

Bay District Schools

Rutherford High School



2015-16 School Improvement Plan

Rutherford High School

1000 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	58%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	C	B	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Bay 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement

The mission of Rutherford High School is to provide a diverse student body with the knowledge and skills necessary to succeed in an increasingly complex and technological society. To this end, the administration, faculty, and staff, in cooperation with the parents and community will provide a rigorous and relevant curriculum, challenging students to become productive, responsible, and accountable members of society in pursuit of excellence and integrity.

Provide the school's vision statement

Vision

We at Rutherford believe that:

All students can learn, achieve and succeed. Students, teachers, and staff are entitled to a safe, clean environment conducive to teaching and learning. Teachers, administrators, parents, students and the community share the responsibility for advancing the school's mission.

Offering a challenging, relevant curriculum that involves all students will prepare them to succeed in a global, multicultural society. Maintaining partnerships with parents, community agencies, and local businesses will enhance the total educational experience.

Students benefit from a small community of learners and educators committed to professional growth, educational innovation, and technological advancement. All stakeholders are responsible to nurture an environment of mutual trust and respect. Students who are "at risk" and need support are provided that environment by each teacher in each subject.

School Environment

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

The Guidance department is an important resource by which the school learns about a students' culture in order to help build the relationship between the students and their different high school classes. Guidance shares cultural information with the teachers and offers support and resources to the students, families and teachers to ensure a successful year for each student. Our ELL students have a strong relationship with their counselors. The guidance department helps with our ELL population acculturation by offering such additional supports as interpreters, forms in their native language and English Language software.

The school is home to the International Baccalaureate Diploma. This is an international globally minded program which is open to 9th through 12th grade students.

Bay District Schools has adopted the Danielson Frameworks which has as a focus on knowledge of and respect for the different cultural backgrounds of students and teachers reference this where appropriate in their lesson plans and in many different ways. For example, some will ask students to do a family history and share that with the class, they may ask their students to do a family crest, or share a holiday memory etc. Our school has many clubs based on student interests. We have a multi-cultural club which sponsors a multi-cultural day where students from all different cultures can share their dances, holidays, foods etc. This club also sponsors multicultural movies after school. This club also advertises on the school information board that they provide conversational language tutoring and basic skills. (They would learn for example how to greet students in their native languages and customs.)

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

Physically our school campus offers several supervised areas on our campus. One is the cafeteria where students can eat breakfast and socialize, another is the media center where our students can finish up homework, do research or checkout books. Our administrative team covers areas like the bus zone, the front of the school, the parking lot etc., in order to help maintain an adult presence around the campus. The discipline reports are pulled and the times and locations of where there are problems are looked at and if needed school resources are moved if needed.

Teachers are asked to be out in the hallway between classes and to greet students as they enter the classrooms. This helps students to feel welcomed and safe as teachers are monitoring the halls during class changes.

The School features "student" artwork that is placed around the school. These large pieces of art based on our "Ram" logo make the campus student friendly. The school also highlights student art work in the front offices. Students art is seen on every wall and features a variety of art mediums. The school incorporates "character education" in its lessons every month. These lessons revolve around respect, friendship, loyalty etc. The teachers incorporate these themes in the lessons that they teach across the curriculum. These are also featured on our WRAM Television station, our up front bulletin board, and are in our daily quotes.

Our school features 6 lessons on Bully Prevention in our school. These lessons are critical to educating our students on the seriousness of the problem and giving them the tools that they need to be a part of the solution. Students are asked to discuss and problem solve. Students are encouraged to report any problems to a teacher or administrator who will handle and document the concerns.

Our school offers 30+ extracurricular clubs and sports activities that meet before and after school and are supervised by the sponsor or coach.

As a result of our strong community relationships with the Military Educational Liaisons, we have a military counselor at our facility for these students every day. The students can make an appointment and speak with them as needs arise.

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

The school has a discipline plan for behavior, tardies and dress code infractions. The teachers are encouraged to establish clear expectations for classroom procedures during the first weeks of school. Each year as part of our school in-service our teacher leaders provide professional development on classroom expectations, procedures, and de-escalation of student behaviors.

Discipline reports are pulled once a semester to look at where the discipline events are occurring and what consequences are for the students. The District has provided schools a discipline matrix to follow when working with students.

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

Rutherford High School has 3 guidance counselors for its 1068 students. This allows the guidance counselors to work with their students over a period of 1/3 years and develop strong relationships with their students. We have a 9th grade counselor and two additional counselors who divide the 10th, 11th and 12th grade students. The non-9th grade counselors will have these students for 3 years.

The school has a Child Study Team which consists of school counselors, administrators, district resource teacher, ESE Dept. Head, and MTSS specialists. It meets weekly to discuss concerns raised by teachers, attendance reports, grades etc. This team reviews the information for each student of concerns and decides on the most appropriate next steps to help that student. Ex. Attendance contract, Parent conference, testing. etc.

Rutherford has an MTSS team that meets monthly to look at student data and discuss appropriate supports for students. This MTSS team is made up of the Assistant Principal of Guidance and Curriculum, the MTSS data district person, an interventionist from the district, our ESE Department head, and others as is appropriate.

Rutherford High School has a Military Counselor who works at our school with military students and in groups like our In School Detention population when there are military students in that group. Rutherford High School also calls on other community organizations for help. We have a health department nurse who is in our school each day and who helps our students with medical concerns like diabetes, etc. She is also available for classroom presentations on health. Our Military Liaisons, our military counselors, military mentors, community mentors through Bay Education Foundation, the Northwest Manufacturing Counsel that supports our Manufacturing Academy, the Construction Consortium of Bay County which will support the new Construction Academy and other organizations that employ and support internships for our students in Bay County.

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 Early Warning System procedures are supported by our District "Focus" system which generates a report at each 9 week grading period that lets the teachers, administration, MTSS, Child Study teams, School Improvement Team, guidance counselors etc. a quick view of the areas of concern for our students. This data is then disseminated and suggestions to improve are developed and acted upon. For example: The ELA and Math data along with the MAP data will be used by Saturday School Test Preparation teachers to prepare targeted lessons to meet the needs of our students. The attendance data is used to work to encourage students to be in class. Our guidance department and administrators use the data to work with parents, to put students on attendance contracts and when necessary to remove privileges like driving and off campus passes.

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
	9	10	11	12	
Attendance below 90 percent	49	21	23	21	114
One or more suspensions	16	11	6	9	42
Course failure in ELA or Math	34	36	29	28	127
Level 1 on statewide assessment	140	46	29	34	249

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	37	22	15	18	92

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

Rutherford High School offers several programs to assist students to meet the Florida State Standards as evidenced through the Florida State Assessments. These include:

1. Senior Success: Seniors who are at risk for not graduating because they have not passed a state mandated test in English or Math have the opportunity to participate in this remediation program. This program encourages students to take ACT/SAT tests and offers remediation in Reading, and Algebra.
2. Saturday School: Students who are struggling in English/Reading, Algebra 1, Geometry, and Biology program. Students can self select or be recommended to the program by their teachers or parents. Students who are performing below 70% in these classes will be the students who will be recruited for the program. This program offers academic support for students on 6 Saturday's in the Spring for 4 four hours.
3. Biology Power Hour: Students taking the Biology EOC are offered a review program on the day of the test. They test a little later in the day and spend 2 hours doing a targeted review. In addition for the Biology review students are offered preparation for the exam on two Saturdays before testing. The reviews used are standards based, teacher developed and used by all the teachers in the reviewing process with students.
4. Biology Support Units: Summer of 2015 the Biology Teachers developed Reading Units that focused on vocabulary and basic Biology concepts that would be taught via reading classes for our 10th grade struggling learners (Level 1). These students then in their mainstream Biology classes will have a foundation of knowledge to pull from to enhance their confidence and competence in Biology and improve the proficiency of our students in the area of Biology.
5. 9th Grade transition Units: There are 9 transition units developed for our 9th grade students to explain grading, GPA's, school technology policy, Discipline expectations, Respect, How to be a student in a high school class, options and opportunities. All 9th grade students will receive each of these units within the first two weeks of school.

All classes are asked to develop a review program for their class which students are all exposed to the two weeks before they test.

Teachers offer tutoring on a schedule that works with their personal schedules. There is some tutoring provided by other students through the IB office. This must be worked out in advance and requires a student to stay after school.

Graduation Team which meets monthly to work on making sure that every students has every opportunity to graduate. This includes the use of the 18 graduation credit option, Credit Recovery, online educational delivery programs, etc.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Rutherford High School has initiated several new communication tools to help keep parents/students and all stakeholders up to date on the school, grades, activities, sports etc.

1. Principal's Facebook page updates everyone subscribed to the service with information. (all parents were given the opportunity to subscribe).
2. Principal's Blog, shares upcoming events, educational philosophy, Monday memo's and other

information regarding the school.

3. Principal's Twitter account keeps followers updated regularly regarding school activities
4. Administration/teachers use of Remind to text important information and reminders to students and faculty.
5. Rutherford Web page with links to the above information as well as all activities which are available and regularly updated for parents.
6. Focus program allows administration and teachers to provide information to parents as soon as they log on.
7. IRIS calls to all parties signed up with school numbers and e-mail addresses to update parents/students/community.
8. Alumni Page allows the Rutherford Student Government Association to coordinate and involve current, past and future endeavors regarding the school and to build school spirit.
9. Coordinating parent nights in Freshman and Senior grade groups allows these groups to facilitate understanding of expectations for the year.
10. SAC's meeting where parents are kept abreast of school events and academic performance.

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

The school has multiple ways in which it builds partnerships in the local community:

Rutherford has school programs which reach out into the community:

1. The Communications Technology Academy supports internships offered to seniors. The students have internships at community businesses like the television stations (Channel 13 and 7), the newspaper (News Herald), local hospitals, local publishing businesses, and local engineering firms. The students take their digital skills and use them in the workplace. The availability of internships help a student increase the depth of their resume and sometimes will lead to employment. These businesses form a cadre of community supporters who help place seniors, every year, in jobs around the community.
2. The International Baccalaureate (I.B.) program requires that students, who participate in the diploma program, to do a service project within their community. These service projects are different each year and reflect the interests of the student. They have included such projects as reseeding the dunes in Panama City, providing blankets for needy children, working with Habitat for Humanity, and concerts to raise money to help a particular cause,
3. These same I.B. students both Pre-I.B. and diploma program students participate in community events like walk a thons, marathons, working with students at the Science Museum etc. These community organizations look forward to and often rely on the students at Rutherford High School (RHS) to participate in their programs.
4. The RHS School Advisory Committee (SAC) meets four times a year to discuss progress in the school. This is another way in which we seek help and support from our parents and community.
5. We have developed a mentor program with the Tyndall Air Force Base. There are mentors who coach and volunteer in the classroom. The numbers of volunteers will vary from year to year. Currently, we have three volunteers from TAFB working at the school. Two are coaches and one mentors in a reading/English class.
6. We have two military educational liaisons (Navy and Air Force) who coordinate with the school for new military transfer families and support the school with the transition process.

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:

Name	Title
Leathers, Cecilia	Teacher, K-12
Crews, Myra	Teacher, K-12
Lee, Doug	Assistant Principal
Patterson, Elizabeth	Assistant Principal
Pilson, Coy	Principal
Rogers, Jennifer	Instructional Coach
Rutland, Cathy	Teacher, K-12
Steele, Victoria	Teacher, K-12
Tutunick, Rick	Guidance Counselor
Morris, Rachel	Teacher, K-12

Duties

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

The School Improvement Team is made up of teachers from different content areas in the school and reflect a wide variety of ages and experience. (The team includes the IB/MYP coordinators and the CTE Department head)

The members are chosen by the principal of the school and six positions receive a stipend for participation. The advertisement to participate on the committee goes out in the spring and the members are ready to begin in the fall.

Each member of the School Improvement Team takes an area of the School Improvement Plan and heads up a faculty group to get feedback, suggestions, and ideas for the following year. The Team leader then puts together the ideas from the (voluntary) faculty team and brings those ideas, plans, etc. to the full meeting of the School Improvement Team. The outline of the new School Improvement Plan for the following year is then put in place awaiting the end of year school data. When the end of year school data comes in, the School Improvement Team then makes necessary adjustments (if any). The School Improvement Team then presents the new school improvement plan to the faculty during the in-service the following year.

The School Improvement Team supported the development of a 9th grade transition team that would develop lessons on necessary high school information for success in areas like grades, GPA's, technology policy, etc. This team also is working on a 9th grade positive behavior system. Ex. would be rewards like tickets to games etc.

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

The School Improvement Team regularly looks at data based on Class grades, test grades, and writing responses, discipline and our new Data Program MAPS for ELA and Math etc. This team works together with the department heads and faculty to support academic achievement, professional development, and initiatives that may be appropriate to the school. The School Improvement Team meets twice a month (the first and third Thursday's of the month. The third Thursday of the month is when the SIT Team is joined by the Dept. Heads to coordinate information, data, and school initiatives.

Rutherford High School has few separate monies available to supplement programs and provide

student support. Below is the list of funds and the focus on which they will be spent.

1. Rutherford High School has the Free and Reduced Breakfast and Lunch program through the Federal Government that is available to Florida Schools.
2. Job Training is available to students through Coop programs which will serve 70 students this year. The district in cooperation with local businesses annually take groups of interested 11th and 12th graders to different businesses in our community and that initiative is funded through the district. We also offer "on the Job Training" for our ESE population through partnerships with our "job coaches, Goodwill Industries" and local businesses.
3. The International Baccalaureate and Advanced Placement programs earn money that is put back into the programs through the purchase of supplies, teacher training, technology, tests, etc.
4. CTE programs work to prepare students in the fields of a Culinary Academy, Engineering Academy, Adobe Certifications, and CAD technology programs. These CTE Academies earn moneys for their programs that are used to keep the programs current in terms of technology, resources and support of students mastering their program. Ex. Culinary students planning, preparing, and serving at special events.
5. Rutherford has an active Mu Alpha Theta competitive Math program that competes in our region.
6. Rutherford has a Science Club that works with other elementary and middle schools to bring "science alive" and to share their knowledge and passions. This program is funded through club dues and grant funds to buy the materials and pay for the transportation needs of this program.
7. Rutherford High School has \$18,500 in Drop Out Prevention money to support programs, opportunities, professional development, tutoring, summer enrichment, and RAMS Rock Programs. Rutherford applies annually to the district for additional funds targeted for schools with a large population of free and reduced population of students to offer supplementary funding. The program that has been traditionally funded through these funds is the RAM Rocks program. This program requires a grant proposal with research and data be submitted to be approved by the district and moneys released in January to support additional programs to support additional instruction.
8. The SAC's Committee has received money to support school improvement goals in the past, however at this time we are not aware of any money that this organization has received for the 2015 2016 school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Steve Neely	Teacher
Beth Patterson	Principal
	Student

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

The SAC's committee reviewed the objectives of the plan along with the results of the plan. They asked questions regarding the way the school grade is generated and how it will be in the future. An area of obvious concern was our writing scores. They improved but were still below what the district and state level.

Development of this school improvement plan

The SAC's committee meets four times a year. The first meeting is to discuss the school grade and academic performance on the spring EOC's and FSA. We review the School Improvement Process at the school and how the goals are established for the next school year and we ask them to input and that input is given to the appropriate committee and incorporated where possible in the school improvement plan.

The SAC's meetings 2 through 4 focus on the student achievement data, information on testing, and any other pertinent information. The SAC's group looks at the mid-year data and the instructional changes that are proposed to support students based on that data. The SAC's team will give the administration and SIP team feedback and suggestions. The SAC's team during the last meeting, will look at the suggestions that the teacher teams have developed for school improvement in the next school year. They will give feedback to these proposed ideas which will be integrated into the following year's school improvement plan.

Preparation of the school's annual budget and plan

The SAC's committee received a report from the Principal on the budget. Our school is presently experiencing a 10 million dollar upgrade of our facilities and our SAC's committee has been kept apprised of the upgrades affecting the school. The SAC's committee is very involved in and supportive of the Senior Success, Saturday School, Biology Power Hour etc. programs that support student achievement.

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

The SAC's committee allocated funds to support the following needs in our school in the 2014 2015 year:

1. Saturday School Breakfast Program \$500
2. FSA Celebration Program \$500
3. Technology in PE \$600.00
4. Flags for School \$800.00
5. Feminine Health Products \$500
6. FSA Testing Breakfast Program for all \$500.00

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:

Name	Title
Rogers, Jennifer	Instructional Coach
Pilson, Coy	Principal
Patterson, Elizabeth	Assistant Principal
Darrow, Pam	Teacher, K-12
Doyle, Bill	SAC Member
Leathers, Cecilia	Teacher, K-12
Olds, Dashaon	Teacher, K-12
Taylor-Butler, Sherry	Teacher, K-12
Purser, Beth	Teacher, K-12
Crews, Myra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. The Literacy Team will sponsor a book fair at the school and invite local authors to talk to students during Literacy Week. All students are invited.
- 2.. The team will continue to work on increasing the impact and implementation of several programs developed in the previous year (Stop/Drop/Read, FSA Celebration, Summer Reading List, etc for all students.)
3. Will support of RAMS ROCK Saturday School for targeted students.

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

The high school schedule in Bay District Schools provide for a 45 minute common planning at the beginning of each school day. The teachers also have an additional 45 minute planning period during one of the 7 instructional period of the day.

RHS has Professional Learning Communities and every teacher participates in at least one. These PLC's have developed norms and are developing common assessments with common grading rubrics. These PLC's focus the school, the teachers, and the conversations on what we can do to support student achievement and to continue to challenge high achievers. The teachers all meet in the PLC's each Wednesday.

The RHS faculty meetings are another time where we focus on collaborative work between teachers. For example this month teachers will be discussing the QAR strategies and how we can improve them, as well as have them include student writing.

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

1. Recruitment: Rutherford targets the hiring of highly qualified teachers by providing a safe and orderly work environment where new teachers are provided with veteran staff as mentors, support in disciplinary and intervention situations with students, time for teacher collaboration, and on-site, job-embedded professional development.
2. Recruitment: Rutherford targets the hiring of highly qualified teachers . This will, when appropriate, include veteran teachers from other schools. We also utilize the SearchSoft personnel tracking system to

review credentials and references on all applicants to ensure the best fit for our school. Teachers are interviewed during the application process.

3. Retention: To prevent teacher turnover, our school will offer once a month meetings for new teachers (0 to 3 years) to discuss areas of concern and individualized support.
4. Retention: Our district provides a teacher induction program that trains new teachers after school on various topics to assist in retaining these teachers.
5. Retention: All of our Alternative Certification teachers are mentored by an district provided Alternative Certification Instructional Specialist.
6. ESOL Endorsement, Reading Endorsement , and New Teacher Evaluation Training opportunities are provided to all staff members via Bay District initiatives.
7. Department Heads work with all teachers in their department to offer training and support.

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

Mentoring Program at Rutherford High School

1. District New Teacher Mentor program: The district has appointed a Teacher of Special Assignment who meets with new teachers once a month to help with State and District requirements. For example, they might help with lesson plans, resources, new teacher orientation paperwork, and training required by the state and district. This also includes a new teacher meeting at the district office with informational meetings that cover a broad range of topics from ethical behavior to drug education.
2. Administration Mentoring: In order to build relationships with our new teachers, monthly meetings and individual meetings are held as required. Administrators model best practices, observations, feedback on practices, assistance with resources and communication.
3. Department Head Mentoring: As part of the department head's job description, they are role models, mentors, coaches and a support team for members of their departments. They hold monthly meetings and individual meetings as required, model best practices, observations, feedback on practices, and offer assistance with resources and communication.
4. Teacher mentor- Pair up program: Each new teacher is paired with another more seasoned teacher to offer one on one support.

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 district in cooperation with lead teachers have developed curriculum maps, and trainings for each teacher on unpacking the new standards. The ELA teachers have the newly adopted materials which align to the Florida Standards, the Social Studies and Science standards as well as the assessments are the same as in years past and our teachers have the opportunity to continue to build on their successes and increase student achievement. The secondary math changes in the curriculum are extensive and the district has assigned a math instructional coach to be at our school one day a week to work with our teachers to make sure that they have the support they need to be successful this year.

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

The school uses data in many different ways and at different levels.

At the school level, the administrative team and School Improvement team use the MAP NWEA to measure the progress students are making toward proficiency and evaluate what if any changes in the overall school plan need to be made.

The subject area level, the teachers in their Professional Learning Communities (PLC's) are looking at their common assessments to make incremental changes to curriculum and as data to differentiate for their subjects individually and as a larger cohort group.

Ex. Teachers use formative assessments to measure students comprehension of Florida Standards. Teachers use this information to make changes in instruction for whole class instruction or in cases where just a few students have an instruction gap, they work with those students to close that instructional gap while moving forward in teaching standards.

Ex. As a PLC, teachers will get together every Wednesday morning during common planning and look at either formative or summative assessments and use each other as well as other resources to reteach and reassess a students comprehension of the standards.

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: Weekend Program

Minutes added to school year: 1,440

Additional instruction on ELA and Algebra 1 Florida State Standards to assist students in gaining proficiency.

Strategy Rationale

Students are in need of additional English Language Arts and Algebra 1 instruction before EOC/ FSA testing occurs in the spring as evidenced by MAPs data and teacher referral program. This strategy has been used in the last four years and supports learning gains of 60+ percent of the students who participate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Patterson, Elizabeth, patteeb@bay.k12.fl.us

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

Students that are in remedial ELA and Algebra 1 classes, students who are at a Lexile score below 1000 or Level 1 and 2 in Reading/ELA and or Algebra are encouraged to take advantage of this additional learning opportunity. We keep a spreadsheet of each student that participates in the program, the number of hours that they attend and we look at their score after testing on FSA/ EOC exams. We compare these scores with their previous scores to look at learning gains, pass rates, and improved proficiency by sub-categories in these testing areas. We use this data along with reflections from the teachers and students who participate to determine how to improve this instructional learning activity.

Strategy: Weekend Program

Minutes added to school year: 1,080

Senior Success: A program that is offered only to seniors at risk for not graduating due to not passing the Florida State Assessment in English or having received an appropriate concordant score. Seniors meet 6 Saturday Mornings from January to March for additional support (3 hours of instruction and practice).

Strategy Rationale

To improve our Senior Student graduation rate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rutland, Cathy , rutlacf@bay.k12.fl.us

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

Students take an ACT/SAT pretest. This pretest allows the teacher to develop strategies to best improve their ability to score an appropriate concordant score and meet the graduation requirement for ELA. Students then work in small groups, individually to prepare to take/retake these tests.

Strategy: Summer Program

Minutes added to school year: 960

Algebra 1 Support Instruction for the Summer FSA Test

Strategy Rationale

Students receive additional instruction if they were not successful in passing the Algebra 1 EOC and are scheduled to take it again in the summer. This gives students the opportunity to review and practice their math skills before taking the Algebra 1 EOC.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brown, Mike, brownml@bay.k12.fl.us

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

Each students original Algebra 1 EOC score from the spring compared to their Algebra 1 EOC score from the summer and the pass rate.

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

Rutherford High School has two primary programs that engage elementary and middle school students in education and gives those students a look at possible high school opportunities. "ROTC Reads" works with Springfield Elementary twice a month to work with elementary students as mentors to stress the importance of reading. There is a "Chemistry On the Road" program where our high school chemistry students go to different elementary and middle schools to present and assist those students with labs. This programs purpose is to mentor younger students and inspire a desire to learn about math and science during science club.

Rutherford High School works to assist students in their transition to post-secondary education and career fields. RHS participates in Career Connections which is where students get to sample different career opportunities in the area. RHS hosts a senior night where local colleges, Haney Technical Center and the military share post high school opportunities. RHS also works with colleges around the country who visit the school and meet with students. We host representatives from the local universities and local state college to meet with students in groups during college fairs and filling out financial aid information. RHS also administers the ASVAB every November for students interested in military career options.

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

Guidance works with students on their individual course selection based on career choices. Students choose courses each year and the master schedule is based on those selections and the state requirements. Select students have mentors comprised of community members who visit with them each week to ensure they stay in school and attend to their academics. We have academics that offer Career and Technical components and certification. Colleges, military and community members are invited into the school and students may sign up to have conferences with these representatives.

Elective courses that are offered to students for future employment or job skill training include: Introduction to Information Technology, Culinary Operations I-IV, Television Production I-IV, Marketing I-III, Marketing Co-op, Digital and Multimedia Foundations, Drafting I-IV, Web Design I-II, Auto Production and Engineering, Construction and Carpentry Academy (begins Jan. 2016) Communication's Technology Academy, Air Force JROTC, and Internships.

Students are encouraged to select these classes through their guidance counselors. Students are also exposed to these elective courses throughout the year as the classes participate in school wide activities. Students are recruited yearly to participate in an employment tour around the city to visit the main employers. We encourage the community to come and recruit students for jobs and internships. In addition, seniors and their parents are invited to a presentation with colleges and universities, technical centers and military representatives to share information regarding future majors and careers. Our students also have the opportunity to participate in Career Connections sponsored by the local Chamber of Commerce to acquaint students with the employment possibilities and contacts for those in our community.

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

Our school is committed to offering more career technical courses which give students the opportunity to earn Industry Certifications enabling them to apply their education directly to the world of work. These certifications offer students entry level credentials for career areas of their interest. In 2012 Rutherford Academy programs and Career and Technical classes began to have students study for, sit, take and pass Industry Certification exams with positive results. Since we began testing, 147

students in the culinary arts program passed the ServSafe certification exam. In the business and technical classes, we have had 78 students pass the Adobe Premier Pro certification, 32 students pass the Adobe Photoshop Certification, 46 students pass the Adobe Dreamweaver Certification and 16 passed the Flash Certification. In our Engineering Academy, 36 students have passed the Autocad Certification. Recent certification additions include Illustrator and InDesign which since 2013 have had 16 students pass certification tests. The total for RHS is 371 students since 2012 who have received Industry Certifications with several leading to Merit Scholar Designations on their high school diplomas.

The ComTech Academy integrates English, history and technology courses and focuses on project based learning. (Ex. Students may be studying France in history, while in English look at short stories by a French author and then recreating a map of France or a travel brochure in computers). Our Culinary Arts program feeds directly to the local State College where there is a wonderful Culinary Arts program and Cafe. Our community has a strong "tourism" industry and as a result the "Culinary" programs in our community are important. We have worked on updating our Drafting and engineering offerings by totally remodeling the program facility . We have a need for drafting and engineering skills in our community which is supported by the location of two military bases. Tyndall AFB and the Navy Research Base both utilize engineers and individuals with drafting skills. Our emphasis in math and science is supported by the build- up of this program.

Our students have the opportunity to enroll in part-time programs at the county technical education center and receive certifications and skills not offered on our physical campus. (ex. Aviation Mechanics and cosmetology).

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

Since 2012, Rutherford has added to our Career and Technical program offerings by beginning a Engineering and Manufacturing Academy and a Construction and Carpentry Academy (Jan 2016). We have added industry certification tests in 8 areas within business and technical education, engineering and culinary operations. We have partnered with our local middle school to provide a technology teacher in the Manufacturing and Engineering program to introduce middle school students to this academy and career field. This teacher is teaching one class of introduction to Engineering and Manufacturing on their campus. Rutherford High School works closely with Haney Technical Center to provide students with career and technical education and programs such as auto-mechanics, aviation and welding which feed into jobs within our community. Students are able to attend Haney Technical Center as a Rutherford student on a part-time basis.

Guidance counselors encourage all student to register for a career and technical academy or a career and technical course which leads to industry certification. Our guidance counselors are aware of the opportunity for students to earn math and science credits through Career and Technical Education Certifications and Rutherford High School is seeing students aware of and utilizing this to meet their high school graduation requirements.

Students can also earn math and science credits for passing industry certifications. For example, if a student passes the Adobe Dreamweaver certification, they can earn a credit in a math or science course as long as the course does not require an end of course exam. Any certification that has a state-wide articulation agreement can substitute for a math or science class.

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

Data from the High School Feedback Report

Percent of 2013 graduates who scored at level 3 or better on the 10th grade FCAT in:
(data listed as school, district and state respectively)

Math.....	81.1%	84.3%	81.1%
Reading.....	75.7%	73.4%	72.7%

Both Reading and Math..... 65.6% 67.3% 65.9%

Strategies for improving student readiness

Rutherford High School has developed a multi-pronged attack to meet the needs of our students. Rutherford utilizes the Post Education Readiness Test (PERT) to place students into math and English readiness classes. The percentage of students placed into these classes has increased approximately 50% in the last four years as we work to prepare students for career and post-secondary opportunities. We offer a "Test Preparation and Skills Enhancing Program" on 6 weekends for students who are in need of additional support in Math, English and Science. We offer a "Senior Success" program whereby we target "at risk" seniors for not graduating and work to clear any barriers.

DATA from the High School Feedback Report
 (data listed as school, district, and state respectively)

Percent of 2013 graduates who completed a college prep curriculum: 60.7% 57.5% 63.0%

4 Percent of 2013 graduates who were eligible for the maximum Bright Futures award:

FL Academic Scholars..... 10% 10.5% 7.60%

FL Medallion Scholars..... 14.6% 17.7% 17.2%

FL Gold Seal Vocational..... 0.357% 0.741% 1.60%

5 Percent of 2013 graduates who completed at least one AP, IB, AICE or Dual

Enrollment course: 68.2% 59.5% 53.3%

The International Baccalaureate Program (IB) has begun offering certificates in the areas of math, history, and science to go along with the IB Diploma. This has encouraged non IB diplomat candidates to take more rigorous coursework in these areas through the IB curriculum.

Data from the High School Feedback Report

Percent of 2013 graduates enrolled in a Florida public postsecondary institution in Fall 2013: 53.2% 50.0% 51.4%

15 Percent of 2013 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2013: 0.357% 1.77% 3.44%

16 Percent of 2013 graduates:

at a community college in Florida during Fall 2013..... 36.0% 37.2% 33.0%

at a state university in Florida during Fall 2013..... 16.7% 12.5% 17.6%

at a technical education center in Florida during Fall 2013..... 0.357% 0.518% 1.03%

17 Percent of 2013 graduates enrolled in college credit courses in Fall 2013 at a FL public post-secondary institution earning a GPA above 2.0: 73.6% 73.3% 77.6%

18 Percent of graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0: 100% 88% 83.2%

19 Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:

Remedial Math (non-college credit) 55.1% 60.4% 55.2%

Intermediate Algebra (for elective credit only) 68.4% 63.9% 66.4%

Entry-level Math (for Math credit) 57.5% 55.0% 69.6%

Advanced Math 67.8% 70.1% 61.7%

20 Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed the course:

Remedial Reading or Writing..... 90.4% 81.8% 81.3%

Freshman Comp I or II..... 79.3% 79.0% 80.5%

Other College-level English..... 79.6% 79.2% 81.0%

Strategies:

As mentioned earlier in this plan. Guidance Counselors and students are using their industry certification course work to satisfy their current math and science requirements. Rutherford High School, where appropriate or asked for, is advocating for the ACCEL Graduation Opportunity. Rutherford High School seeks to support student graduation in a timely manner through the following procedures and opportunities:

Guidance Counselors meet with students and parents individually at the end of their Junior Year and

the beginning and middle of their senior year. At these meetings plans are developed with all stakeholders for credit recovery, alternative education opportunities, on-line learning and support programs like "Senior Success."

Senior status letters are mailed out periodically throughout the senior year. Senior meetings are held beginning in the fall and continue into the early spring. These meetings are to support parents and students in the transition from high school to post-secondary colleges and careers.

Students are encouraged to complete credit recovery courses through Edgenuity and Virtual school to graduate in a timely manner.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** To improve reading analysis of informational text and literature across the curriculum using writing strategies.

- G2.** To develop professional learning communities in testing areas so that teachers can use data to improve instruction and therefore student proficiency.

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. To improve reading analysis of informational text and literature across the curriculum using writing strategies. 1a

G071530

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	5.0

Resources Available to Support the Goal 2

- District schedule allowing for two planning periods each school day. One can be utilized at least monthly for Professional Learning Communities.
- Professional Development on Professional Learning Centers for all stakeholders.
- District staff specialists, literacy coach, district data coach, district math coach and district PAL
- Additional instructional time offered to students on Saturdays before FSA testing.
- New Teacher meetings at the school and the district wide trainings.
- Rutherford Test Preparation Academies

Targeted Barriers to Achieving the Goal 3

- New standards which teachers are not as familiar with.
- New testing questions which teachers may not have incorporated in their assessments
- Teachers who are not proficient at generating DOK level questions on their assessments to mirror the FSA/EOC level of comprehension required for proficiency.
- New skills that students are going to be asked to complete.
- 11 Brand new teachers to our school

Plan to Monitor Progress Toward G1. 8

QAR data which by department addresses the question levels and written prompts and student evidence offered.

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

This allows our students to have multiple opportunities to read information to answer challenging questions and write with support from the text.

G2. To develop professional learning communities in testing areas so that teachers can use data to improve instruction and therefore student proficiency. 1a

G071531

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Common Planning Time
- Collaborative development of assessments (either formative or summative)
- District instructional resources in ELA and Math

Targeted Barriers to Achieving the Goal 3

- New to the PLC process
- New to sharing data

Plan to Monitor Progress Toward G2. 8

The teachers who enter the data, discuss the data, and the actions taken based on the data as evidenced by agenda and minutes of the PLC. (Administrators are monitoring the PLC group they are evaluating)

Person Responsible

Coy Pilson

Schedule

Weekly, from 9/15/2014 to 5/27/2016

Evidence of Completion

Google docs, minutes, agendas etc.

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. To improve reading analysis of informational text and literature across the curriculum using writing strategies. **1**

 G071530

G1.B1 New standards which teachers are not as familiar with. **2**

 B186431

G1.B1.S1 PLC's where standards and standard based assesments are discussed. **4**

 S197812

Strategy Rationale

Teachers working together to discuss what the standard being taught encompasses and to offer each other support in making sure that all of the unpacked standard is addressed. PLC group teachers work to develop common formative/summative assessments to monitor student progress and problem solve on how to help those who are struggling, those that are doing well and to reflect on how to improve instruction overall.

Action Step 1 **5**

Work with District Instructional Coaches

Person Responsible

Jennifer Rogers

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

PLC notes/assessments

Action Step 2 5

QAR's that concentrate on using evidence from reading to answer DOK level 2 and 3 questions

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 9/16/2015 to 5/16/2016

Evidence of Completion

QAR's will be evaluated by the SIP team and recommendations sent out to the faculty for increasing proficiency in the cross curricular strategy. The school PLC on QAR's if keeping data based on the writing rubric to analyze the strength of this strategy as a reading/thinking and analyzing tool Teachers will be submitting QAR's to their evaluating administrators to ensure all students are working on these skills in all classes.

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

QAR's will be turned in by each teacher to their evaluating administrator. Once a month a departments QAR's will be reviewed by the SIP team and ideas for improvement in developing questions, readings, etc. will be given to the department. These QAR's require students to read and answer questions and to answer one writing prompt which requires students to use evidence from their readings to formulate a response.

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

QAR' questions with readings will be collected. One good example and one poor student example and minutes in the SIT meeting

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

Teachers will get departmental feedback on the QAR's

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 9/30/2015 to 5/27/2016


Evidence of Completion

SIT members will look at DOK level's for questions and the written evidence they provide to a prompt they are given.

G1.B2 New testing questions which teachers may not have incorporated in their assessments 2

 B186432

G1.B2.S1 Offer professional development on the different question types that students will be expected to be able to answer. 4

 S197813

Strategy Rationale

Professional development on this new state testing format will allow teachers to feel more confident about their understanding of the new questions as well as strategies to include them in classes and not just in summative assessments.

Action Step 1 5

To offer professional development on the new question types across the curriculum.

Person Responsible

Jennifer Rogers

Schedule

Every 6 Weeks, from 10/23/2014 to 3/25/2016

Evidence of Completion

Sign in sheets from the professional development trainings.

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

Teachers will be asked to submit a formative or summative assessment that shows the inclusion of the new test questions.

Person Responsible

Jennifer Rogers

Schedule

Monthly, from 10/31/2014 to 5/27/2016

Evidence of Completion

Teachers will submit actual assessments that mirror the questions types that will be asked on the state assessments.

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

Teacher tests will be kept

Person Responsible

Jennifer Rogers


Schedule

Monthly, from 10/30/2014 to 5/27/2016

Evidence of Completion

The test that students answer will be submitted and held.

G1.B3 Teachers who are not proficient at generating DOK level questions on their assessments to mirror the FSA/EOC level of comprehension required for proficiency. 2

 B186433

G1.B3.S1 Professional Development on Depth of Knowledge and how to develop questions for assessments that reflect different Depths of Knowledge as well as to familiarize them with the Depth of Knowledge requirement for the standards being taught. 4

 S197814

Strategy Rationale

This is all new to our teachers, and professional development on these important aspects of instruction will allow teachers to ask questions in a supportive environment, gain proficiency in DOK and become familiar with the different levels of DOK required by each standard.

Action Step 1 5

Professional Development

Person Responsible

Jennifer Rogers

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Direct instruction/readings on QAR's

Person Responsible

Jennifer Rogers

Schedule

Semiannually, from 9/16/2015 to 5/27/2016

Evidence of Completion

Instructional coach will incorporate DOK level information in PD for teachers once each semester.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

This professional development will be put on the instructional calendar

Person Responsible

Jennifer Rogers


Schedule

On 5/27/2016


Evidence of Completion

emails reminding teachers of the professional development, Professional development calendar

G1.B4 New skills that students are going to be asked to complete. 2

 B186434

G1.B4.S1 Additional core instruction time 4

 S197815

Strategy Rationale

Students will need practice at these new skills

Action Step 1 5

Saturday School Program to give below grade level students additional core instruction.

Person Responsible

Elizabeth Patterson

Schedule

Biweekly, from 1/15/2016 to 3/7/2016

Evidence of Completion

G2. To develop professional learning communities in testing areas so that teachers can use data to improve instruction and therefore student proficiency. 1

G071531

G2.B1 New to the PLC process 2

B186438

G2.B1.S1 Working through the PLC process as a team. 4

S197818

Strategy Rationale

As the individuals work through the PLC process and gain confidence in the process the more accepting of the process the participants will become.

Action Step 1 5

To have each teacher participate in a PLC.

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 9/15/2014 to 5/27/2016

Evidence of Completion

Agendas, minutes

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

Teacher sign in and teacher data sheets

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 9/15/2014 to 5/27/2016

Evidence of Completion

Teacher google docs where data is entered and sign in sheets for attending the PLC's.

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

Teacher google docs or common data brought to meeting

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 9/15/2014 to 5/27/2016

Evidence of Completion

The teachers records of the common assessments and the minutes of the meeting which answer the four questions with regards to the PLC process.

G2.B1.S2 PLC edmodo professional development offered by the Principal 4

 S197819

Strategy Rationale

Principal offered to buy books for teachers on PLC by DuFoor and to post questions by chapter to help teachers gain familiarity with the PLC process.

Action Step 1 5

Principal had teachers sign up to participate in the book study on DuFoor's "Learning by Doing."

Person Responsible

Coy Pilson

Schedule

On 5/1/2016

Evidence of Completion

The discussion board and answers in Edmodo

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers who participate in the book study will read and discuss the chapter in the book.

Person Responsible

Coy Pilson

Schedule

On 5/1/2016

Evidence of Completion

The discussions from the readings on Edmodo will be the evidence collected and professional development will be awarded to those teachers who participate in and complete the book study.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teachers will reflect at the end of the book on how this has helped them be more effective in their PLC groups

Person Responsible

Coy Pilson


Schedule

On 5/31/2016

Evidence of Completion

Reflection statements in Edmodo

G2.B3 New to sharing data **2**

 B186440

G2.B3.S1 Set up a google doc or other system by which teachers can share their data and come to the PLC's with some questions and ideas. PLC groups will be given a notebook to keep their norms, minutes, and common assessments. **4**

 S197821

Strategy Rationale

This central system for sharing data means that they will have time to prepare for the PLC meetings and to make the most of the limited time for Common Planning that is available.

Action Step 1 **5**

Each PLC will choose a system to share data that is shareable.

Person Responsible

Coy Pilson

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Administrator for each PLC group will look at the notebooks to note the minutes/data collection instruments

Person Responsible

Coy Pilson

Schedule

Semiannually, from 9/1/2015 to 5/27/2016

Evidence of Completion

Minutes, norms, assessments should be collected in the notebook

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Evaluating administrator will check the notebooks for appropriate data collection sheets, minutes, etc.

Person Responsible

Coy Pilson

Schedule

Semiannually, from 9/16/2015 to 5/27/2016

Evidence of Completion

Notebooks with school year information in them.

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	Work with District Instructional Coaches	Rogers, Jennifer	9/1/2015	PLC notes/assessments	5/27/2016 monthly
G1.B2.S1.A1	To offer professional development on the new question types across the curriculum.	Rogers, Jennifer	10/23/2014	Sign in sheets from the professional development trainings.	3/25/2016 every-6-weeks
G1.B3.S1.A1	Professional Development	Rogers, Jennifer	9/16/2015		5/27/2016 monthly
G1.B4.S1.A1	Saturday School Program to give below grade level students additional core instruction.	Patterson, Elizabeth	1/15/2016		3/7/2016 biweekly
G2.B1.S1.A1	To have each teacher participate in a PLC.	Patterson, Elizabeth	9/15/2014	Agendas, minutes	5/27/2016 monthly
G2.B1.S2.A1	Principal had teachers sign up to participate in the book study on DuFoor's "Learning by Doing."	Pilson, Coy	9/1/2015	The discussion board and answers in Edmodo	5/1/2016 one-time
G2.B3.S1.A1	Each PLC will choose a system to share data that is shareable.	Pilson, Coy	9/16/2015		5/27/2016 monthly
G1.B1.S1.A2	QAR's that concentrate on using evidence from reading to answer DOK level 2 and 3 questions	Patterson, Elizabeth	9/16/2015	QAR's will be evaluated by the SIP team and recommendations sent out to the faculty for increasing proficiency in the cross curricular strategy. The school PLC on QAR's if keeping data based on the writing rubric to analyze the strength of this strategy as a reading/thinking and analyzing tool Teachers will be submitting QAR's to their evaluating administrators to ensure all students are working on these skills in all classes.	5/16/2016 monthly
G1.MA1	QAR data which by department addresses the question levels and written prompts and student evidence offered.	Patterson, Elizabeth	9/16/2015	This allows our students to have multiple opportunities to read information to answer challenging questions and write with support from the text.	5/27/2016 monthly
G1.B1.S1.MA1	Teachers will get departmental feedback on the QAR's	Patterson, Elizabeth	9/30/2015	SIT members will look at DOK level's for questions and the written evidence	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				they provide to a prompt they are given.	
G1.B1.S1.MA1	QAR's will be turned in by each teacher to their evaluating administrator. Once a month a departments QAR's will be reviewed by the SIP team and ideas for improvement in developing questions, readings, etc. will be given to the department. These QAR's require students to read and answer questions and to answer one writing prompt which requires students to use evidence from their readings to formulate a response.	Patterson, Elizabeth	9/16/2015	QAR' questions with readings will be collected. One good example and one poor student example and minutes in the SIT meeting	5/27/2016 monthly
G1.B2.S1.MA1	Teacher tests will be kept	Rogers, Jennifer	10/30/2014	The test that students answer will be submitted and held.	5/27/2016 monthly
G1.B2.S1.MA1	Teachers will be asked to submit a formative or summative assessment that shows the inclusion of the new test questions.	Rogers, Jennifer	10/31/2014	Teachers will submit actual assessments that mirror the questions types that will be asked on the state assessments.	5/27/2016 monthly
G1.B3.S1.MA1	This professional development will be put on the instructional calendar	Rogers, Jennifer	9/16/2015	emails reminding teachers of the professional development, Professional development calendar	5/27/2016 one-time
G1.B3.S1.MA1	Direct instruction/readings on QAR's	Rogers, Jennifer	9/16/2015	Instructional coach will incorporate DOK level information in PD for teachers once each semester.	5/27/2016 semiannually
G2.MA1	The teachers who enter the data, discuss the data, and the actions taken based on the data as evidenced by agenda and minutes of the PLC. (Administrators are monitoring the PLC group they are evaluating)	Pilson, Coy	9/15/2014	Google docs, minutes, agendas etc.	5/27/2016 weekly
G2.B1.S1.MA1	Teacher google docs or common data brought to meeting	Patterson, Elizabeth	9/15/2014	The teachers records of the common assessments and the minutes of the meeting which answer the four questions with regards to the PLC process.	5/27/2016 monthly
G2.B1.S1.MA1	Teacher sign in and teacher data sheets	Patterson, Elizabeth	9/15/2014	Teacher google docs where data is entered and sign in sheets for attending the PLC's.	5/27/2016 monthly
G2.B3.S1.MA1	Evaluating administrator will check the notebooks for appropriate data collection sheets, minutes, etc.	Pilson, Coy	9/16/2015	Notebooks with school year information in them.	5/27/2016 semiannually
G2.B3.S1.MA1	Administrator for each PLC group will look at the notebooks to note the minutes/data collection instruments	Pilson, Coy	9/1/2015	Minutes, norms, assessments should be collected in the notebook	5/27/2016 semiannually
G2.B1.S2.MA1	Teachers will reflect at the end of the book on how this has helped them be more effective in their PLC groups	Pilson, Coy	9/1/2015	Reflection statements in Edmodo	5/31/2016 one-time
G2.B1.S2.MA1	Teachers who participate in the book study will read and discuss the chapter in the book.	Pilson, Coy	9/1/2015	The discussions from the readings on Edmodo will be the evidence collected and professional development will be awarded to those teachers who participate in and complete the book study.	5/1/2016 one-time

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. To improve reading analysis of informational text and literature across the curriculum using writing strategies.

G1.B1 New standards which teachers are not as familiar with.

G1.B1.S1 PLC's where standards and standard based assesments are discussed.

PD Opportunity 1

Work with District Instructional Coaches

Facilitator

Jennifer Rogers

Participants

All teachers

Schedule

Monthly, from 9/1/2015 to 5/27/2016

PD Opportunity 2

QAR's that concentrate on using evidence from reading to answer DOK level 2 and 3 questions

Facilitator

Jennifer Rogers

Participants

All teachers during planning period

Schedule

Monthly, from 9/16/2015 to 5/16/2016

G1.B2 New testing questions which teachers may not have incorporated in their assessments

G1.B2.S1 Offer professional development on the different question types that students will be expected to be able to answer.

PD Opportunity 1

To offer professional development on the new question types across the curriculum.

Facilitator

Jennifer Rogers

Participants

Teachers/Administration

Schedule

Every 6 Weeks, from 10/23/2014 to 3/25/2016

G1.B3 Teachers who are not proficient at generating DOK level questions on their assessments to mirror the FSA/EOC level of comprehension required for proficiency.

G1.B3.S1 Professional Development on Depth of Knowledge and how to develop questions for assessments that reflect different Depths of Knowledge as well as to familiarize them with the Depth of Knowledge requirement for the standards being taught.

PD Opportunity 1

Professional Development

Facilitator

Jennifer Rogers

Participants

Schedule

Monthly, from 9/16/2015 to 5/27/2016

G2. To develop professional learning communities in testing areas so that teachers can use data to improve instruction and therefore student proficiency.

G2.B1 New to the PLC process

G2.B1.S1 Working through the PLC process as a team.

PD Opportunity 1

To have each teacher participate in a PLC.

Facilitator

Administrator of record

Participants

those that are in the PLC.

Schedule

Monthly, from 9/15/2014 to 5/27/2016

G2.B1.S2 PLC edmodo professional development offered by the Principal

PD Opportunity 1

Principal had teachers sign up to participate in the book study on DuFoor's "Learning by Doing."

Facilitator

Coy Pilson

Participants

All teachers who have signed up for the professional development

Schedule

On 5/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Work with District Instructional Coaches				\$0.00
2	G1.B1.S1.A2	QAR's that concentrate on using evidence from reading to answer DOK level 2 and 3 questions				\$0.00
3	G1.B2.S1.A1	To offer professional development on the new question types across the curriculum.				\$0.00
4	G1.B3.S1.A1	Professional Development				\$0.00
5	G1.B4.S1.A1	Saturday School Program to give below grade level students additional core instruction.				\$14,020.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Rutherford High School	Other		\$11,500.00
			<i>Notes: Drop out prevention funds - offer 6 Saturday core instructional opportunities in ELA and Algebra 1 to students who are at risk for being below proficiency.</i>			
			0341 - Rutherford High School	Other		\$1,120.00
			<i>Notes: Drop out prevention funds - 4 days of Algebra 1 preparation for the Summer Algebra 1 EOC test for students who did not pass the spring EOC test.</i>			
			0341 - Rutherford High School	Other		\$1,400.00
			<i>Notes: Drop out prevention funds/tutoring for seniors who need to pass a state test to graduate.</i>			
6	G2.B1.S1.A1	To have each teacher participate in a PLC.				\$0.00
7	G2.B1.S2.A1	Principal had teachers sign up to participate in the book study on DuFoor's "Learning by Doing."				\$0.00
8	G2.B3.S1.A1	Each PLC will choose a system to share data that is shareable.				\$0.00
					Total:	\$14,020.00