# Rutherford High School



# 2017-18 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) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School 6-12 | Yes | 63% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 50% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | C | 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# 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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

## 2017-18 DA Category and Statuses for Rutherford High School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Northwest - Rachel Heide | - 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 Framework 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.

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 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 provided with professional development on classroom expectations, procedures, and de-escalation of student behaviors.

Discipline reports are pulled once a semester to look at where the discipline events are occurring and

what consequences are for the students. The District has provided schools a discipline matrix to follow when working with students.

**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 has 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 Ds or Fs 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 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. Grading is monitored monthly and students who are failing a course meet with administrators and

teachers to develop a Student Success Plan to set goals and make plans for improvement. If a student fails an ELA or Math class the first semester, they are placed in credit recovery the 2nd semester to reduce our course failure rate. Students with multiple suspensions are assigned a mentor on campus that checks in with the student and provides encouragement and support.

**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. Credit Recovery: Students who are struggling in English/Reading, Algebra 1, and Geometry have the opportunity to participate in this remediation program. Students in 9th and 10th grade who fail an English or Math course the first semester will be placed in credit recovery the second semester in order to improve our course failure rate.

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 one Saturday 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. 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.

6. 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.

7. 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. Achieve 3000 for targeted students in 9th and 10th grades: This program gives each student a LevelSet Assessment to establish a baseline Lexile level. Students are exposed to nonfiction passages at their current lexile level to build reading comprehension. Teachers in all disciplines can use the passages in their classrooms.

10. Math Nation program for targeted students in the 9th and 10th grade: Students will be provided core instruction on grade level and Math Nation will be used to reteach/remediate students who need extra help. Students will work on Math Nation 2-3 days a week and receive additional instruction from a teacher. Feedback will be provided to students weekly on their progress in the program.

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.

12. Reading Plus program: This program is a silent reading intervention program that helps students gain proficiency by improving comprehension, reading rate and vocabulary. This program will be used for students who do not have access to the online version of Achieve 3000 and for students in the 12th grade ACT prep courses.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

*1. PFEP Link*

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/412066.

*2. Description*

A PIP has been uploaded for this school or district - see the link above.

**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

### 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 |
| Lee, Doug | Assistant Principal |
| Crews, Myra | Teacher, K-12 |
| Morris, Rachel | Teacher, K-12 |
| Bryant, Angela | Teacher, K-12 |
| Gall, Margot | School Counselor |
| Banks, Andrea | Assistant Principal |
| Mcpherson, Corrie | Teacher, K-12 |
| Bryd, Lin | 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, an English and History Teacher, two science teachers, an English and Technology teacher and a Math teacher).

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 monitors the implementation of the SIP throughout the course of the school year. Data is reviewed monthly at the School Improvement Team meetings and the team collaborates on strategies to improve the effectiveness of the school-wide goals.

*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 MAP assessment for ELA and Math etc. This team looks at Academic data (FSA, EOC, MAP, 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 once a month along with the Department 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 $21,500 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.
8. The SAC's Committee is receiving around $5,000 in funds this school year. Requests will be made to use those funds for school supplies and funding the RAM Riches behavior program.

## 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 |
| Kelley Broome | Education Support Employee |
| Coy Pilson | Principal |
| Andrea Banks | Principal |
| Cathy Bozic | Parent |
| James Wilkerson | Parent |
| Amber Conner | Parent |
| April Henry | Business/Community |
| Acacia Walker | Student |
| Alliyah Johnson | Student |
| | Student |

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*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 ELA and Algebra 1 scores. This year, at our first SAC meeting we will look at this data and devise a plan of action that will improve these areas.

*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 committee has previously funded 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/Spring 2017.
Requests will be made to the School Advisory Council to continue the funding of this program. The funds will be used to purchase items for our Ram store and used for celebrations throughout the school year for attendance, behavior and grades. Celebrations will take place each semester. We will also ask SAC for funding for additional school supplies and school uniforms for students in need.

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, credit recovery, extended media center hours, Biology Boot Camp, 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 and Celebration of Student Success activities
2. $1,000.00 for T-shirts and supplies for students with financial need.

*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 |
|---|---|
| Banks, Andrea | Assistant Principal |
| Pilson, Coy | 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. Support a culture of literacy across the curriculum: Literacy coach will publish an "LLT Strategy of the Month"monthly reading/writing/speaking classroom idea/activity to support implementation of The Fundamental Five.

2. Sponsor a Celebrate Student Literacy mini-project- The goals of this project would be to celebrate/ recognize "Student Improvement" in literacy and to celebrate/recognize students and school staff who "love to read, read, & read" (Literacy Leaders) in our school.

3. Sponsor a RAMS Book Fair in January (the same week as Celebrate Literacy Week).

## D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

**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 47 minute common planning at the beginning of each school day. The teachers have an additional 47 minute planning period during one of the 7 instructional periods of the day.

Every teacher participates in a whole school Professional Learning Community. During these weekly meetings, teachers receive professional development based on three things: curriculum, instruction and literacy.

Monthly, teachers meet in their content-specific PLC groups. Each PLC is focused on designing a common curriculum, developing sound lessons, and incorporating authentic literacy in every content area. Teams will work together to develop a guaranteed and viable curriculum, analyze assessment results, and plan for differentiation.

Department Heads will meet with their departments monthly. In these meetings, information regarding progress on school improvement goals will be shared along with information from District Liaison meetings.

**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. At pre-service, district experts in all content areas worked with teachers on how to utilize the pacing guides in the lesson planning process and were available to answer any questions the teachers had on implementing the guides in their classroom in order to create a guaranteed and viable curriculum.

Our district has a district science and social studies instructional coach who offers support to the schools and holds several various PD opportunities throughout the school year to keep teacher familiar with 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, teachers analyze the EWS data each nine weeks during PLC data chats. We look at students' attendance, grades, discipline, etc. to determine plans for improvement. Students who fail a core course after the first nine weeks develop Student Success Plans with their teachers and administrators where they set goals for the upcoming nine weeks. Students are monitored and provided interventions if necessary. Students can receive additional support from peer tutors or visit their teacher during their lunch period for extra help.The School Improvement Team also uses 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.

In common curriculum PLC teams, the teachers are looking at their common assessments to make incremental changes to curriculum and utilizing data to differentiate and plan for reteaching.

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.

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. Credit Recovery, 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:** Extended School Year

**Minutes added to school year:** 4,320

Extended Media Center Hours for teacher and peer tutoring, computer use for projects and online courses, etc.

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
Banks, Andrea, banksae@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:** Summer Program

**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

- Enrichment

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***
Banks, Andrea, banksae@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. Teachers will be hired on a rotating basis to assist students with online coursework. 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. 28th 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. 7th and Oct. 21st in the media center from 9am 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.

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)***
""

***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.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

***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, Advanced Automation and Robotics Technology, Journalism IV - VII honors with InDesign Cerification, Auto Production and Engineering, Construction and Carpentry Academy 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, 149 students in the culinary arts program passed the ServSafe certification exam. In the business and technical classes, we have had 79 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 Manufacturing Academy, 39 students have passed the Autocad Certification and 6 have passed the Solidworks Associate certification. Recent certification additions include Illustrator and InDesign which since 2013 have had 16 students pass certification tests. The total for RHS is 388 students since 2012 who have received Industry Certifications with most 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 Culinary Arts program. Our community has a strong "tourism" industry and as a result the "Culinary" programs in our community are important. We have updated our Manufacturing Academy by totally remodeling the program facility . We have a need for manufacturing 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. In the past year and a half, we have added a construction academy, funded partially by local businesses, and a hospitality and tourism academy.

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 Manufacturing Academy and a Construction and Carpentry Academy (Jan 2016). 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.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### 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"Â? 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

`1` = Problem Solving Step        🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**   If teachers engage in quality professional development, collaborate, develop higher order lessons and increase active engagement, then student learning gains will increase in reading, writing, and literacy across the disciplines. Our goal is to improve in the areas of proficiency and learning gains by 4 percentage points in ELA, Math, Biology and U.S. History state assessments by focusing on developing a guaranteed and viable curriculum, sound lessons and infusing literacy in all classes.

**G2.**   If collaborative data teams analyze multiple data sources, implement appropriate remediation and enrichment strategies, and develop common curriculum, assessments and grading practices, then we will see a decrease in the percentage of D's and F's, improved attendance, and an increase in the number of students graduating from high school in four years.

## 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 engage in quality professional development, collaborate, develop higher order lessons and increase active engagement, then student learning gains will increase in reading, writing, and literacy across the disciplines. Our goal is to improve in the areas of proficiency and learning gains by 4 percentage points in ELA, Math, Biology and U.S. History state assessments by focusing on developing a guaranteed and viable curriculum, sound lessons and infusing literacy in all classes. 1a

🔑 G095843

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 14.0 |
| Algebra I EOC Pass Rate | 12.0 |
| Bio I EOC Level 3 | 7.0 |
| U.S. History EOC Pass | 7.0 |

### Targeted Barriers to Achieving the Goal 3

- New District-created pacing guides that are unfamiliar to teachers
- Lack of teacher planning time to collaborate

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

- Professional Development on best practices for implementing a guaranteed and viable curriculum, sound lessons and infusing literacy in all disciplines.
- District staff specialists, district data coach, and district PAL
- 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
- Supplemental ELA and Math resources such as, Achieve 3000, Reading Plus and Math Nation.

### Plan to Monitor Progress Toward G1. 8

Professional Development on the Fundamental 5 Book Study

**Person Responsible**
Andrea Banks

**Schedule**
Weekly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***
Teachers will participate in a book study on "The Fundamental 5" which outlines the key components in instruction. Implementation of the Fundamental 5 will be monitored through regular CWTs. Data as a whole will be shared with the faculty each week on the progress of implementation.

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

Close Reading PD Training

**Person Responsible**
Andrea Banks

**Schedule**
Quarterly, from 9/26/2017 to 6/1/2018

*Evidence of Completion*
Our literacy coach, Jenne Palmer will be working with teachers on utilizing close reading in all
content areas. This strategy will be monitored through regular classroom walk-throughs, lesson
plans, and student samples.

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

PD Training with Jayne Ellspermann

**Person Responsible**
Andrea Banks

**Schedule**
Triannually, from 8/17/2017 to 6/1/2018

*Evidence of Completion*
Mrs. Ellspermann will be training teachers on standards-based grading, best practices in
instruction and curriculum planning. Evidence will be collected through sign-in sheets, lesson plans
and classroom observations.

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

Common Curriculum Planning Days

**Person Responsible**
Andrea Banks

**Schedule**
Quarterly, from 8/17/2017 to 6/1/2018

*Evidence of Completion*
Sign in sheets/PLC minutes, lesson plans

**G2.** If collaborative data teams analyze multiple data sources, implement appropriate remediation and enrichment strategies, and develop common curriculum, assessments and grading practices, then we will see a decrease in the percentage of D's and F's, improved attendance, and an increase in the number of students graduating from high school in four years. 1a

🔍 G095844

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Attendance rate | 95.0 |
| 4-Year Grad Rate (Standard Diploma) | 85.0 |

### Targeted Barriers to Achieving the Goal 3

- Students in poverty, lack of parental support

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

- EWS Data reviewed on a monthly basis

- Intervention programs for struggling students (Achieve 3000, Reading Plus and Math Nation)

- Parent Liaison to monitor attendance, home visits by staff members

### Plan to Monitor Progress Toward G2. 8

Teachers who teach common content will meet on the District PLC days to map out curriculum, analyze common summative assessments and create formative assessments. Teachers will also review EWS data on a monthly basis and develop strategies for student improvement.

**Person Responsible**
Andrea Banks

**Schedule**
Quarterly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***
PLC minutes, EWS data and notes

## 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 engage in quality professional development, collaborate, develop higher order lessons and increase active engagement, then student learning gains will increase in reading, writing, and literacy across the disciplines. Our goal is to improve in the areas of proficiency and learning gains by 4 percentage points in ELA, Math, Biology and U.S. History state assessments by focusing on developing a guaranteed and viable curriculum, sound lessons and infusing literacy in all classes. `1`

🔑 G095843

**G1.B1** New District-created pacing guides that are unfamiliar to teachers `2`

🔑 B257984

**G1.B1.S1** Content-specific PLC's where teachers familiarize themselves with the district created pacing guides and use them to plan instruction and assessments. `4`

🔑 S273063

### Strategy Rationale

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

**Action Step 1** `5`

Work with District Instructional Coaches to improve standards based instruction and ensure a guaranteed and viable currciulum exists from one class to the next.

#### Person Responsible

Andrea Banks

#### Schedule

Semiannually, from 9/1/2017 to 6/1/2018

#### *Evidence of Completion*

Instructional Coaching logs of time spent with teachers

## Action Step 2  5

Implementation of Close Reading strategies in every discipline.

### Person Responsible

Andrea Banks

### Schedule

Monthly, from 9/1/2017 to 6/1/2018

### *Evidence of Completion*

The implementation of close reading strategies will be monitored through regular classroom walk-throughs and in lesson plans. Data will be reviewed by the SIP team and recommendations sent out to the faculty for increasing proficiency in the cross curricular strategy. The purpose of this strategy to to increase proficiency scores in all content areas by reading deeply in every class every day.

## Action Step 3  5

Implementation of the Fundamental 5 in Instruction

### Person Responsible

Andrea Banks

### Schedule

Weekly, from 8/17/2017 to 6/1/2018

### *Evidence of Completion*

The Fundamental 5 provides an outline for best practices in instruction. The Fundamental 5 are: Framing the Lesson, Working in the Power Zone, Frequent Small Group Purposeful Talk, Recognizing and Reinforcing, and Writing Critically. These elements align to the Danielson Framework and provide a condensed version of teacher evaluation. Implementation of the Fundamental 5 will be evidenced through weekly classroom walk-throughs.

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

Each Wednesday, teachers and faculty will participate in a whole school PLC. During these meetings, teachers will receive PD on common curriculum planning, best practices in instruction, infusing literacy in all content areas, and data analysis. Teachers who teach common content will meet once a month during one of the Wednesday meetings to lesson plan, analyze data, etc

**Person Responsible**

Andrea Banks

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

*Evidence of Completion*

CWT data, PLC meeting minutes, lesson plans

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

PLC group feedback within the PLC

**Person Responsible**

Andrea Banks

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

*Evidence of Completion*

SIT members/Department Heads/Administrators provide feedback on implementation of school improvement goals on a regular basis.

**G1.B1.S2** Senior Success Program  4

🔑 S273064

### 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

Andrea Banks

#### Schedule

Monthly, from 10/1/2017 to 6/1/2018

#### *Evidence of Completion*

Sign in sheets

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

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

#### Person Responsible

Andrea Banks

#### Schedule

Monthly, from 10/1/2017 to 6/1/2018

#### *Evidence of Completion*

Sign in sheets

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

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

### Person Responsible

Andrea Banks

### Schedule

Monthly, from 10/1/2017 to 10/31/2017

### *Evidence of Completion*

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

**G1.B1.S3** Credit Recovery during the school year and summer to support graduation opportunities for every student. `4`

🔑 S273065

### 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 8/17/2017 to 6/1/2018

### *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.S3 `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 8/17/2017 to 6/1/2018

### *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.S3 `7`

Credit Recovery

### Person Responsible

Doug Lee

### Schedule

Daily, from 8/17/2017 to 6/1/2018

### *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.S4** Summer Algebra 1/EOC/Pert Preparation Academy  4

🔑 S273066

### 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 1**  5

Summer EOC/PERT Test Prep Academy

**Person Responsible**

Andrea Banks

**Schedule**

On 7/13/2017

*Evidence of Completion*

Students who did not pass the Algebra 1 EOC during the previous school year will be invited to participate in our Test Prep Academy which takes place one week for four days in July. The following week, the students will be given the P.E.R.T and then the Algebra 1 EOC retake exam if they did not pass the P.E.R.T.

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

Summer EOC/PERT Test Prep

**Person Responsible**

Andrea Banks

**Schedule**

On 7/13/2017

*Evidence of Completion*

Data will be collected on the students who participated in this program and passed. P.E.R.T and Algebra 1 EOC Retake.

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

Summer Test Prep for Algebra 1

### Person Responsible

Andrea Banks

### Schedule

On 7/13/2017

### *Evidence of Completion*

Data will be collected on the number of students who passed the P.E.R.T and Algebra 1 EOC retake that participated in the test prep program.

**G1.B1.S6** Meet at the Media Center: extended hours for students to have access to the media center, research, homework, online course work, industry certification `4`

🔑 S273068

### 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

Andrea Banks

### Schedule

Daily, from 8/17/2017 to 6/1/2018

### *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.S6** `6`

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

**Person Responsible**

Andrea Banks

**Schedule**

Daily, from 8/17/2017 to 6/1/2018

***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.S6** `7`

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

**Person Responsible**

Andrea Banks

**Schedule**

Daily, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

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

**G1.B2** Lack of teacher planning time to collaborate  2

🔑 B257985

**G1.B2.S1** Teachers will become proficient on how to use the district summative assessments (based on the pacing guides), analyze the data and plan for differentiation.  4

🔑 S273069

### Strategy Rationale

The district has developed common summative assessments for each subject area. It is crucial that teachers become familiar with implementing the pacing guides in their instruction so that the assessments align with the content being taught.

**Action Step 1**  5

Curriculum-Focused PLC days

**Person Responsible**

Andrea Banks

**Schedule**

Quarterly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

PLC minutes, lesson plans

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

Curriculum Planning PLC Days

**Person Responsible**

Andrea Banks

**Schedule**

Quarterly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

PLC minutes, lesson plans

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

Common Curriculum Planning Days

> **Person Responsible**
>
> Andrea Banks
>
> **Schedule**
>
> Quarterly, from 8/17/2017 to 6/1/2018
>
> *Evidence of Completion*
>
> PLC minutes, lesson plans

**G2.** If collaborative data teams analyze multiple data sources, implement appropriate remediation and enrichment strategies, and develop common curriculum, assessments and grading practices, then we will see a decrease in the percentage of D's and F's, improved attendance, and an increase in the number of students graduating from high school in four years. `1`

🔍 G095844

**G2.B1** Students in poverty, lack of parental support `2`

🔍 B257986

**G2.B1.S1** Parent Liaison to monitor attendance `4`

🔍 S273070

> **Strategy Rationale**
>
> Attendance in high school is an issue. Due to Title 1 designation, a Parent Liaison will be hired to assist with chronically absent students.

**Action Step 1** `5`

Monitor Attendance and make home visits (Parent Liaison)

> **Person Responsible**
>
> Andrea Banks
>
> **Schedule**
>
> Daily, from 8/17/2017 to 8/17/2017
>
> *Evidence of Completion*
>
> The Parent Liaison will be responsible for tracking student attendance, meeting with chronically absent students and making phone calls to parents. Administration and staff members will make home visits periodically throughout the year to check on students.

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

Attendance Monitoring

**Person Responsible**

Andrea Banks

**Schedule**

Daily, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Call and home visit logs will be kept to keep track of parent and student communication.

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

Attendance Monitoring

**Person Responsible**

Andrea Banks

**Schedule**

Daily, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Call and home visit logs will be kept to keep track of parent and student communication.

**G2.B1.S2** Teachers will review early warning system data monthly to track students grades, attendance, and behavior. 4

🔑 S273071

### Strategy Rationale

In the 2016-17 school year, 94 students were retained. By regularly monitoring students' grades, attendance and behavior, we hope to see a significant decrease in that number.

**Action Step 1** 5

EWS Data Analysis

**Person Responsible**

Andrea Banks

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

EWS data will be compiled monthly. Teachers will review in teams and develop strategies for student improvement.

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

EWS Data Analysis

**Person Responsible**

Andrea Banks

**Schedule**

Monthly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

EWS data spreadsheets

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

EWS Data Analysis

### Person Responsible

Andrea Banks

### Schedule

Monthly, from 8/17/2017 to 6/1/2018

### *Evidence of Completion*

EWS spreadsheets

**G2.B1.S3** Common Curriculum Planning Days `4`

🔧 S273072

### Strategy Rationale

The district gives teachers four days a year for PLC days. During these meetings, teachers will work to create common curriculum and grading practices, analyze summative assessment data and develop common formative assessments.

**Action Step 1** `5`

PLC Days for Teacher Curriculum Planning

### Person Responsible

Andrea Banks

### Schedule

Quarterly, from 8/18/2017 to 6/1/2018

### *Evidence of Completion*

PLC sign-in sheets, PLC minutes, Teacher task assignments

## Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Common Planning Days

### Person Responsible

Andrea Banks

### Schedule

Quarterly, from 8/17/2017 to 6/1/2018

### *Evidence of Completion*

PLC minutes, D and F reports

## Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Common Planning Days

### Person Responsible

Andrea Banks

### Schedule

Monthly, from 8/17/2017 to 6/1/2018

### *Evidence of Completion*

PLC minutes, D and F reports

# IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B1.S4.MA1 🔍 M392816 | Summer Test Prep for Algebra 1 | Banks, Andrea | 7/10/2017 | Data will be collected on the number of students who passed the P.E.R.T and Algebra 1 EOC retake that participated in the test prep program. | 7/13/2017 one-time |
| G1.B1.S4.MA1 🔍 M392817 | Summer EOC/PERT Test Prep | Banks, Andrea | 7/10/2017 | Data will be collected on the students who participated in this program and passed. P.E.R.T and Algebra 1 EOC Retake. | 7/13/2017 one-time |
| G1.B1.S4.A1 🔍 A366460 | Summer EOC/PERT Test Prep Academy | Banks, Andrea | 7/10/2017 | Students who did not pass the Algebra 1 EOC during the previous school year will be invited to participate in our Test Prep Academy which takes place one week for four days in July. The following week, the students will be given the P.E.R.T and then the Algebra 1 EOC retake exam if they did not pass the P.E.R.T. | 7/13/2017 one-time |
| G2.B1.S1.A1 🔍 A366464 | Monitor Attendance and make home visits (Parent Liaison) | Banks, Andrea | 8/17/2017 | The Parent Liaison will be responsible for tracking student attendance, meeting with chronically absent students and making phone calls to parents. Administration and staff members will make home visits periodically throughout the year to check on students. | 8/17/2017 daily |
| G1.B1.S2.MA1 🔍 M392812 | Data is kept on the students who participate in the program and their performance. | Banks, Andrea | 10/1/2017 | Sign in sheets/data kept based on attendance and FSA/EOC data. | 10/31/2017 monthly |
| G1.MA1 🔍 M392822 | Professional Development on the Fundamental 5 Book Study | Banks, Andrea | 8/17/2017 | Teachers will participate in a book study on "The Fundamental 5" which outlines the key components in instruction. Implementation of the Fundamental 5 will be monitored through regular CWTs. Data as a whole will be shared with the faculty each week on the progress of implementation. | 6/1/2018 weekly |
| G1.MA2 🔍 M392823 | Close Reading PD Training | Banks, Andrea | 9/26/2017 | Our literacy coach, Jenne Palmer will be working with teachers on utilizing close reading in all content areas. This strategy will be monitored through regular classroom walk-throughs, lesson plans, and student samples. | 6/1/2018 quarterly |
| G1.MA3 🔍 M392824 | PD Training with Jayne Ellspermann | Banks, Andrea | 8/17/2017 | Mrs. Ellspermann will be training teachers on standards-based grading, best practices in instruction and curriculum planning. Evidence will be collected through sign-in sheets, lesson plans and classroom observations. | 6/1/2018 triannually |
| G1.MA4 🔍 M392825 | Common Curriculum Planning Days | Banks, Andrea | 8/17/2017 | Sign in sheets/PLC minutes, lesson plans | 6/1/2018 quarterly |
| G2.MA1 🔍 M392834 | Teachers who teach common content will meet on the District PLC days to map out curriculum,... | Banks, Andrea | 8/17/2017 | PLC minutes, EWS data and notes | 6/1/2018 quarterly |
| G1.B1.S1.MA1 🔍 M392810 | PLC group feedback within the PLC | Banks, Andrea | 8/17/2017 | SIT members/Department Heads/ Administrators provide feedback on implementation of school improvement goals on a regular basis. | 6/1/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S1.MA1 M392811 | Each Wednesday, teachers and faculty will participate in a whole school PLC. During these meetings,... | Banks, Andrea | 9/1/2017 | CWT data, PLC meeting minutes, lesson plans | 6/1/2018 monthly |
| G1.B1.S1.A1 A366455 | Work with District Instructional Coaches to improve standards based instruction and ensure a... | Banks, Andrea | 9/1/2017 | Instructional Coaching logs of time spent with teachers | 6/1/2018 semiannually |
| G1.B1.S1.A2 A366456 | Implementation of Close Reading strategies in every discipline. | Banks, Andrea | 9/1/2017 | The implementation of close reading strategies will be monitored through regular classroom walk-throughs and in lesson plans. Data will be reviewed by the SIP team and recommendations sent out to the faculty for increasing proficiency in the cross curricular strategy. The purpose of this strategy to to increase proficiency scores in all content areas by reading deeply in every class every day. | 6/1/2018 monthly |
| G1.B1.S1.A3 A366457 | Implementation of the Fundamental 5 in Instruction | Banks, Andrea | 8/17/2017 | The Fundamental 5 provides an outline for best practices in instruction. The Fundamental 5 are: Framing the Lesson, Working in the Power Zone, Frequent Small Group Purposeful Talk, Recognizing and Reinforcing, and Writing Critically. These elements align to the Danielson Framework and provide a condensed version of teacher evaluation. Implementation of the Fundamental 5 will be evidenced through weekly classroom walk-throughs. | 6/1/2018 weekly |
| G1.B2.S1.MA1 M392820 | Common Curriculum Planning Days | Banks, Andrea | 8/17/2017 | PLC minutes, lesson plans | 6/1/2018 quarterly |
| G1.B2.S1.MA1 M392821 | Curriculum Planning PLC Days | Banks, Andrea | 8/17/2017 | PLC minutes, lesson plans | 6/1/2018 quarterly |
| G1.B2.S1.A1 A366463 | Curriculum-Focused PLC days | Banks, Andrea | 8/17/2017 | PLC minutes, lesson plans | 6/1/2018 quarterly |
| G2.B1.S1.MA1 M392826 | Attendance Monitoring | Banks, Andrea | 8/17/2017 | Call and home visit logs will be kept to keep track of parent and student communication. | 6/1/2018 daily |
| G2.B1.S1.MA1 M392827 | Attendance Monitoring | Banks, Andrea | 8/17/2017 | Call and home visit logs will be kept to keep track of parent and student communication. | 6/1/2018 daily |
| G1.B1.S2.MA1 M392813 | Students are offered support training for test preparation during the school year as needed and... | Banks, Andrea | 10/1/2017 | Sign in sheets | 6/1/2018 monthly |
| G1.B1.S2.A1 A366458 | Senior Success: Seniors are given Test Preparation Support targeted to their FSA/EOC needs or... | Banks, Andrea | 10/1/2017 | Sign in sheets | 6/1/2018 monthly |
| G2.B1.S2.MA1 M392828 | EWS Data Analysis | Banks, Andrea | 8/17/2017 | EWS spreadsheets | 6/1/2018 monthly |
| G2.B1.S2.MA1 M392829 | EWS Data Analysis | Banks, Andrea | 8/17/2017 | EWS data spreadsheets | 6/1/2018 monthly |
| G2.B1.S2.A1 A366465 | EWS Data Analysis | Banks, Andrea | 8/17/2017 | EWS data will be compiled monthly. Teachers will review in teams and develop strategies for student improvement. | 6/1/2018 monthly |
| G1.B1.S3.MA1 M392814 | Credit Recovery | Lee, Doug | 8/17/2017 | Data will be kept on students who participate in the program and their success rate. This is coordinated through Guidance and Mr. Lee, | 6/1/2018 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | | | | however it is funded and supervised by Bay Virtual School. | |
| G1.B1.S3.MA1 🔍 M392815 | Guidance counselors place students who need to make up credit to be eligible for graduation in the... | Lee, Doug | 8/17/2017 | 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. | 6/1/2018 daily |
| G1.B1.S3.A1 🔍 A366459 | Credit Recovery: Program to offer students maximum opportunities to graduate on time. | Lee, Doug | 8/17/2017 | 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. | 6/1/2018 daily |
| G2.B1.S3.MA1 🔍 M392830 | Common Planning Days | Banks, Andrea | 8/17/2017 | PLC minutes, D and F reports | 6/1/2018 monthly |
| G2.B1.S3.MA1 🔍 M392831 | Common Planning Days | Banks, Andrea | 8/17/2017 | PLC minutes, D and F reports | 6/1/2018 quarterly |
| G2.B1.S3.A1 🔍 A366466 | PLC Days for Teacher Curriculum Planning | Banks, Andrea | 8/18/2017 | PLC sign-in sheets, PLC minutes, Teacher task assignments | 6/1/2018 quarterly |
| G1.B1.S6.MA1 🔍 M392818 | We will monitor participation in the program to determine if we will continue to use this support. | Banks, Andrea | 8/17/2017 | We will look at student sign in data and reported use of the facility at this time. | 6/1/2018 daily |
| G1.B1.S6.MA1 🔍 M392819 | We will monitor the use of the media center and for what purpose. | Banks, Andrea | 8/17/2017 | We will collect student sign in sheets that will indicate not just the time they used but what they used the time for. | 6/1/2018 daily |
| G1.B1.S6.A1 🔍 A366462 | Meet at the Media Center- extended hours for this resource | Banks, Andrea | 8/17/2017 | Media Center Para Professional will keep sign in data by student their name/ need etc. | 6/1/2018 daily |

# V. Professional Development Opportunities

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

**G1.** If teachers engage in quality professional development, collaborate, develop higher order lessons and increase active engagement, then student learning gains will increase in reading, writing, and literacy across the disciplines. Our goal is to improve in the areas of proficiency and learning gains by 4 percentage points in ELA, Math, Biology and U.S. History state assessments by focusing on developing a guaranteed and viable curriculum, sound lessons and infusing literacy in all classes.

**G1.B1** New District-created pacing guides that are unfamiliar to teachers

**G1.B1.S1** Content-specific PLC's where teachers familiarize themselves with the district created pacing guides and use them to plan instruction and assessments.

### PD Opportunity 1

Work with District Instructional Coaches to improve standards based instruction and ensure a guaranteed and viable currciulum exists from one class to the next.

#### Facilitator

Lisa Solots for Achieve 3000 and ELA. Cylle Rowell for Math, Katie McCurdy for Science, and Alana Simmons for Social Studies.

#### Participants

All teachers

#### Schedule

Semiannually, from 9/1/2017 to 6/1/2018

### PD Opportunity 2

Implementation of Close Reading strategies in every discipline.

#### Facilitator

SIP Team

#### Participants

All teachers

#### Schedule

Monthly, from 9/1/2017 to 6/1/2018

**G1.B2** Lack of teacher planning time to collaborate

**G1.B2.S1** Teachers will become proficient on how to use the district summative assessments (based on the pacing guides), analyze the data and plan for differentiation.

### PD Opportunity 1

Curriculum-Focused PLC days

#### Facilitator

Department Heads

#### Participants

all teachers

#### Schedule

Quarterly, from 8/17/2017 to 6/1/2018

**G1.B2** Lack of teacher planning time to collaborate

**G1.B2.S1** Teachers will become proficient on how to use the district summative assessments (based on

# 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 ensure a guaranteed and viable currciulum exists from one class to the next. | $0.00 |
| 2 | G1.B1.S1.A2 | Implementation of Close Reading strategies in every discipline. | $0.00 |
| 3 | G1.B1.S1.A3 | Implementation of the Fundamental 5 in Instruction | $0.00 |
| 4 | G1.B1.S2.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 | 2017-18 |
|---|---|---|---|---|---|---|
| | 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.S3.A1 | Credit Recovery: Program to offer students maximum opportunities to graduate on time. | $1,500.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 1100 | 100-Salaries | 0341 - Rutherford High School | Other | | $1,500.00 |

| | | |
|---|---|---|
| | | *Notes: Salary for Credit Recovery Summer Coordinator* |

| | | | |
|---|---|---|---|
| 6 | G1.B1.S4.A1 | Summer EOC/PERT Test Prep Academy | $0.00 |
| 7 | G1.B1.S6.A1 | Meet at the Media Center- extended hours for this resource | $1,350.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|---|---|---|---|---|---|---|
| | 1100 | 100-Salaries | 0341 - Rutherford High School | Other | | $1,350.00 |

| | | | |
|---|---|---|---|
| 8 | G1.B2.S1.A1 | Curriculum-Focused PLC days | $0.00 |
| 9 | G2.B1.S1.A1 | Monitor Attendance and make home visits (Parent Liaison) | $0.00 |
| 10 | G2.B1.S2.A1 | EWS Data Analysis | $0.00 |
| 11 | G2.B1.S3.A1 | PLC Days for Teacher Curriculum Planning | $0.00 |
| | | Total: | $3,350.00 |