

Duval County Public Schools

Mattie V Rutherford Alt Ed Center



2016-17 Schoolwide Improvement Plan

Mattie V Rutherford Alt Ed Center

1514 HUBBARD ST, Jacksonville, FL 32206

<http://www.duvalschools.org/mvr>

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)
Combination School 4-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	80%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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 Mattie V Rutherford Alt Ed Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

The mission of Mattie V. Rutherford Alternative Middle School is to provide our students with a holistic and supportive educational experience. We are committed to helping our students achieve the highest level of academic behavioral, and socio-emotional functioning.

b. Provide the school's vision statement.

Students will leave Mattie V. Rutherford with the capacity to be successful in any middle or high school.

2. School Environment

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

Each student that transitions into Mattie V. Rutherford; must go through a parent/student/school staff orientation. During this phase of transition; school staff and administration probe the student and parent/guardian about specifics, that addresses their community and former comprehensive school. During this time, MVR ensures that the parent guardian understands the academic and behavioral goals of this school. The instructor meets with the student in a class setting environment. It is during this time that the teacher reviews the most current assessment data with the students; next they articulate their classroom expectations. Concerning the parent/guardians, teachers provide them with school and personnel contact information. Mattie V. Rutherford provides not only a progress report, but a daily point sheet concerning the student's academic, social, and behavioral concerns.

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

The school provides a safe and conducive environment for all students by establishing school-wide rituals and routines before school, during school and after school. The school's Foundations Teams met several times to set and establish these rituals and routines. The principal, assistant principal and Dean of Students monitors these procedures to ensure they remain constant and fair for all students. We have developed a school safety plan and along with code procedures to ensure the safety of all students in any situation. Also, as an alternative education center, students are searched each morning and only allowed to bring approved items outlined by the district. All rituals and routines are designed to maximize students academic potential while attending Mattie V. Rutherford Middle School.

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.

Mattie V. Rutherford implements the social discipline system of P.O.W.E.R. The teachers developed this classroom management plan which provides a culture of change, explicitly for academics and behaviors. The acronyms represent the following: Prepared, Organized, Willing, Empowered, and Respectful. The "Foundations Team" have set and established school-wide rituals and routines to minimize school distractions that are clear and fair to all students. School-based administration

trained all school personnel on the implementation of the school-wide rituals and routines and the classroom management plan. The administrative team consistently monitors the implementation of all school-wide procedures.

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.

Ours students social-emotional needs are being met through counseling and mentor services provided by the schools guidance department, social worker, psychologist, transition specialist and outside organizations such as River Region, Full Service and Deloris Weaver Foundation (Girls Matters).

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.

At Mattie V. Rutherford Educational Center our school's early warning systems and indicators used within the system are as follows: We look at the student's transcripts, any potential grade failures, attendance, referrals and suspensions. Look-fors are listed below:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Overall discipline data
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	1	1	7	10	6	1	0	0	0	26
One or more suspensions	0	0	0	0	2	3	20	15	12	3	0	0	0	55
Course failure in ELA or Math	0	0	0	0	0	0	0	18	15	6	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	4	5	45	35	20	7	0	0	0	116

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	1	1	22	19	11	3	0	0	0	57	

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

All intervention strategies employed by the school to improve the academic performance of students identified by the early warning system start once the student walks through our doors. Mattie V

Rutherford Educational Center's mission is to work and develop the whole child. Our school counselors meet with the families during orientation. During this time the families will be offered opportunities to make connections to address any concerns or needs within the school and or outside agencies. While a student is attending Mattie V Rutherford Educational Center, he/she will be closely monitored by the faculty and staff. Listed below are interventions provided by the faculty and staff at Mattie V. Rutherford Education Center.

*Parent Conference - Parent conferences are held when students are not performing well academically or demonstrating behavioral issues that hinders their academic success. Parent conferences are scheduled on a weekly basis as need.

*Provide support programs and mentors - Students are refereed to support programs and mentors such as social worker, psychologist and transition specialist when demonstrating low performance academically, poor attendance or displaying behaviors that hinder their academic success. Students are referred by the principal, assistant principal and teachers on a daily basis.

*Refer students to Guidance Services -Students are refereed to guidance services we demonstrating low performance academically, poor attendance ore displaying behaviors that hinder their academic success. Students are referred by the principal, assistant principal and teachers on a daily basis.

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?

Yes

1. PIP Link

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

2. Description

To help parents support their children learning at home.

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.

All stakeholders at Mattie V. Rutherford assist in building relationships with the community and securing resources by soliciting volunteers, mentors, community organizations, support organizations, faith-based organizations and business partners. All of these organizations and community groups can provide additional resources needed to increase students' academic achievement. These resources are sustain by keeping all stakeholders well informed about MVR and education reform, inviting them to SAC, PTSA, parent activities and school functions. Also, Parent Academy workshops scheduled monthly throughout the school year, referrals to mental health agencies, flu shots, vision, hearing and dental screenings are accessible to students.

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
Nesmith, Maurice	Principal
Hall, Sheketta	Teacher, K-12
L'Heureux, Constello	Teacher, K-12
Owens, Latonya	Teacher, ESE
Garceau, Elyce	School Counselor
McQueen, Marvin	Assistant Principal
Kelly, Kacy	Teacher, K-12
Royster, Charmelita	Instructional Coach
Harley, Lakedra	Dean
Tillman, Charlene	School Counselor
Robinson, Carla	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.

Dr. Marvin McQueen, Assistant Principal will assist in managing the discipline process for students, facilitate the foundations team, conduct emergency and safety drills and training for teachers and will be the liaison for ELA/Reading and Social Study department.

Ms. Shaketta Hall, 8th grade math instructor and the math department head. She will distribute instructional materials and information to the math department. She will assist facilitating department meetings, provide professional development and assist with analyzing data to other math instructors.

Ms. Carla Robinson is a 7th grade math instructor and science department head. She will distribute instructional materials and information to the science department. She will facilitate department meetings, provide professional development and assist with analyzing data to other science instructors.

Ms. Constello L'Heureux is an 8th grade social studies instructor and social studies department head. She will distribute instructional materials and information to the social studies department. She will facilitate department meetings, provide professional development and assist with analyzing data to other social studies instructors.

Ms. Kacy Kelly is a 6th grade Language Arts and Reading instructor department head. She will distribute instructional materials and information to the Language Arts and Reading department. She will assist facilitating department meetings, provide professional development and assist with analyzing data to other Language Arts and Reading instructors.

Ms. Latanya Owens is an ESE support facilitator that provides support services to students in math and science. She will provide instructors with data points and effective strategies to meet the needs of students with disabilities.

Ms. Elyce Garceau is the Guidance department chairperson. She provide guidance services to students, and disseminate guidance information to both faculty and students.

Ms. Charmelita Royster is our Mathematics Academic Coach. She will facilitate and conduct weekly department and common planning meetings, provide professional development, model lessons, coach instructors to enhance their instructional craft and mentor math teachers. She will also assist with providing PD and instructional strategies to the science department.

Ms. Lakedra Harley is our Dean of Student Services. She will handle student discipline issues, develop PBIS plans, collect and analyze discipline data and conduct discipline meetings with faculty and students.

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 MTSS Team will employ the following problem solving process:

(Team Members: Maurice NeSmith-Principal, Marvin McQueen-Assistant Principal, Kacy Kelly -ELA Instructor, Shaketta Hall - Math Instructor, Carla Robinson - Science Instructor, Latonya Owens - ESE Instructor, Elyce Garceau - Guidance Counselor. Charmalita Royster - Math Coach, Lakedra Harley - Dean)

- * Define the student's challenges.
- *Gather facts and data.
- * Generate and evaluate alternative solutions.
- * Implement and monitor the most effective solutions determined by the team.

Title 1, Part A - used to fund instructional positions and parent involvement activities. Title X- Homeless the District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for student identified as homeless under the McKinney-Vento act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) - used to fund instructional positions. Mattie V. Rutherford Alternative Education Center participates in the Community Eligibility Option (CEO) program which provides healthy breakfast and lunches each day at no charge for all students attending our school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maurice NeSmith	Principal
Latonya Owens	Teacher
William Sowers	Teacher
Jeanine Williamson	Education Support Employee
Keith Stripping	Business/Community
Eddie Hatcher	Teacher
Alchani Gibson	Parent
Zora Lynn	Student
Damion Wilson	Parent
Kim Gallon	Business/Community
Eddie Hatcher	Business/Community

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

During the our monthly SAC meeting on September 13, 2016, the principal along with school-based personnel and SAC members reviewed the 2015-2016 school improvement plan. While reviewing last

year's school improvement plan, we discussed the goals that were met, what strategies worked effectively and analyzed our barriers. After discussing the previous year plan, committee members were able to revise our goals, provide additional or eliminate strategies to improve the students' performance academically and socially at Mattie V. Rutherford Education Center.

b. Development of this school improvement plan

A SAC meeting was held at the beginning of the year in September to discuss last year's School Improvement Plan (SIP) and begin to develop the SIP for the 2016-2017 school year. After the first meeting through email, SAC members will be provided a draft of the SIP developed by school-based personnel with input from committee members. SAC members will have the opportunity to review the plan and send suggestions to the principal by email or bring them to the next SAC meeting. At this meeting, the plan was discussed and changes were made collectively.

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

During the monthly SAC meeting, academic updates are discussed for each content area. During this portion of the meeting, we discussed what teachers and students need to be successful mastering the new "Florida State Standards". It was determined that teachers and students need additional resources and supplemental materials to increase their knowledge and ability to master the new standards. Also, incentives will be provided for academic improvement and resources to improve the learning environment.

ELA/Reading Florida State Standards Resource Materials - \$200

Math Florida State Standards Resource Materials - \$200

Incentives - \$300

Safety Resources - \$500

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

Funds were used for supplemental instructional materials, resources and incentives for teachers, students and support staff.

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
Albright, Jayne	Teacher, K-12
Nesmith, Maurice	Principal
McQueen, Marvin	Assistant Principal
Garceau, Elyce	School Counselor
Kelly, Kacy	Teacher, K-12
L'Heureux, Constello	Teacher, K-12
Royster, Charmelita	Instructional Coach
Harley, Lakedra	Dean
Tillman, Charlene	School Counselor

b. Duties

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

Every Mattie V. Rutherford teacher promotes literacy and contributes to the reading improvement of all students. Regardless of the subject matter, teachers understand that core literacy is essential to students academic success. It is important to provide time for students to read, think and discuss their reading. Daily reading and writing is expected in all core classes. Teachers will be provided Professional Development opportunities on researched based literacy practices and strategies that teachers will implement within their classrooms to support student improvement in reading. Some of the strategies that will be implemented to improve students reading are selective underlining, writing in the margins, and marking the text. Writing is imbedded in all content areas, through writing prompts, short and extended responses. Writing rubrics will be utilized to effectively assess students comprehension of the text.

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 strategy that Mattie V Rutherford has put into place to cultivate positive relationships between teachers is to assure that communication is clear and ideals are shared among the team. Maintaining this positive approach also assures that teachers do not work in isolation. The master schedule has been designed for teachers to collaborate and plan during their planning period with their content area teachers. Teachers are able to plan lessons together, discuss strategies and best practices to improve student achievement. Also, during planning time and early release days, teachers will be provided additional professional development opportunities that all them the enhance their craft further build a positive working relationship.

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

The process by which Mattie V. Rutherford Alternative School recruits, develops, and retains highly qualified, certified, and effective teachers is embedded through the following strategies: small classes (10-15), continuous professional development in having an effective classroom, utilizing technology in an alternative class setting, implementing the matrix of POWER to support PBIS, having academic/behavioral support, providing teachers with content-area mentors, collaborative planning session that are vertical/horizontal aligned.

Also, the principal collaborates with the Human Resource Department to recruit qualified teachers to fill

vacant positions. Mentors will be assigned to each novice teacher. The mentors will meet with the novice teacher on a regular basis to provide support to assist with content strategies, classroom management, completion of the Novice Teacher Program.

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

Novice teachers are paired with an experience teacher at the beginning of the year. The novice teacher meets with the experienced teacher bi-weekly to discuss any areas of needed improvement and best practices. The experience teacher observe a lesson taught by the novice teacher, and provide timely feedback. The following professional development opportunities are available for novice teachers: Writing Effective Lesson Plans, Data Management, Blended Learning Training (Achieve 3000, I-Ready), Aligning the Standards with the Curriculum, Classroom Management Strategies. etc.

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.

All schools within Duval County implement the same rigorous academic initiatives that are adopted by our district. These programs at Mattie V. Rutherford are no exception; we utilize all curriculums that will enhance the students learning. Mattie V. Rutherford ensures instructional programs and materials are aligned to Florida Standards by utilizing the district's Learning Guides that was developed by district content specialists that are aligned with the Florida Standards. All district supplied and supplemental materials are Common Core/Florida Standard specific. o ensure this, Mattie V. Rutherford maintains a monitoring approach that includes, but is not limited to the following: common planning collaboration, student assessment data review, professional development within all academic-content areas, and implementing best practices.

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.

Mattie V Rutherford uses data to incorporate differentiated instruction to meet the needs of the students, to determine their strengths and weaknesses. Data points used to diagnose student deficiencies and plan instruction are based on the following: Achieve 3000, DAR Reading Assessment and I-Ready (Math data). Differentiating Instruction is done by developing lesson plans to reflect various ways to use manipulatives and other teaching tools such as: interactive journals, and graphic organizer. Instruction is modified thru common planning, accessing student artifacts and providing students with consistent and explicit instruction.

Also, teachers will be able to provide Tier 1, Tier 2 or Tier 3 instruction to overcome the deficiencies of their students.

For Tier 1 instruction, teachers will utilize the district adopted curriculum, novel sets and use the district generated Learning Guides for all core subjects.

For Tier 2 instruction, teachers will use Tier 1 instructional interventions, scheduled in Enrichment

Reading and Math classes along with supplemental materials for the following content areas:

Reading - Achieve 3000, Math - Carnegie Math Curriculum and I-Ready.

For Tier 3 instruction teachers will use Tier 1 and Tier 2 instructional interventions along with small group instruction, one on one instruction with instructor or support personnel using DAR for reading and I-Ready tool kit for math. .

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: Extended School Day

Minutes added to school year: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nesmith, Maurice, nesmithm@duvalschools.org

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

N/A

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.

The strategies that MVR uses to support incoming and outgoing cohorts of students in transition from one school level to another by utilizing our school transition specialist, who advocates for each students upon their return to their home school for one year. There is open communication between the school counselors at the comprehensive school and Mattie V Rutherford Educational Center. Also, each student and parent upon enrollment at MVR meets with the guidance counselor to review the students' academic history and to determine the most appropriate course schedule. The school counselor's provide classroom guidance and transition night for rising high school students.

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.

Mattie V. Rutherford use various methods to bring college and career awareness to our students. Those methods consist of hosting a college and career day, inviting quest speakers to speak to our students, conducting college and career research during our Peer Counseling classes and students meeting with school counselors on a weekly basis.

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

All students are enrolled in a Peer Counseling course that will aid in more productive decision making skills, which will allow them to make them appropriate and relevant choices in the future.

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

Technology intergration is embedded within the core curriculum in all core classes.

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.

N/A

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.

N/A

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.

N/A

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.** If teachers constantly design and implement rigorous grade level appropriate instruction and task based on the FSA standards, then students academic performance will improve in all content areas.
- G2.** If teachers in all content areas utilize the blended learning programs, student academic achievement will improve.
- G3.** If teachers utilize the teacher made classroom management tool POWER constantly and follow the school-wide Foundations plan, then class and school disruptions will decrease which will improve the suspension rate and students academic performance.

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. If teachers constantly design and implement rigorous grade level appropriate instruction and task based on the FSA standards, then students academic performance will improve in all content areas. **1a**

 G086608

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	11.0
FSA ELA Achievement	10.0
FCAT 2.0 Science Proficiency	10.0
Highly Effective Teachers (Performance Rating)	20.0
Effective Teachers (Performance Rating)	80.0
Math Gains	55.0
ELA/Reading Gains	60.0
Civics EOC Pass	30.0

Targeted Barriers to Achieving the Goal **3**

- Instructional personnel not having conceptual knowledge skills in infusing grade and content level rigor; as it applies to learning and academic expectations.
- Students inability to connect with moderate and or high complexity levels that are FSA based.

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

- Supplemental Materials in Reading and Math Manipulatives and Resource Kits Academic Coaches (School and District Based)

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

Progress towards meeting goals will be monitored by analyzing assessment data points. (Achieve 3000, I-Ready, Unit Assessments)

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Data Points from various assessments. (Achieve 3000, I-Ready, MathXL, Unit Assessment)

G2. If teachers in all content areas utilize the blended learning programs, student academic achievement will improve. 1a

G086609

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	11.0
FSA ELA Achievement	10.0
FCAT 2.0 Science Proficiency	10.0
Highly Effective Teachers (Performance Rating)	20.0
Effective Teachers (Performance Rating)	80.0
Math Gains	55.0
ELA/Reading Gains	60.0
Civics EOC Pass	30.0

Targeted Barriers to Achieving the Goal 3

- Lack of planning to incorporate blended learning station during instructional delivery.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Blended Learning Programs - Achieve 3000, Eureka, I-Ready, PENDA, Gizmo Common Planning Time for Planning Instructional Coaches

Plan to Monitor Progress Toward G2. 8

Administration will review multiple assessment data throughout the school year. (Assessment Reviewed: Teacher made, Achieve 300 I-Ready, Digits, Mid-Year Assessment Data)

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Multiple assessment data, Score Sheets

G3. If teachers utilize the teacher made classroom management tool POWER constantly and follow the school-wide Foundations plan, then class and school disruptions will decrease which will improve the suspension rate and students academic performance. 1a

G086610

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	20.0
Effective Teachers (Performance Rating)	80.0
Discipline incidents	1000.0
2+ Behavior Referrals	20.0
One or More Suspensions	5.0
Attendance Below 90%	5.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding and implementation of the POWER Classroom Management tool and teacher consistency with following the rituals and routines outlined in the Foundations Plan.

Resources Available to Help Reduce or Eliminate the Barriers 2

- POWER Manual Foundations Plan

Plan to Monitor Progress Toward G3. 8

Administration will review referral and suspension data to monitor the progress.

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Teacher Referrals and Student Suspension Data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers constantly design and implement rigorous grade level appropriate instruction and task based on the FSA standards, then students academic performance will improve in all content areas. **1**

 G086608

G1.B1 Instructional personnel not having conceptual knowledge skills in infusing grade and content level rigor; as it applies to learning and academic expectations. **2**

 B230183

G1.B1.S1 Teachers will be provided PD development through district Virtual Early Release training and Common planning on implementing rigorous instruction in all content areas. **4**

 S242816

Strategy Rationale

Teachers need to understand the definition of rigor, what a rigorous classroom looks like and how to implement rigor within their content.

Action Step 1 **5**

Teachers will view PD development videos and develop rigorous lessons during early release and common planning.

Person Responsible

Maurice Nesmith

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

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

Administration will attend early release training and teachers will complete a PD reflection form.

Person Responsible

Marvin McQueen

Schedule

Weekly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Agendas, Reflection Forms

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

The strategy will be monitored for effectiveness by reviewing lesson plans, conducting classroom observations and analyzing student work samples using the Equip Protocol.

Person Responsible

Maurice Nesmith

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Observation Feedback Forms, Student Work Samples

G1.B1.S2 Teachers will be provide opportunities to observe model classrooms for rigor implementation.

4

 S242817

Strategy Rationale

Teachers need to see the implementation of rigor in similar classroom to develop a deeper understanding and identify best practices.

Action Step 1 5

Teachers will be provide TDE's to observe teacher's classrooms.

Person Responsible

Maurice Nesmith

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Debriefing notes and next steps

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

This strategy will be monitored by reviewing reflection observation logs.

Person Responsible

Maurice Nesmith

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Observation logs and discussion of findings

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

Teachers will submit reflection logs from observations and administration will observe classroom for implementation of best practices from observations.

Person Responsible

Maurice Nesmith

Schedule

Biweekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Reflection Logs, Classroom Observations

G1.B2 Students inability to connect with moderate and or high complexity levels that are FSA based. 2

 B230184

G1.B2.S1 Provide students with critical thinking skills and techniques that will impact academic learning; based upon various interactive learning tools and skill-set. 4

 S242818

Strategy Rationale

Teachers must provide students with strategies and skills to build their knowledge to master the rigorous content of the FSA standard.

Action Step 1 5

Provide PD to teachers for incorporating graphic organizers, reading strategies and problem solving strategies to assist students with mastering rigorous content.

Person Responsible

Maurice Nesmith

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student Work Samples, Teacher Lesson Plans

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

This process will be monitored by attending PD sessions with teachers, reviewing lesson plans and reviewing student work.

Person Responsible

Maurice Nesmith

Schedule

Biweekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Agendas, Lesson Plans and Students Work

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

It will be monitored for effectiveness by analyzing student work samples using the Equip Protocol, classroom observations.

Person Responsible

Maurice Nesmith


Schedule

Biweekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Student Work, Classroom Observation Feedback Forms


G2. If teachers in all content areas utilize the blended learning programs, student academic achievement will improve. 1

 G086609

G2.B1 Lack of planning to incorporate blended learning station during instructional delivery. 2

 B230185

G2.B1.S1 School Academic coaches and district specialist will plan lessons with teachers during common that incorporates stations for blended learning. 4

 S242819

Strategy Rationale

Teachers must differentiated instruction that utilizes blended learning programs that will meet the needs of individual students.

Action Step 1 5

School-Based coaches and district specialist will plan lessons with teachers during common planning.

Person Responsible

Maurice Nesmith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observing Common Planning Sessions, Teacher Lesson Plans

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

Administration will review lessons after each common planning session and conduct classroom observations for implementation.

Person Responsible

Maurice Nesmith

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans

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

Administration and academic coaches will review blended usage data and observe classrooms for implementation.

Person Responsible

Maurice Nesmith

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Increased student performance on multiple assessments (Achieve 3000, Carnegie, Digits, Teacher Made Assessments, Mid-Year Assessment), Improvement in blended learning usage data

G2.B1.S2 Academic Coaches will model how to implement blended learning stations within their instructional delivery. 4

 S242820

Strategy Rationale

Teachers must visualize how blended learning can be incorporated within their daily instructional delivery.

Action Step 1 5

Academic Coaches will model lessons that incorporates blended learning for teachers to observe.

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plan, Teacher Observation Notes

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

Administration will review lessons developed for modeling and review teacher observation notes.

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Teacher Observation Notes, and Administration Observation

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

Administration will conduct classroom observations to monitor the effectiveness of the modeled lessons.

Person Responsible

Maurice Nesmith

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Administrator observation forms


G3. If teachers utilize the teacher made classroom management tool POWER constantly and follow the school-wide Foundations plan, then class and school disruptions will decrease which will improve the suspension rate and students academic performance. **1**

 G086610

G3.B1 Teachers lack of understanding and implementation of the POWER Classroom Management tool and teacher consistency with following the rituals and routines outlined in the Foundations Plan. **2**

 B230186

G3.B1.S1 Provide classroom support and training to all instructional staff members to ensure teachers are utilizing the classroom management constantly. **4**

 S242821

Strategy Rationale

Teachers must understand the POWER model and utilize with fidelity.

Action Step 1 **5**

Provide TDE's for teachers to observe effective use of the POWER classroom management tool.

Person Responsible

Maurice Nesmith

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-In Sheet, Training Materials

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

This process with monitored by TDE schedule and classroom visits.

Person Responsible

Maurice Nesmith

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-In Sheets, TDE Leave Forms, Observation Notes and Feedback Forms

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

Classroom observations will be conducted to monitor the effectiveness of the training.

Person Responsible

Maurice Nesmith


Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administration and Dean Classroom Observation Notes

G3.B1.S2 Meet regularly with the Foundations team and review foundations plan with the staff. 4

 S242822

Strategy Rationale

Faculty and Staff must understand that we must follow the established rituals and routines constantly.

Action Step 1 5

The Foundations team will meet monthly as a team and with the faculty to review the school-wide foundations plan.

Person Responsible

Marvin McQueen

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Foundations Plan, Meeting Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will allow meeting time during early release and faculty meeting. Meeting will be facilitated by administration.

Person Responsible

Marvin McQueen

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agenda, Meeting Dates and Times, Meeting Notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

On-going observations in common areas to monitor the effectiveness and administration will allow teacher input to support the Foundation Plan.

Person Responsible

Marvin McQueen

Schedule








Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Observation Data, Agendas, Foundation Plan

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					
G3.B1.S2.MA1 M324928	Administration will allow meeting time during early release and faculty meeting. Meeting will be...	McQueen, Marvin	8/15/2016	Agenda, Meeting Dates and Times, Meeting Notes	5/26/2017 monthly
G1.MA1 M324919	Progress towards meeting goals will be monitored by analyzing assessment data points. (Achieve...	Nesmith, Maurice	9/5/2016	Data Points from various assessments. (Achieve 3000, I-Ready, MathXL, Unit Assessment)	6/2/2017 monthly
G2.MA1 M324924	Administration will review multiple assessment data throughout the school year. (Assessment...	Nesmith, Maurice	8/31/2016	Multiple assessment data, Score Sheets	6/2/2017 monthly
G3.MA1 M324929	Administration will review referral and suspension data to monitor the progress.	Nesmith, Maurice	9/1/2016	Teacher Referrals and Student Suspension Data	6/2/2017 monthly
G1.B1.S1.MA1 M324913	The strategy will be monitored for effectiveness by reviewing lesson plans, conducting classroom...	Nesmith, Maurice	9/5/2016	Lesson Plans, Observation Feedback Forms, Student Work Samples	6/2/2017 weekly
G1.B1.S1.MA1 M324914	Administration will attend early release training and teachers will complete a PD reflection form.	McQueen, Marvin	8/31/2016	Agendas, Reflection Forms	6/2/2017 weekly
G1.B1.S1.A1 A314211	Teachers will view PD development videos and develop rigorous lessons during early release and...	Nesmith, Maurice	8/31/2016		6/2/2017 weekly
G1.B2.S1.MA1 M324917	It will be monitored for effectiveness by analyzing student work samples using the Equip Protocol,...	Nesmith, Maurice	9/5/2016	Student Work, Classroom Observation Feedback Forms	6/2/2017 biweekly
G1.B2.S1.MA1 M324918	This process will be monitored by attending PD sessions with teachers, reviewing lesson plans and...	Nesmith, Maurice	9/5/2016	Agendas, Lesson Plans and Students Work	6/2/2017 biweekly
G1.B2.S1.A1 A314213	Provide PD to teachers for incorporating graphic organizers, reading strategies and problem solving...	Nesmith, Maurice	8/15/2016	Student Work Samples, Teacher Lesson Plans	6/2/2017 biweekly
G2.B1.S1.MA1 M324920	Administration and academic coaches will review blended usage data and observe classrooms for...	Nesmith, Maurice	9/1/2016	Increased student performance on multiple assessments (Achieve 3000, Carnegie, Digits, Teacher Made Assessments, Mid-Year Assessment), Improvement in blended learning usage data	6/2/2017 biweekly
G2.B1.S1.MA1 M324921	Administration will review lessons after each common planning session and conduct classroom...	Nesmith, Maurice	8/22/2016	Teacher Lesson Plans	6/2/2017 weekly
G2.B1.S1.A1 A314214	School-Based coaches and district specialist will plan lessons with teachers during common planning.	Nesmith, Maurice	8/15/2016	Observing Common Planning Sessions, Teacher Lesson Plans	6/2/2017 weekly
G3.B1.S1.MA1 M324925	Classroom observations will be conducted to monitor the effectiveness of the training.	Nesmith, Maurice	8/22/2016	Administration and Dean Classroom Observation Notes	6/2/2017 biweekly
G3.B1.S1.MA1 M324926	This process with monitored by TDE schedule and classroom visits.	Nesmith, Maurice	8/15/2016	Sign-In Sheets, TDE Leave Forms, Observation Notes and Feedback Forms	6/2/2017 semiannually
G3.B1.S1.A1 A314216	Provide TDE's for teachers to observe effective use of the POWER classroom management tool.	Nesmith, Maurice	8/15/2016	Sign-In Sheet, Training Materials	6/2/2017 semiannually
G1.B1.S2.MA1 M324915	Teachers will submit reflection logs from observations and administration will observe classroom...	Nesmith, Maurice	9/5/2016	Reflection Logs, Classroom Observations	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1  M324916	This strategy will be monitored by reviewing reflection observation logs.	Nesmith, Maurice	9/5/2016	Observation logs and discussion of findings	6/2/2017 quarterly
G1.B1.S2.A1  A314212	Teachers will be provide TDE's to observe teacher's classrooms.	Nesmith, Maurice	9/5/2016	Debriefing notes and next steps	6/2/2017 quarterly
G2.B1.S2.MA1  M324922	Administration will conduct classroom observations to monitor the effectiveness of the modeled...	Nesmith, Maurice	9/7/2016	Administrator observation forms	6/2/2017 weekly
G2.B1.S2.MA1  M324923	Administration will review lessons developed for modeling and review teacher observation notes.	Nesmith, Maurice	9/7/2016	Lesson Plans, Teacher Observation Notes, and Administration Observation	6/2/2017 monthly
G2.B1.S2.A1  A314215	Academic Coaches will model lessons that incorporates blended learning for teachers to observe.	Nesmith, Maurice	9/7/2016	Teacher Lesson Plan, Teacher Observation Notes	6/2/2017 monthly
G3.B1.S2.MA1  M324927	On-going observations in common areas to monitor the effectiveness and administration will allow...	McQueen, Marvin	8/8/2016	Observation Data, Agendas, Foundation Plan	6/2/2017 weekly
G3.B1.S2.A1  A314217	The Foundations team will meet monthly as a team and with the faculty to review the school-wide...	McQueen, Marvin	8/15/2016	Foundations Plan, Meeting Agendas	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If teachers constantly design and implement rigorous grade level appropriate instruction and task based on the FSA standards, then students academic performance will improve in all content areas.

G1.B1 Instructional personnel not having conceptual knowledge skills in infusing grade and content level rigor; as it applies to learning and academic expectations.

G1.B1.S1 Teachers will be provided PD development through district Virtual Early Release training and Common planning on implementing rigorous instruction in all content areas.

PD Opportunity 1

Teachers will view PD development videos and develop rigorous lessons during early release and common planning.

Facilitator

Ms. Royster, Ms. Branch, Ms. Harley, Dr. Mcqueen

Participants

Teachers and Administration

Schedule

Weekly, from 8/31/2016 to 6/2/2017

G1.B1.S2 Teachers will be provide opportunities to observe model classrooms for rigor implementation.

PD Opportunity 1

Teachers will be provide TDE's to observe teacher's classrooms.

Facilitator

Academic Coaches (Ms. Royster and Ms. Branch)

Participants

Teachers and Administrators

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

G1.B2 Students inability to connect with moderate and or high complexity levels that are FSA based.

G1.B2.S1 Provide students with critical thinking skills and techniques that will impact academic learning; based upon various interactive learning tools and skill-set.

PD Opportunity 1

Provide PD to teachers for incorporating graphic organizers, reading strategies and problem solving strategies to assist students with mastering rigorous content.

Facilitator

Agendas, Lesson Plans, Graphic Organizers

Participants

Teachers and Administrators

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G2. If teachers in all content areas utilize the blended learning programs, student academic achievement will improve.

G2.B1 Lack of planning to incorporate blended learning station during instructional delivery.

G2.B1.S1 School Academic coaches and district specialist will plan lessons with teachers during common that incorporates stations for blended learning.

PD Opportunity 1

School-Based coaches and district specialist will plan lessons with teachers during common planning.

Facilitator

LaKendra Branch, (Reading Coach), Kacy Williams, Charmalita Royster (Math Coach), Shaketta Hall

Participants

Teachers and Administrators

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3. If teachers utilize the teacher made classroom management tool POWER constantly and follow the school-wide Foundations plan, then class and school disruptions will decrease which will improve the suspension rate and students academic performance.

G3.B1 Teachers lack of understanding and implementation of the POWER Classroom Management tool and teacher consistency with following the rituals and routines outlined in the Foundations Plan.

G3.B1.S1 Provide classroom support and training to all instructional staff members to ensure teachers are utilizing the classroom management constantly.

PD Opportunity 1

Provide TDE's for teachers to observe effective use of the POWER classroom management tool.

Facilitator

Maurice Nesmith (Principal)

Participants

Teachers, Paraprofessionals and Administration

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

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	Teachers will view PD development videos and develop rigorous lessons during early release and common planning.				\$0.00
2	G1.B1.S2.A1	Teachers will be provide TDE's to observe teacher's classrooms.				\$0.00
3	G1.B2.S1.A1	Provide PD to teachers for incorporating graphic organizers, reading strategies and problem solving strategies to assist students with mastering rigorous content.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0061 - Mattie V Rutherford Alt Ed Ctr	School Improvement Funds		\$300.00
			Notes: Instructional Materials and Supplies			
4	G2.B1.S1.A1	School-Based coaches and district specialist will plan lessons with teachers during common planning.				\$0.00
5	G2.B1.S2.A1	Academic Coaches will model lessons that incorporates blended learning for teachers to observe.				\$0.00
6	G3.B1.S1.A1	Provide TDE's for teachers to observe effective use of the POWER classroom management tool.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0061 - Mattie V Rutherford Alt Ed Ctr	School Improvement Funds		\$0.00
7	G3.B1.S2.A1	The Foundations team will meet monthly as a team and with the faculty to review the school-wide foundations plan.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0061 - Mattie V Rutherford Alt Ed Ctr	School Improvement Funds		\$500.00
			Notes: Walkie-Talkies for security guards, administration and support staff. Purchase signs to display school-wide rituals and routines and promote safety.			
Total:						\$800.00