

Bay District Schools

Rutherford High School



2016-17 Schoolwide Improvement Plan

Rutherford High School

1000 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rutherford High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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 for nurturing 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.

2. School Environment

a. 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; 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, interviews with family members to determine history of their names and heritage 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 events 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.)

b. 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 bulletin board in the front of the school, 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. During these lessons students are asked to discuss and problem solve conflict resolution. 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.

Gulf Coast State College offers a liaison to the school in order to assist students in scholarships to the Florida university system and the FAFSA application, mentors and counsels students regarding career paths and Dual Enrollment. The liaison also assists with senior meetings, signing students up for SAT and ACT.

c. 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 teachers are provide with professional development on classroom expectations, procedures, and de-escalation of student behaviors. This year our school is uniformly participating in professional development on the book Eric Jensen's "Engaging Students with Poverty in Mind."

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.

d. 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 students. This allows the guidance counselors to work with their students over a period of time and develop strong relationships with their students. We have a counselor for the IB students and two additional counselors who divide the 9th, 10th, 11th and 12th grade students.

The school has a Child Study Team which consists of school counselors, administrators, district resource teacher, ESE Dept. Head and school psychologist. 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 had a Graduation Pathways team that consists of guidance, administration, resource teachers, school psychologist and district Graduation Pathways Coordinator. The emphasis of this team is to address barriers to student graduation 9 - 12 and to establish strategies to overcome those barriers on a student-to- student basis.

Rutherford participates in monthly behavior modification meetings where the focus of the meetings are to address behavior strategies, and incentives in coordination with the district and community to encourage a 97%+ attendance rate with no D's or F's and no discipline referrals.

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 technician who who is in our school each day and who helps our students with medical concerns like diabetes, etc. Additionally the Health Department provides a nurse who is in the school once every two weeks who is also available for classroom presentations on health and IEP's when appropriate.

We have mentor support through our Military Liaisons, our military counselors, military mentors, community mentors, Gulf Coast State College Liaison and Bay Education Foundation Mentors. Internship opportunities and program support for Career Academies include the Northwest Manufacturing Counsel and the Construction Consortium of Bay County among others..

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	35	36	17	120	
One or more suspensions	0	0	0	0	0	0	0	0	0	10	13	6	2	31	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	39	58	45	24	166	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	90	69	41	279	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	32	49	30	14	125	

c. 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 have the opportunity to participate in this remediation 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: Targeted English teachers will use Reading Units that focus on vocabulary and basic Biology concepts that would be taught for our 10th grade struggling learners. These

students will then 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.

6. Meet at the Media Center Program: This program offers students and parents access to the media center for one additional hour every day. This access will give students the opportunity to access internet and complete homework, prepare for the ACT/SAT, to do any on-line programs (Edgenuity, Florida Virtual School, Bay Virtual School, Gulf Coast State College Web-Based courses, Industry Certification preparation programs). Students can also work on projects with project materials provided and access research materials.

7. Teachers of EOC tested subjects such as Algebra 1, Geometry, Biology, and U.S. History are asked to develop a review program for their classes. Students are all exposed to the reviews two weeks before they test.

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

9. READ 180/System 44 Programs for targeted students in 9th and 10th grades: This program gives each student a skills test and then adjusts their individual program to meet their areas of deficiency. Students in this program are in a 90 minute reading block. These students work through three centers (independent reading, computer targeted program, and small group work). We have 49 license and presently have 48 students in the program.

10. Math 180 program for targeted students in the 9th grade. This program gives each student a skills test and then adjusts their individual program to meet their individual areas of deficiency. Students in this program are in a 90 minute block. Students in this program work for 20 minutes in small group and 20 minutes on the computer working on their targeted skill areas. The next 45 minute block the same instructor builds on what the students have done as they meet the standards for Algebra 1A.

11. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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 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 two 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Pilson, Coy	Principal
Patterson, Elizabeth	Assistant Principal
Lee, Doug	Assistant Principal
Crews, Myra	Teacher, K-12
Morris, Rachel	Teacher, K-12
Taylor-Butler, Sherry	Teacher, K-12
Bryant, Angela	Teacher, K-12
Gall, Margot	School Counselor
Fraser, Beverly	Teacher, K-12

b. Duties

1. 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 Guidance Counselor, ESE Dept. Head, English Teacher and Dual Enrollment Instructor, Science, Math and Language teachers.)

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 developed a 9th grade positive behavior system. Ex. would be rewards like tickets to games etc. The SIP team supported the integration of the READ and Math 180 programs. (Read 180 two years ago and Math 180 this year). The School Improvement Team looks

at and sends out ideas for strengthening our QAR research based instructional strategy used across curriculum.

2. 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 looks at Academic data (FSA, EOC, MAPPS, MTSS, and IEP data to identify barriers and initiate improvement steps in making sure that students have all of the educational opportunities and are in the least restrictive environment. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Steve Neely	Teacher
Beth Patterson	Principal
Kelley Broome	Education Support Employee
Coy Pilson	Principal

b. Duties

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

a. 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. This year at our first SAC's meeting we will look at our Math and ELA scores. They are the area of focus for the faculty teams wanted to work on this year.

b. 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.

c. Preparation of the school's annual budget and plan

The SAC's committee received a report from the Principal on the budget. The principal noted that a large part of the school budget goes to pay non-instructional personnel and the copying services and supplies for teachers. The SAC's committee approved the Principal's budget. The SAC's committee is funding the RHS "RAMs Riches" Positive Behavior System program at the school. They have awarded us \$2,000 in the Spring of 2016 and approx. \$1,800 in Fall of 2016. The first part of the plan is to encourage 9th, 10th and 11th students to have good attendance, behavior and grades. The rewards are given out at the end of the 9 weeks and at the end of the semester. (There is an exception for the end of the second semester - a day towards the last week of school is chosen and advertised so that students know when the drawing will be.) The requirements are that the student not have any unexcused absences in the semester, no more than 21 excused absences of three days, no D's or F's and No Discipline reports to include tardy and dress code write ups. These student names are generated from the district Focus program which compiles this and other data. These names are numbered and a random generator displays two numbers in each grade which coincide with a student name. These names are double checked to make sure that they have been enrolled the entire semester and then the announcements are made school wide and the winners

come to the office to choose their reward. Rewards were either a Kindle Fire and protective cover or \$50.00 worth of gift cards from a set of options. A staff member, SAC's representative when possible, Principal and Assistant Principal for Curriculum recognize the students and assist in thanking the students and giving out of the incentives.

The second part of the "Ram Riches" program is that teachers are given "Ram Riches" bucks to hand out to students for a variety of reasons. Ex. really studying and doing well on a test, cleaning up, mentoring a fellow student, behavior improvement etc. These "Ram "Riches:" can be turned in to the Media Center for snacks, drinks, shirts, etc. These items are available with varying costs. Ex. a T-shirt might be 10 Ram's Rich's tickets and a bottle of water 1 Ram's Rich's ticket. The students sign their name to the back of the "Ram Rich's ticket and it is placed in the fish bowl for all to see and two names are drawn from the fish bowl at the same time that the students in the attendance, grades, discipline etc. are awarded the Kindle Fire and protective cover or the \$50.00 in gift cards. These two names drawn also receive either a Kindle Fire and protective cover or the \$50.00 worth of gift cards. We hope that this will encourage all students to strive to do well in school, have great attendance, and to have excellent behavior.

The Drop out Prevention budget is used to fund the targeted programs we have at the school to focus on improving and supporting our at risk student academic achievement. This would include, senior success, Saturday School, extended media center hours, Biology Busters etc.

2. 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 2015 to 2016 year:

1. Approx. \$4,000 to the Ram's Riches Incentive Program.
2. \$500.00 for T-shirts for students with financial need.
3. \$500.00 for Celebration of Student Academic Success

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 coordinate the "Celebrate Literacy" in January and Scholastic Book Fair in the Spring to freshen the reading/ELA libraries of our teachers and media center.
3. The team will support Saturday School ELA instruction.

D. Public and Collaborative Teaching

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

1. 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 have an additional 45 minute planning period during one of the 7 instructional periods of the day.

Every teacher participates in at least one Professional Learning Community. Each PLC is strengthened by norms and common assessments with common grading rubrics. The common school aim of the PLC is to support student achievement and continue to challenge high achievers. Each PLC will meet monthly on first and third Wednesdays.

RHS faculty meetings incorporate collaborative work between teachers twice a month and twice a month the faculty will be working in groups in targeted professional development on Poverty provided by a trained district coach. The book being used is "Engaging Students with Poverty In Mind" by Eric Jensen. Rutherford High School has a 68% free and reduced lunch rate and our feeder schools are above 80%. We know that not all high school students will report or participate in the free and reduced lunch program.

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

1. Recruitment and Retention: 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.

3. 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 on 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-to-one support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district in cooperation with lead teachers has 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. There is a dedicated ELA instructional coach who is at our school 8 days a month to work with assisting teachers to implement the ELA instructional shifts in their classrooms to increase student academic achievement as measured by the state FSA. The secondary math changes in the curriculum are extensive and the district has assigned a math instructional coach to be at our school 8 days a month to work with our teachers to make sure that they have the support the teachers as they implement the instructional shifts necessary to be successful on State Standards Assessments. Our district has a district science and social studies instructional coach/coordinator who offer support to the schools and have several meetings a year

where teacher leaders work with these instructional coaches to keep teacher abreast of the most current policies and standards.

b. Instructional Strategies

1. 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 two Wednesday mornings a month during common planning and look at formative and summative assessments and use each other as well as other resources to reteach and reassess a students comprehension of the standards.

The SAC's, SIP, and Admin team work on the FSA/EOC data for the school and student overall and by demographic. In response to this data we adjust the programs and opportunities at our school Ex. Saturday School, Senior Success, Extended Media Center hours etc.

2. 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, Algebra 1, Geometry and Biology is offered to Students at the school and when room allows to other schools in Bay District Schools. This Academic Test Preparation Program focuses on standards that the PLC's in each of these academic areas believe the students need reinforcement in. The program is based on the Florida State Standards to assist students in gaining proficiency.

Strategy Rationale

Students are in need of additional English Language Arts, Algebra 1, Geometry, Biology and American History 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 who are below grade level are strategically chosen to participate in the READ 180 and Math 180 program to give them some basic skills necessary to be successful in high school. 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: Extended School Day

Minutes added to school year: 4,320

Extended Media Center Hours

Strategy Rationale

To offer students reliable access to internet and technology to support their credit recovery work, industry certification study and practice testing, homework, project work, etc.

Strategy Purpose(s)

- Enrichment

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

Our Media Center para will be keeping sign in records of students using the after school program and what the main purpose of their work that day.

Strategy: Extended School Year

Minutes added to school year: 5,760

Credit Recovery

Strategy Rationale

To support student achievement and on time graduation

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

The summer of 2016 we began a credit recovery program. In cooperation with Bay Virtual School the summer of 2017 we will continue this program with some changes. Bay Virtual School will enroll the students in the credit recovery classes and will provide teachers to come to satellite locations (RHS will be a satellite location this summer) who will on a rotational basis be available to students for individual support. (Ex. Monday math, Tuesday English etc.) Rutherford will advertise and hire a part-time Credit Recovery Coordinator to be a consistent support for our students and who will keep attendance, progress, and parent contact records.

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 and Algebra 1 and who have not received an appropriate concordant score. This is a two or three part program.

1. Senior Success for Fall: Meeting with students to get them registered for the ACT/SAT tests to try for an English concordant score to meet the graduation requirement. At this time Seniors are shown the ACT and SAT free test preparation materials both on line and workbooks. Students who have free and reduced lunch are encouraged to register for their two free test taking opportunities with SAT and ACT to try to meet the concordant score requirement. Students who have not passed the Algebra 1 EOC are given test preparation after school before testing occurs in the Fall Semester to support their passing either the Algebra 1 EOC or PERT Test with a concordant score. (Ex. This fall semester students who have not passed the ELA FSA are encouraged to register for the ACT/SAT test. For those who are registered for the Oct. 22nd ACT test or will be registered to try to get a concordant score, we are offering a ACT/SAT Test Preparation study session for Oct. 1st and Oct. 8th in the media center from 8am to 11am.) Students who need to pass the Algebra 1 Test or get a concordant score will be offered additional support after school in November 2016 two days a week for an hour with a math teacher using targeted skill practice designed to help students pass the PERT or Algebra 1 EOC.

2. In the Spring Semester of the Senior year, students who are still struggling to pass either the ELA FSA or Algebra 1 EOC tests and concordant opportunities are invited to participate in the Senior Success program which meet 6 Saturday Mornings from January to March for additional support (3 hours of instruction and practice per Saturday and a total of 18 additional hours).

3. Seniors that still are at risk for not graduating having participated in the above opportunities are enrolled into Giant Campus where they complete their high school requirements and receive a Giant Campus High School diploma. This alternative high school is a certified high school in the State of Florida.

Strategy Rationale

To improve our Senior Student graduation rate.

Strategy Purpose(s)

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

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)

""

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. The Science Club offers an outreach program called "Chemistry on the Road" where the club members 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 county 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 twice a year for students interested in military career options.

b. College and Career Readiness

1. 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: Culinary Operations I-IV with SERVESAFE Certification, Television Production I-IV, Marketing I-III, Marketing Co-op, Digital and Multimedia Foundations I - VIII with Photoshop, Premier, Illustrator and Dreamweaver Certifications, Drafting I-IV with Auto-CAD certification, Journalism IV - VII honors with InDesign Certification, Auto Production and Engineering, Construction and Carpentry Academy (began Jan. 2016) Communication's Technology Academy, Air Force JROTC, Internships, Co-Op and blended Career and Technical Instruction in cooperation with Haney Technical Center.

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.

2. 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).

3. 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.

4. 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 2014 High School Feedback Report

SCHOOL: RUTHERFORD HIGH SCHOOL SCHOOL DISTRICT STATE

Number of 2004 high school graduates with standard diploma or GED: 309 1,244 122,899

PRE-GRADUATION INDICATORS SCHOOL/DISTRICT/ STATE

Percent of 2004 graduates who scored at level 3 or better on the 10th grade FCAT in:

Math..... 74.0% 76.7% 74.0%

Reading..... 44.6% 47.6% 45.6%

Both Reading and Math..... 42.1% 43.5% 42.2%

Percent of 2004 graduates who completed a college prep curriculum: 48.8% 51.6% 58.6%

Percent of 2004 graduates who were eligible for the maximum Bright Futures award:

FL Academic Scholars..... 11.3% 8.76% 6.87%

FL Medallion Scholars..... 23.3% 27.6% 25.8%

FL Gold Seal Vocational..... 3.88% 2.97% 1.34%

Percent of 2004 graduates who completed at least one AP, IB, AICE or Dual Enrollment course:

74.7% 68.8% 37.7%

Percent of 2004 graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade:

3.55% 1.60% 18.9%

Percent of 2004 graduates who completed at least one level 3 high school math course:

44.6% 40.5% 44.7%

Percent of 2004 graduates who completed at least one level 3 high school science course:

74.4% 54.7% 51.5%

Percent of 2004 graduates with standard high school diploma who took the SAT / ACT / CPT / PERT, entered a public college or university in Florida in the year following graduation, and scored at or above college-level cut scores:

SCHOOL DISTRICT STATE

Math..... 73.0% 70.1% 69.4%

Reading..... 80.3% 78.0% 76.9%

Writing..... 83.1% 81.9% 82.7%

All Three Subjects..... 64.0% 60.9% 62.6%

SCHOOL DISTRICT STATE

Percent of 2004 graduates enrolled in a Florida public postsecondary institution in Fall 2004:

56.6% 58.4% 52.3%

Percent of 2004 graduates:

at a community college in Florida during Fall 2004.....

38.5% 44.2% 30.6%

at a state university in Florida during Fall 2004.....

17.4% 13.5% 21.8%

at a technical education center in Florida during Fall 2004.....

0.647% 1.28% 1.16%

Percent of 2004 graduates enrolled in college credit courses in Fall 2004 at a FL public postsecondary institution earning a GPA above 2.0:

81.7% 73.2% 77.4%

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

SCHOOL DISTRICT STATE

Remedial Math (non-college credit) 75% 64.7% 52.4%

Intermediate Algebra (for elective credit only) 66.6% 60% 57.9%

Entry-level Math (for Math credit) 61.8% 59.8% 48.8%

Advanced Math 44.4% 54.3% 51.1%

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

SCHOOL DISTRICT STATE

Remedial Reading or Writing..... 73.3% 60.1% 63.9%

Freshman Comp I or II..... 71.4% 71.1% 60.2%

Other College-level English..... NA 61.9% 62.2%

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To Improve proficiency (level 3) ELA FSA and Math EOC scores by 4 percentage points focusing on standards based instruction and appropriate DOK level questions and assessments.
- G2.** To have PLC's use a common practices to include: grading practices, make-up work practices, rubrics, and to build on their formative and summative assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To Improve proficiency (level 3) ELA FSA and Math EOC scores by 4 percentage points focusing on standards based instruction and appropriate DOK level questions and assessments. **1a**

 G084089

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	4.0
Algebra I EOC Pass Rate	4.0

Targeted Barriers to Achieving the Goal **3**

- New standards and instructional shifts which students and teacher are not yet proficient in.
- Teachers who are not proficient at generating DOK level questions on their assessments to mirror the FSA/EOC level of comprehension required for proficiency.
- Socio- Economic problems like increased homelessness.
- 15 brand new teachers in our school (4 in English and 3 new math teachers and one math teacher to retire at the semester)

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional Development on Professional Learning Communities 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
- National Math and Science initiative to offer Advanced Placement Courses to Level 2 and above students with support

Plan to Monitor Progress Toward G1. **8**

QAR DOK level and writing score rubric score recorded. PLC will record this information and share on google drive.

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.

Plan to Monitor Progress Toward G1. 8

Professional Development on the Instructional Shifts by district instructional coaches

Person Responsible

Elizabeth Patterson

Schedule

On 11/3/2016

Evidence of Completion

Instructional Coaches will do training on the instructional shifts and will collect sign in sheets.
Admin will visit classrooms to note instructional shifts occurring in classes.

Plan to Monitor Progress Toward G1. 8

"Coaching Cycle" with district instructional coaches

Person Responsible

Coy Pilson

Schedule

Semiannually, from 9/1/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Progress Toward G1. 8

Professional Development on teacher book study by Jensen: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement.

Person Responsible

Coy Pilson

Schedule

Biweekly, from 9/8/2016 to 2/23/2017

Evidence of Completion

Sign in sheets/Plus 2 data on relationships between students and teachers.

G2. To have PLC's use a common practices to include: grading practices, make-up work practices, rubrics, and to build on their formative and summative assessments. 1a

G084090

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Targeted Barriers to Achieving the Goal 3

- Growing in PLC process but new members in almost all teams.
- New to sharing data

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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

 = Problem Solving Step  S123456 = Quick Key

G1. To Improve proficiency (level 3) ELA FSA and Math EOC scores by 4 percentage points focusing on standards based instruction and appropriate DOK level questions and assessments. 1

 G084089

G1.B1 New standards and instructional shifts which students and teacher are not yet proficient in. 2

 B223434

G1.B1.S1 PLC's where standards and standard based assessments and instructional shifts are discussed. 4

 S235728

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. Teachers provided information on the ELA and Math instructional shifts.

Action Step 1 5

Work with District Instructional Coaches to improve standards based instruction and DOK level questions and tasks and teacher understanding of the instructional shifts.

Person Responsible

Elizabeth Patterson

Schedule

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

Evidence of Completion

Instructional Coaching logs of time spent with teachers

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 PLC team and ideas for improvement in developing questions, readings, etc. will be given to the department. Once a nine weeks the SIP team will look at QAR's to make suggestions to the faculty. These QAR's require students to read and answer questions with at least 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 at PLC meetings the week of the 16th and 30th. A part of the PLC minutes will reflect their focus on the QAR's for some part of the PLC meeting

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

PLC group feedback within the PLC

Person Responsible

Elizabeth Patterson

Schedule

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

Evidence of Completion

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

G1.B1.S2 Saturday School - Test Preparation Academy - Students are given additional time to work on standards that PLC teachers determine students need additional support in. 4

 S235729

Strategy Rationale

Students need extra time/support in standards that they are struggling to gain proficiency.

Action Step 1 5

Saturday School - Test Preparation Academy

Person Responsible

Elizabeth Patterson

Schedule

Biweekly, from 1/21/2017 to 3/11/2017

Evidence of Completion

Student sign in lists/schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Saturday School - Test Preparation Academy

Person Responsible

Elizabeth Patterson

Schedule

Biweekly, from 1/21/2017 to 3/11/2017

Evidence of Completion

Student Sign in sheets/strategy and lessons devised to target skills

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data is kept based on student participation in the program and their assessment results

Person Responsible


Elizabeth Patterson

Schedule

Biweekly, from 1/21/2017 to 3/11/2017

Evidence of Completion

G1.B1.S3 Senior Success Program 4

 S235730

Strategy Rationale

Works with seniors who have not passed the Algebra 1 or FSA graduation requirement assessments. Students need additional strategies to master these tests or the concordant score options available to each test.

Action Step 1 5

Senior Success: Seniors are given Test Preparation Support targeted to their FSA/EOC needs or concordant scores test

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 10/1/2016 to 5/6/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Students are offered support training for test preparation during the school year as needed and during Saturday school.

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 10/1/2016 to 5/6/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data is kept on the students who participate in the program and their performance.

Person Responsible

Elizabeth Patterson

Schedule

Monthly, from 10/1/2016 to 5/6/2017

Evidence of Completion

Sign in sheets/data kept based on attendance and FSA/EOC data.

G1.B1.S4 Credit Recovery during the school year and summer to support graduation opportunities for every student. 4

 S235731

Strategy Rationale

Students need multiple opportunities to show proficiency in subject areas.

Action Step 1 5

Credit Recovery: Program to offer students maximum opportunities to graduate on time.

Person Responsible

Doug Lee

Schedule

Daily, from 8/26/2016 to 5/19/2017

Evidence of Completion

Credit Recovery options are available to students who need to make up school work during the school year and in the summer for approx. 6 weeks.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Guidance counselors place students who need to make up credit to be eligible for graduation in the Credit Recovery Classes.

Person Responsible

Doug Lee

Schedule

Daily, from 8/26/2016 to 5/12/2017

Evidence of Completion

Number of students who are able to recover credit and therefore eligible for graduation. This is done in cooperation with Bay Virtual School who funds the teachers and Para's during the school year and in the summer they will pay for the teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Credit Recovery

Person Responsible

Doug Lee

Schedule

Daily, from 8/26/2016 to 5/19/2017

Evidence of Completion

Data will be kept on students who participate in the program and their success rate. This is coordinated through Guidance and Mr. Lee, however it is funded and supervised by Bay Virtual School.

G1.B1.S5 Summer Algebra 1/EOC/Pert Preparation Academy 4

 S235732

Strategy Rationale

Students who have not passed the Algebra 1 graduation requirement assessment need additional instruction over the summer to give them their best opportunity to pass the EOC/PERT to meet the graduation requirement.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #5
Complete one or more action steps for this Strategy or de-select it

G1.B1.S6 Rams Positive Behavior/Grades/Attendance system 4


 S235733

Strategy Rationale

Offer students positive reinforcement for no D's or F's, attendance of 97% or above and no discipline reports each 9 weeks.

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #6
Complete one or more action steps for this Strategy or de-select it

G1.B1.S7 Meet at the Media Center: extended hours for students to have access to the media center, research, homework, online course work, industry certification 4

 S235734

Strategy Rationale

Students need additional time with reliable internet/access to printing and editing materials, research, group projects, programs to study for industry certification and online credit recovery or new credit.

Action Step 1 5

Meet at the Media Center- extended hours for this resource

Person Responsible

Schedule

Daily, from 9/26/2016 to 1/13/2017

Evidence of Completion

Media Center Para Professional will keep sign in data by student their name/need etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

We will monitor the use of the media center and for what purpose.

Person Responsible

Elizabeth Patterson

Schedule

Daily, from 9/26/2016 to 1/13/2017

Evidence of Completion

We will collect student sign in sheets that will indicate not just the time they used but what they used the time for.

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7

We will monitor participation in the program to determine if we will continue to use this support.

Person Responsible

Elizabeth Patterson

Schedule

Daily, from 9/26/2016 to 1/13/2017

Evidence of Completion

We will look at student sign in data and reported use of the facility at this time.

G1.B2 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**

 B223435

G1.B2.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 teachers with the Depth of Knowledge requirement for the standards being taught. **4**

 S235735

Strategy Rationale

Our teachers are gaining comfort and understanding of DOK level questioning and our PLUS 2 district data showed improvement in this area, however we need to improve our DOK activities in class as they were not as high as we had hoped, as well as continue to improve our DOK Level of questioning. Rutherford also have many new teachers who may not be familiar with DOK levels in questioning and activities and/or our standards and therefore professional development will allow teachers to ask questions in a supportive environment, gain and increasing proficiency in DOK.

Action Step 1 **5**

Instructional Shift Professional Development

Person Responsible

Jennifer Rogers

Schedule

Annually, from 10/1/2015 to 12/16/2016

Evidence of Completion

Sign in sheets

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

District Plus 2 visits, professional development once annually, with new teachers as needed, and PLC review of QAR's for DOK

Person Responsible

Jennifer Rogers

Schedule

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

Evidence of Completion

District Plus 2 data that is compiles, professional development sign in sheets, PLC minutes that reflect looking at the DOK levels of QAR questions.

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

This professional development will be put on the instructional calendar, QAR's are due at set times in the month for PLC review, PLUS 2 district visits that monitor DOK level questions and activities.

Person Responsible

Jennifer Rogers

Schedule

On 5/27/2016

Evidence of Completion

emails reminding teachers of the professional development, Professional development calendar, PLUS 2 look for reminders

G1.B4 Socio- Economic problems like increased homelessness. 2

 B223437

G1.B4.S1 Professional Development provided by District Trainer on Poverty and its effect on Student engagement. Book Study and group discussion bi-monthly based on Eric Jensen's book titled "Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement." 4

 S235737

Strategy Rationale

68% of our students are on Free and Reduced Lunch. Our feeder schools are approx. 80%. We have approximately 1/3 new staff in the last few years. There is new brain based research on the effects of Poverty and new research on engagement techniques. To meet the needs of our students, it is important that our faculty and administration stay up to date on this research and strategies.

Action Step 1 5

Book Study on Poverty and Engagement Strategies Professional Development

Person Responsible

Elizabeth Patterson

Schedule

Biweekly, from 9/8/2016 to 2/23/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will sign in and receive professional development points for their work in this book study.

Person Responsible

Elizabeth Patterson

Schedule

Biweekly, from 9/8/2016 to 2/23/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

District Trainer will sensitize teachers to the situations of students and strategies to meet the needs of the students./ Plus 2 will look for relationships between students and teachers as they move through classes.

Person Responsible

Coy Pilson

Schedule

Semiannually, from 9/8/2016 to 4/28/2017

Evidence of Completion

Sign in sheets/ PLUS 2 data.

G2. To have PLC's use a common practices to include: grading practices, make-up work practices, rubrics, and to build on their formative and summative assessments. 1

G084090

G2.B1 Growing in PLC process but new members in almost all teams. 2

B223440

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

S235741

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

PLC Practice Development/ data sharing/ assessment coordination

Person Responsible

Coy Pilson

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 PLC Meetings bi-monthly

Person Responsible

Coy Pilson

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.B3 New to sharing data 2

 B223442

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

 S235743

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(s) Missing for Goal #2, Barrier #3, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 A304016	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 M309411	QAR DOK level and writing score rubric score recorded. PLC will record this information and share...	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
G2.MA1 M309421	The teachers who enter the data, discuss the data, and the actions taken based on the data as...	Pilson, Coy	9/15/2014	Google docs, minutes, agendas etc.	5/27/2016 weekly
G1.B1.S1.MA1 M309397	PLC group feedback within the PLC	Patterson, Elizabeth	9/30/2015	SIT members/Admin Evaluator will look at DOK level's for questions and the written evidence they provide to a prompt they are given.	5/27/2016 monthly
G1.B1.S1.MA1 M309398	QAR's will be turned in by each teacher to their evaluating administrator. Once a month a...	Patterson, Elizabeth	9/16/2015	QAR' questions with readings will be collected at PLC meetings the week of the 16th and 30th. A part of the PLC minutes will reflect their focus on the QAR's for some part of the PLC meeting	5/27/2016 monthly
G1.B1.S1.A1 A304015	Work with District Instructional Coaches to improve standards based instruction and DOK level...	Patterson, Elizabeth	9/1/2015	Instructional Coaching logs of time spent with teachers	5/27/2016 monthly
G1.B2.S1.MA1 M309407	This professional development will be put on the instructional calendar, QAR's are due at set times...	Rogers, Jennifer	9/16/2015	emails reminding teachers of the professional development, Professional development calendar, PLUS 2 look for reminders	5/27/2016 one-time
G1.B2.S1.MA1 M309408	District Plus 2 visits, professional development once annually, with new teachers as needed, and...	Rogers, Jennifer	9/16/2015	District Plus 2 data that is compiles, professional development sign in sheets, PLC minutes that reflect looking at the DOK levels of QAR questions.	5/27/2016 semiannually
G2.B1.S1.MA1 M309415	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 M309416	Teacher PLC Meetings bi-monthly	Pilson, Coy	9/15/2014	Teacher google docs where data is entered and sign in sheets for attending the PLC's.	5/27/2016 monthly
G2.B1.S1.A1 A304024	PLC Practice Development/ data sharing/ assessment coordination	Pilson, Coy	9/15/2014	Agendas, minutes	5/27/2016 monthly
G2.B3.S1.MA1 M309419	Evaluating administrator will check the notebooks for appropriate data collection sheets, minutes,...	Pilson, Coy	9/16/2015	Notebooks with school year information in them.	5/27/2016 semiannually
G2.B3.S1.MA1 M309420	Administrator for each PLC group will look at the notebooks to note the minutes/data collection...	Pilson, Coy	9/1/2015	Minutes, norms, assessments should be collected in the notebook	5/27/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2 M309412	Professional Development on the Instructional Shifts by district instructional coaches	Patterson, Elizabeth	10/6/2016	Instructional Coaches will do training on the instructional shifts and will collect sign in sheets. Admin will visit classrooms to note instructional shifts occurring in classes.	11/3/2016 one-time
G1.B2.S1.A1 A304021	Instructional Shift Professional Development	Rogers, Jennifer	10/1/2015	Sign in sheets	12/16/2016 annually
G1.B1.S7.MA1 M309405	We will monitor participation in the program to determine if we will continue to use this support.	Patterson, Elizabeth	9/26/2016	We will look at student sign in data and reported use of the facility at this time.	1/13/2017 daily
G1.B1.S7.MA1 M309406	We will monitor the use of the media center and for what purpose.	Patterson, Elizabeth	9/26/2016	We will collect student sign in sheets that will indicate not just the time they used but what they used the time for.	1/13/2017 daily
G1.B1.S7.A1 A304020	Meet at the Media Center- extended hours for this resource		9/26/2016	Media Center Para Professional will keep sign in data by student their name/ need etc.	1/13/2017 daily
G1.MA4 M309414	Professional Development on teacher book study by Jensen: Engaging Students with Poverty in Mind:...	Pilson, Coy	9/8/2016	Sign in sheets/Plus 2 data on relationships between students and teachers.	2/23/2017 biweekly
G1.B4.S1.MA1 M309410	Teachers will sign in and receive professional development points for their work in this book study.	Patterson, Elizabeth	9/8/2016	Sign in sheets	2/23/2017 biweekly
G1.B4.S1.A1 A304023	Book Study on Poverty and Engagement Strategies Professional Development	Patterson, Elizabeth	9/8/2016		2/23/2017 biweekly
G1.B1.S2.MA1 M309399	Data is kept based on student participation in the program and their assessment results	Patterson, Elizabeth	1/21/2017		3/11/2017 biweekly
G1.B1.S2.MA1 M309400	Saturday School - Test Preparation Academy	Patterson, Elizabeth	1/21/2017	Student Sign in sheets/strategy and lessons devised to target skills	3/11/2017 biweekly
G1.B1.S2.A1 A304017	Saturday School - Test Preparation Academy	Patterson, Elizabeth	1/21/2017	Student sign in lists/schedules	3/11/2017 biweekly
G1.B4.S1.MA1 M309409	District Trainer will sensitize teachers to the situations of students and strategies to meet the...	Pilson, Coy	9/8/2016	Sign in sheets/ PLUS 2 data.	4/28/2017 semiannually
G1.B1.S3.MA1 M309401	Data is kept on the students who participate in the program and their performance.	Patterson, Elizabeth	10/1/2016	Sign in sheets/data kept based on attendance and FSA/EOC data.	5/6/2017 monthly
G1.B1.S3.MA1 M309402	Students are offered support training for test preparation during the school year as needed and...	Patterson, Elizabeth	10/1/2016	Sign in sheets	5/6/2017 monthly
G1.B1.S3.A1 A304018	Senior Success: Seniors are given Test Preparation Support targeted to their FSA/EOC needs or...	Patterson, Elizabeth	10/1/2016	Sign in sheets	5/6/2017 monthly
G1.B1.S4.MA1 M309404	Guidance counselors place students who need to make up credit to be eligible for graduation in the...	Lee, Doug	8/26/2016	Number of students who are able to recover credit and therefore eligible for graduation. This is done in cooperation with Bay Virtual School who funds the teachers and Para's during the school year and in the summer they will pay for the teachers.	5/12/2017 daily
G1.B1.S4.MA1 M309403	Credit Recovery	Lee, Doug	8/26/2016	Data will be kept on students who participate in the program and their success rate. This is coordinated through Guidance and Mr. Lee, however it is funded and supervised by Bay Virtual School.	5/19/2017 daily

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Rutherford High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1  A304019	Credit Recovery: Program to offer students maximum opportunities to graduate on time.	Lee, Doug	8/26/2016	Credit Recovery options are available to students who need to make up school work during the school year and in the summer for approx. 6 weeks.	5/19/2017 daily
G1.MA3  M309413	"Coaching Cycle" with district instructional coaches	Pilson, Coy	9/1/2016		5/26/2017 semiannually

V. Professional Development Opportunities

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

G1. To Improve proficiency (level 3) ELA FSA and Math EOC scores by 4 percentage points focusing on standards based instruction and appropriate DOK level questions and assessments.

G1.B1 New standards and instructional shifts which students and teacher are not yet proficient in.

G1.B1.S1 PLC's where standards and standard based assessments and instructional shifts are discussed.

PD Opportunity 1

Work with District Instructional Coaches to improve standards based instruction and DOK level questions and tasks and teacher understanding of the instructional shifts.

Facilitator

Jennifer Rogers ELA Coach/Ernestine Warren Math Coach/Read 180 Coordinator Lisa Solots and Math 180 Coordinator

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

SIP Team

Participants

All teachers

Schedule

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

G1.B2 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.B2.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 teachers with the Depth of Knowledge requirement for the standards being taught.

PD Opportunity 1

Instructional Shift Professional Development

Facilitator

Jennifer Rogers/Ernestine Warren

Participants

all teachers

Schedule

Annually, from 10/1/2015 to 12/16/2016

G1.B4 Socio- Economic problems like increased homelessness.

G1.B4.S1 Professional Development provided by District Trainer on Poverty and its effect on Student engagement. Book Study and group discussion bi-monthly based on Eric Jensen's book titled "Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement."

PD Opportunity 1

Book Study on Poverty and Engagement Strategies Professional Development

Facilitator

Cinda Trexler/ District Trainer

Participants

All teachers

Schedule

Biweekly, from 9/8/2016 to 2/23/2017

G2. To have PLC's use a common practices to include: grading practices, make-up work practices, rubrics, and to build on their formative and summative assessments.

G2.B1 Growing in PLC process but new members in almost all teams.

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

PD Opportunity 1

PLC Practice Development/ data sharing/ assessment coordination

Facilitator

Administrator of record

Participants

those that are in the PLC.

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Work with District Instructional Coaches to improve standards based instruction and DOK level questions and tasks and teacher understanding of the instructional shifts.				\$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.B1.S2.A1	Saturday School - Test Preparation Academy				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	100-Salaries	0341 - Rutherford High School	Other		\$6,000.00
			Notes: Salaries/supplies			
4	G1.B1.S3.A1	Senior Success: Seniors are given Test Preparation Support targeted to their FSA/EOC needs or concordant scores test				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	100-Salaries	0341 - Rutherford High School	Other		\$500.00
			Notes: Salaries but also some supplies may be needed. (Ex. New SAT books)			
5	G1.B1.S4.A1	Credit Recovery: Program to offer students maximum opportunities to graduate on time.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	100-Salaries	0341 - Rutherford High School	Other		\$1,500.00
			Notes: Salary for Credit Recovery Summer Coordinator			
6	G1.B1.S7.A1	Meet at the Media Center- extended hours for this resource				\$1,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	100-Salaries	0341 - Rutherford High School	Other		\$1,350.00
7	G1.B2.S1.A1	Instructional Shift Professional Development				\$0.00
8	G1.B4.S1.A1	Book Study on Poverty and Engagement Strategies Professional Development				\$0.00
9	G2.B1.S1.A1	PLC Practice Development/ data sharing/ assessment coordination				\$0.00
Total:						\$9,350.00