>Teachers IPDP</i>	<i>Learn Community Facilitator</i>	<i>2012-2013 School Year, and beyond</i>	<i>N/A</i>	<i>CAR-PD as offered by the county</i>	<i>N/A</i>
3.4 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student writing achievement.	<i>Performance Matters data.</i>	<i>Department Head for Language Arts and Language Arts teachers.</i>	<i>2012-2013 School Year</i>	<i>Computer lab space for testing.</i>	<i>Performance Matters Training</i>	<i>N/A</i>

Smart Goals						
4. Science Goal: By the end of the 2012-2013 school year, WJH will decrease the number 8th grade students who are non-proficient in Science on FCAT 2.0 by 8 percent while increasing the number of students scoring at or above proficiency.						
Strategies, Indicators and Progress Measures						
Strategy 4.1: Utilize Performance Matters tracking data and indicators and implement research based strategies to improve student achievement.						
	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Adult Implementation Indicator(s) "Cause Data" 100% of WJHS science teachers will incorporate labs and hands on activities to increase student proficiency in science, relating them to the new common core standards.	40%	55%	70%	85%	100%	
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017

Student Performance Indicator(s) "Effect Data" Wilkinson Junior High School students will increase in science proficiency on the FCAT until we reduce the percentage of students who are non-proficient by at least 50% by 2016.	8th 51% (49%)	8th 57% (43%)	8th 63% (37%)	8th 69% (31%)	8th 75% (25%)	
IMPLEMENTATION DETAILS						
Action Steps	Evidence/ Data Sources	Responsible/ Group(s)	Implementat ion Timeline	Resources Needed:	Related PD	Funding Source
4.1 Continue to incorporate FCAT labs and hands on activites into instruction to help promote a feeling of connection between the material and the students lives.	<i>Teacher Lesson Plans and samples of student work.</i>	<i>Science Teachers</i>	<i>2012-2013 School Year</i>	<i>Lab Materials</i>	<i>N/A</i>	<i>Departmental Budget</i>
4.2 Continue to utilize and refine FCAT tutoring as a means to provide additional focus on the skills and processes used to complete research, analyze data, and complete comparrison excersizes.	<i>Teacher generated rubrics and graphic organizers.</i>	<i>Department Head for Science</i>	<i>2012-2013 School Year</i>	<i>Supplemental Pay for Tutors</i>	<i>N/A</i>	<i>2011-2012 WJHS Budget</i>
4.3 Maintain and Improve a cross-curricular cohort.	<i>Teachers IPDP</i>	<i>Department Heads</i>	<i>2012-2013 School Year</i>	<i>N/A</i>	<i>CAR-PD as offered by the county</i>	<i>N/A</i>

4.4 Utilize Performance Matters data to pinpoint and target specific areas for improvement in student writing achievement.	<i>Performance Matters data.</i>	<i>Department Head for Science</i>	<i>2012-2013 School Year</i>	<i>Computer lab space for testing.</i>	<i>Performance Matters Training</i>	<i>N/A</i>
Smart Goals						
5. <u>Parental Involvement Goal:</u> By the end of the 2012-2013 school year, parental involvement at WJHS will increase as measured by the total number of volunteers and volunteer hours logged.						
Strategies, Indicators and Progress Measures						
Strategy 5.1: Increase the number of opportunities for parental involvement at WJHS, while maintaining the existing opportunities.						
Progress Measure						
August						
2012 2013 2014 2015 2016 2017						

Adult Implementation Indicator(s) "Cause Data" 100% of teachers will implement strategies to increase school/home communication with all community stakeholders to support student learning.	60%	70%	80%	90%	100%	
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Performance Indicator(s) "Effect Data" Parental involvement will increase by 100% at WJHS by 2015 as measured through number of volunteers and volunteer hours logged.	116 Volunteers; 2907 Hours	130 Volunteers; 3000 Hours	145 Volunteers; 3100 Hours	160 Volunteers; 3200 Hours	170 Volunteers; 3300 Hours	
IMPLEMENTATION DETAILS						
Action Steps	Evidence/ Data Sources	Responsible/ Group(s)	Implementat ion Timeline	Resources Needed:	Related PD	Funding Source
5.1 Implement a FCAT Science Night.	<i>Parent Turnout and feedback and student "scav enger hunts"</i>	<i>Science Department</i>	<i>2012-2013 School Year</i>	<i>Supplies for demonstratio ns and labs</i>	<i>N/A</i>	<i>Departmental Budget</i>

5.2 Implement an Astronomy Night.	<i>Parent Turnout and feedback and student "scavenger hunts"</i>	<i>Science Department</i>	<i>2012-2013 School Year</i>	<i>Supplies for demonstrations and labs</i>	<i>N/A</i>	<i>Departmental Budget</i>
5.3 Implement a Novel Night.	<i>Parent Turnout and feedback</i>	<i>Language Arts Department and Literacy Leadership Team</i>	<i>2012-2013 School Year</i>	<i>Supplies for sessions and stations</i>	<i>N/A</i>	<i>Departmental Budget and Donations</i>
5.4 Increase parent volunteer opportunities at sporting events/ out of school activities.	<i>Parent Turnout and feedback, Volunteer Log</i>	<i>Athletic Coaches, Club and Activity Sponsors</i>	<i>2012-2013 School Year</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Smart Goals						
6. <u>Tardy Goal:</u> By the end of the 2011-2012 school year, WJHS will decrease the number of referrals to tardies by 20 percent.						
Strategies, Indicators and Progress Measures						

Strategy 6.1: Decrease the incidents of students reaching their 4th tardy (the number resulting in a referral) by calling home after the 2nd tardy to let the parent know.						
	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure	Progress Measure
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Adult Implementation Indicator (s): 100% of teachers will adhere to the WJHS policy of phoning home after a student's 2nd tardy.	60%	70%	80%	90%	100%	
	August	August	August	August	August	August
	2012	2013	2014	2015	2016	2017
Student Performance Indicator (s): The number of incidents of referral at WJHS due to tardies will decrease each year until there are 100% less incidences by 2015.	51(-12)	39	27	15	0	
IMPLEMENTATION DETAILS						

Action Steps	Evidence/ Data Sources	Responsible/ Group(s)	Implementat ion Timeline	Resources Needed:	Related PD	Funding Source
<i>6.1 Teachers will call parents to inform them of tardies after the second incident.</i>	<i>Teacher call logs</i>	<i>All teachers</i>	<i>2012-2013 School Year</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Goal Area and Action Step Number	Description of Resources	Funding Source	Available : 1773.60
		Complete Budget Strip	
Professional Learning Community	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) 1.3, 2.1, 3.3, 4.1, 4.3	Book "Building Literacy Through Classroom Instruction"	0100.6400.0590.0371.0000	\$973.60
Title: WJHS-The Interactive Common Core Classroom	Book "Supporting Students in a Time of Core Standards"		
Location: WJHS	\$800		
Dates: 2012-2013			
Sponsoring Educational Institution: WJHS			
Lesson Study/ Action Research	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) 2.1, 2.2, 2.3	Subs for teachers	0100.6400.0140.0371.0000	\$300.00
Title: WJHS-Math Lesson Study	\$673.60		
Location: WJHS			
Dates: 2012-2013			
Sponsoring Educational Institution: WJHS			
Professional Learning Community	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) 1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 4.1, 4.3	Book "Student Centered Leadership"	0100.6400.0590.0371.0000	\$0.00
Title: WJHS-11/12 The Differentiated Difference	\$300		
Dates: 2012			
Sponsoring Educational Institution: WJHS			
SIP Project 1183 (Available: \$3695)	Materials List and Cost:	Budget Strip	
Goal and Action Step #(s) 5, 6	Student Agendas	0100.5100.0390.0371.1183	\$0.00
Title: Student Agenda Initiative	Approx: \$3695		
Location: WJHS			
Dates: 2012-2013			
Sponsoring Educational Institution: WJHS			
		Grand Total:	\$5,468.60

P.D.Activity	Details	Y	N	Comments
School-wide Training	Professional Development Details Goal the Activity is Supporting 1,2,3,4			
The Differentiated Common Core Classroom	<ul style="list-style-type: none"> ● Action Step # - 1.3, 2.1, 3.3, 4.1, 4.3 ● Name of Activity – School 0371 2012-13 – Ashley Glover ● Dates of Activity – 2012-2013 ● Name of Consultant or Facilitator – Chereese Stewart ● Funding: \$0.00 			
The Interactive Common Core Classroom	<ul style="list-style-type: none"> ● Action Step # - 1.3, 2.1, 3.3, 4.1, 4.3 ● Name of Activity – School 0371 2012-13 – Megan Rexroad ● Funding Source – 0100.6400.0590.0371.0000 (800.00) ● Dates of Activity – 2012-2013 ● Name of Consultant or Facilitator – Chereese Stewart ● Book "Supporting Students in a Time of Core Standards" ● Book "Building Literacy Through Classroom Instruction" 			
Lesson Study	Professional Development Details Goal the Activity is Supporting 2			
Mathematics Lesson Study	<ul style="list-style-type: none"> ● Action Step # - 2.1, 2.2, 2.3 ● Name of Activity – School 0371 2012-13 – Megan Rexroad ● Dates of Activity – 2012-2013 ● Substitutes - \$673.60 ● Funding Source – 0100.6400.0140.0371.0000 			
Learning Community	Professional Development Details Goal the Activity is Supporting 1,2,3,4			
	<ul style="list-style-type: none"> ● Action Step # 1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 4.1, 4.3 ● Name of Activity – School 0371 2012-13 – David McDonald ● Dates of Activity – 2012 ● Title of Book or Focus – Student Centered Leadership \$300.00 ● Funding Source – 0100.6400.0590.0371.0000 			

Approvals: (Signature's required)

Principal: _____

Date: ___/___/___

SAC Chair: _____

Date: ___/___/___

Hilda Manning: _____

Date: ___/___/___

Shannah Kosek: _____

Date: ___/___/___