

Bay District Schools

Rutherford High School



2021-22 Schoolwide Improvement Plan

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Rutherford High School

1000 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

Demographics

Principal: Robert Mitchell

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (46%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Rutherford High School (RHS) is to meet the diverse needs of all students by providing a challenging, rigorous, and relevant curriculum in a safe and engaging learning environment.

Provide the school's vision statement.

The vision at RHS is that all students can learn, achieve and succeed. Moreover, all students, faculty, and staff are entitled to a safe environment conducive to teaching and learning. Students should be prepared to succeed in a global society through college and career preparation. Students should commonly benefit from their community of learners and the educators who are committed to professional growth, educational innovation, and technological advancement. All stakeholders are responsible for nurturing this environment of safe, engaging learning, mutual trust, and respect.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Pilson, Coy	Principal	Mr. Pilson is the building level supervisor for all faculty and staff.
Mitchell, Robert	Assistant Principal	Mr. Mitchell is the assistant principal over scheduling, counseling, and school-wide assessment.
Wroblewski, Cheri	Assistant Principal	Ms. Wroblewski is the assistant principal over Middle School operations.
Roulhac, Tanja	Assistant Principal	Ms. Roulhac is the assistant principal over Curriculum & Instruction.
Blue, Charlotte	Administrative Support	Ms. Blue is assistant administrator over Middle School.
Wickham, Christinia	Administrative Support	Ms. Wickham is assistant administrator over High School.
Bates, Diane	Teacher, K-12	Ms. Bates is a High School IB Math Instructor.
Clayton, Billie	Teacher, K-12	Ms. Clayton is a Middle School Math Instructor.
Gall, Margot	School Counselor	Ms. Gall is a Middle School Counselor.
Harris, Alicia	School Counselor	Ms. Harris is a High School Counselor.
Mcpherson, Corrie	Teacher, K-12	Ms. McPherson is a High School Comtech (Social Studies) Instructor.
Neely, Steven	Teacher, K-12	Dr. Neely is a High School IB Computer Science Instructor.
Threatt, Jasmine	Teacher, K-12	Ms. Threatt is a Middle School Math Instructor.

Demographic Information

Principal start date

Friday 7/1/2011, Robert Mitchell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

109

Total number of students enrolled at the school

1,472

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

23

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	42	70	28	60	72	40	7	319	
Attendance below 90 percent	0	0	0	0	0	0	31	37	18	33	33	19	6	177	
One or more suspensions	0	0	0	0	0	0	24	40	12	33	28	15	4	156	
Course failure in ELA	0	0	0	0	0	0	10	20	4	37	65	24	6	166	
Course failure in Math	0	0	0	0	0	0	26	27	16	43	46	18	2	178	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	23	6	18	17	26	3	107	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	29	9	18	13	11	2	104	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	7	3	1	0	1	0	21	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	38	51	20	53	59	32	7	260	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	4	5	2	12
Students retained two or more times	0	0	0	0	0	0	2	2	0	3	4	4	1	16

Date this data was collected or last updated

Thursday 7/8/2021

2020-21 - As Reported

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		
Number of students enrolled	0	0	0	0	0	0	202	205	144	235	212	189	139	1326	
Attendance below 90 percent	0	0	0	0	0	0	64	21	145	34	33	27	6	330	
One or more suspensions	0	0	0	0	0	0	47	79	60	72	36	32	9	335	
Course failure in ELA	0	0	0	0	0	0	9	0	1	6	25	19	12	72	
Course failure in Math	0	0	0	0	0	0	12	9	6	17	49	40	18	151	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	60	55	36	60	59	63	43	376	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	81	65	42	56	45	42	32	363	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	65	54	74	63	58	32	426

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	13	32	21	3	69	
Students retained two or more times	0	0	0	0	0	0	10	6	9	14	28	15	8	90	

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	42	70	28	60	72	40	7	319	
Attendance below 90 percent	0	0	0	0	0	0	18	8	8	4	4	2	4	48	
One or more suspensions	0	0	0	0	0	0	12	29	13	22	10	10	5	101	
Course failure in ELA	0	0	0	0	0	0	1	2	0	1	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	7	3	4	1	12	10	1	38	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	14	23	6	18	17	26	3	107	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	22	29	9	18	13	11	2	104	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	19	27	13	19	15	18	4	115

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	4	5	2	12
Students retained two or more times	0	0	0	0	0	0	2	2	0	3	4	4	1	16

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	57%	56%	38%	55%	56%
ELA Learning Gains				37%	49%	51%	43%	50%	53%
ELA Lowest 25th Percentile				21%	35%	42%	30%	37%	44%
Math Achievement				33%	58%	51%	33%	61%	51%
Math Learning Gains				43%	53%	48%	48%	62%	48%
Math Lowest 25th Percentile				40%	50%	45%	51%	59%	45%
Science Achievement				54%	74%	68%	41%	67%	67%
Social Studies Achievement				65%	76%	73%	60%	74%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	41%	58%	-17%	55%	-14%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019	32%	53%	-21%	53%	-21%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	71%	-12%	67%	-8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	74%	-8%	70%	-4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	64%	-25%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	62%	-31%	57%	-26%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

RHS will measure proficiency by using results on FSA for Math and ELA and EOCs for courses where the FSA is unavailable.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Civics	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
Biology	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
US History	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	18	20	17	27	31	22	32		82	34
ELL	11	16	25	14	22	25	25	22			
ASN	48	30		39	7		62				
BLK	18	22	19	11	19	19	21	49	42	94	34
HSP	30	30	23	22	21	31	42	48		80	42

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	25	29	23	18	18	18	33	45		81	38
WHT	33	33	30	35	38	35	43	51	57	87	48
FRL	24	26	24	21	27	27	32	46	53	87	47
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	26	17	21	35	29	8	36		80	17
ELL	19	22	18	14	54						
ASN	47	40		55	64		75			90	44
BLK	26	28	18	25	38	36	30	56		72	15
HSP	18	27	10		29	38				67	
MUL	34	45		50	71		54	70		89	41
WHT	53	45	29	40	45	48	67	70		78	39
FRL	34	33	19	31	44	39	47	60		71	27
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	34	28	16	39	48	17	45		74	4
ELL	29	18		25							
ASN	67	64		50				60		82	
BLK	20	31	24	18	42	52	19	38		73	29
HSP	29	28		26	50		42	55		69	36
MUL	33	49		35	43		62	65		77	30
WHT	50	52	45	45	54	50	50	70		76	47
FRL	31	41	30	29	43	50	36	53		66	40

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	14
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	12
Percent Tested	84%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	19
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	37
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The obvious emerging trends are our deficiencies in the subgroups of SWD and ELL.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement lies in the area of SWD and ELL.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

1a. Our SWD remained stable in ELA achievement from the prior year and improved by 6 points in math during the same time period. However in Science and Social Studies achievement they dropped 9 points each. This points to a struggle with informational text.

1b. Our ELL, Asian, and Hispanic subgroups dropped a respective 10, 20, and 11 points in ELA achievement. Each could be reflective of a struggle with English language acquisition.

2a. To address the first concern, we plan to restructure our ESE department and implement changes in our approach at the middle and high school levels. Specifically, we will move to a case manager model in grades 6-8 and an IEP coordinator model at the 9-12 level.

2b. To address the second concern, we plan to provide sheltered instruction using a computer based program in the native language of the student to support academic performance. We will assign one ESOL endorsed teacher to be responsible to teach ELA and ELD for all level 1 and 2 ACCESS student in grades 6-12.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

With the exception of the SWD and ELL subgroups, Science and Social Studies achievement showed the most improvement with an average increase of 12.8% points across all other subgroups.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our Science and Social Studies departments work well together at the PLC level and our Science and Social Studies teachers assigned to the IB program are shared across campus in the general curricular classrooms. In this case, some of our most highly effective teachers are serving our lowest performing students.

What strategies will need to be implemented in order to accelerate learning?

The most prominent strategies to accelerate learning will be to follow the pacing guides established by our district and to remediate using "Right-now" instruction when formative assessment calls for it.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Additional training on the use of Enrich would be beneficial to support our teachers with their instruction of ESE students.
2. Training on the newly adopted restructure of our ESE department and the protocols to be used to provide services and accommodations to students would be beneficial for all teachers.
3. Similarly, training on the implementation of our ELL program, ELL testing protocols, and the procedures to be used to provide services and accommodations to our ELL students would be beneficial for all teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our district is implementing a reset of initiatives following the recent school closure of 2020 and the learning loss resulting from the COVID-19 Pandemic. Those initiatives include a refocus on the following areas:

1. ESE/ELL/504 Support
2. MTSS
3. The PLC process
4. Behavior
5. Grading Procedures

With the added district accountability for the initiatives of ESE and our ELL programs, we believe the sustainability for improvement will be present and our plan will be executed and implemented successfully.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:

The culture of Rutherford High School should be conducive to learning which means it should be constructive, safe, and encouraging to all students while focusing on school pride. This will require actions on the part of teachers, parents, students, and the community. Parent and community involvement should be encouraged through relevant activities. Student involvement should be the result of extracurricular integration efforts and PBIS initiatives. Teachers are the bridge to success in all areas as club sponsors, intramural sports coaches, communicators with parents, and PBIS monitors. Our goal is to improve the overall school climate and culture by incorporating the International Baccalaureate Organization's Approaches to Learning (ATL) skills in self-management and social interaction as a part of our instruction with students and modeling those skills as parents, teachers, and community members.

An increased emphasis and recognition of students' positive self-management ATL skills in the classroom and within the school community will result in more students who are able to manage their time effectively to increase participation in clubs and extracurricular activities. PBIS initiatives will recognize and reward student successes in this area leading to greater involvement and a more positive climate. Increased collaboration among all stakeholders and school leaders (Administration, SAC, IB, and Title 1) together with the promotion of more opportunities for community connection and outreach will support and develop the ATL social skills for all and lead to significant increases in school pride, extra-curricular integration as well as parent and community participation.

Measurable Outcome:

Specifically, we have set a goal of: 30% club participation for high school students and 10% participation by middle school students; 30% participation of middle school in intramural sports; 5 new parents and community representatives on SAC, at least 100 volunteer hours by stakeholders; 10% decrease in discipline referrals through FOCUS. Middle school students experience more logistical difficulties with after school activities. We use specific numbers for some items since we do not have historical data. This year's results will form a baseline for future measurement.

Monitoring:

Monitoring attendance, volunteer hours, and collection of monthly club and SAC minutes via RSGA representatives.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Clubs will report participation that includes a breakdown of numbers by grade. SAC, IB and Title 1 will report participants by name in minutes or number of parents when minutes are not relevant.

Rationale for Evidence-based Strategy:

Clubs and councils make use of minutes which require names of participants. Adding a requirement for grade levels is a simple method of tracking participation. Open Houses and more general activities can include simple surveys or attendance tickets to identify and quantify parent participation. Volunteer logs can be easily implemented as volunteers check-in.

Action Steps to Implement

1. SAC, IB, and Title 1 should ensure a wide dissemination of invitations to Open Houses, the School Advisory Council, and Title 1 activities. These activities should focus on informing participants and instilling a sense of pride for the school and the role participants play.

2. The School Advisory Council, the International Baccalaureate Program, and Title 1 Program should develop activities that are relevant to the involvement of all stakeholders in the school improvement focus. These activities include volunteer opportunities that provide both teacher and student support, such as school appearance, community outreach, and tutoring.

3. Teachers will incorporate ATL self-management skills in the context of their classroom instruction and encourage higher student participation in extra-curricular integration, which will play a key role in the development of community and ATL social skills among the students themselves. The meaning of this term has several components. First, it will provide for the integration of students into the school community by offering opportunities to participate in diverse activities. Second, it will provide the opportunity for middle school students to compete and participate in activities with high school students in clubs, student government, and intramural sports to reinforce school identification and pride.

4. Club sponsors will actively recruit students from all grades where appropriate.

Person Responsible Coy Pilson (pilsolc@bay.k12.fl.us)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Across all grades and subject levels, our students struggle with critical reading and textual analysis as evidenced by our assessment scores. Our goal is to improve student achievement in research, communication, and critical thinking skills as referenced in the International Baccalaureate Organization's Approaches to Learning (ATL) framework. Success in these skill areas form the basis for student classroom engagement.

All of our teachers, regardless of subject area, teach students research skills---how to find information, to evaluate the source and quality of that information, and how to balance information from multiple sources to reach a logical conclusion. All of our teachers teach critical thinking---from direct problem-solving to mindful reflection when they have an increase in understanding. And, all of our teachers teach communication----subject specific vocabulary, reading and text analysis, writing, speaking, and listening. An increased recognition and deliberate emphasis of these skills in every subject area will lead to improved student achievement in standardized test scores. Teacher collaboration in Professional Learning Communities to share successful approaches to teaching in these areas will improve student engagement and enable our students to demonstrate academic growth in critical reading and analysis in all subject areas.

Measurable Outcome:

Student Outcome: If teachers collaborate as part of PLC's to share successful teaching practice in the ATL areas of research, critical thinking, and communication skills and engage students in weekly formative practice interacting with subject appropriate texts/ prompts, provide quality guidance and feedback to improve performance, reflect on both process and outcome, and implement remediation and/or enrichment strategies as necessary, we will see a 10 % increase in our local, state, national test scores.

Instructor Outcome: Teachers who demonstrate evidence of meeting these criteria through classroom observation, submission of student work samples, and assessment data, will achieve an effective/highly effective rating as part of their professional evaluation. Our outcome goal will be that 75% of faculty members will earn ratings of effective or higher in domain 3c of the Charlotte Danielson's framework for teaching.

Monitoring:

Classroom observations and the appraisal system for BDS, student work samples, assessment scores.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Weekly PLC Meetings, varying among Content, Grade-level, and Vertical articulation. Our Professional Learning Communities consist of teachers, counselors, support personnel, and administrators. PLC groups share classroom approaches to teaching and analyze data in these skill sets across each of these groups and reflect on ways to improve student performance, collaborating on plans to vary instruction, implement accommodations and support student achievement. Participation and attendance at these meetings plus samples of student formative work and summative assessments provide evidence of support for this goal.

**Rationale
for
Evidence-
based
Strategy:**

Teacher collaboration and communication leads to improved confidence and classroom instruction, which in turn leads to greater student engagement and improved performance. If teachers have the support of their colleagues and administration, guided by proven approaches to teaching and content structure, these supports will enable them to successfully guide their students to higher achievement levels in critical reading and analysis.

Action Steps to Implement

1. Teachers will meet weekly in varying PLC groups with specific tasks set to accomplish at each meeting with individual teachers assuming different roles to ensure a balance of participation and engagement.
2. Teachers will document teaching of ATL skills in research, critical thinking, and communication (in alignment with the standards for their course) through lesson plans and samples of student work.
3. Administrators and school leaders will provide support and guidance to mentor teachers and ensure they have the support, resources, and training necessary to carry out their responsibilities.

**Person
Responsible**

Coy Pilson (pilsolc@bay.k12.fl.us)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Rutherford has a high number of incidents of fighting on campus. In the 20-21 school year 168 referrals were written for students fighting. These referrals involved 140 students. The incidents resulted in significant disciplinary action including Out of School Suspensions, Alternate Placements, and significant loss of instructional time.
Measurable Outcome:	Rutherford will reduce the number of referrals for fighting by 10% for the 21-22 school year.
Monitoring:	Discipline data is reviewed weekly by our Licensed Social Worker who is serving as our Staff Training Specialist focused on Behavior. She shares this data with our Administrative and Instructional Team at our monthly data chats.
Person responsible for monitoring outcome:	Coy Pilson (pilsolc@bay.k12.fl.us)
Evidence-based Strategy:	<p>PBIS initiatives will recognize and reward student successes in this area leading to greater involvement and a more positive climate. Increased collaboration among all stakeholders and school leaders (Administration, SAC, IB, and Title 1) together with the promotion of more opportunities for community connection and outreach will support and develop the ATL social skills for all and lead to significant increases in school pride, extra- curricular integration as well as parent and community participation.</p> <p>Additionally, Our school has a site based Triad Team which includes a Licensed Mental Health Counselor, a Social Worker, and a Case Manager. This team works to support students that have experienced significant trauma or are in crisis. They can provide individual and/or group counseling. They also assist in implementing and monitoring students individual behavioral plans.</p>
Rationale for Evidence-based Strategy:	PBIS is a research-based program that, if implemented with fidelity, can help improve the school culture and cut down on office discipline referrals. We will also use restorative practices to foster relationships with students and parents in order to provide a multi-tiered approach to responding to student behavior.

Action Steps to Implement

School wide behavioral expectations are posted and reviewed with students on a consistent basis:

R- Respect for yourself and others

A- Advocate for yourself

M- Make good decisions

S- Succeed through hard work

Social/Emotional Learning implementation through the use of Character Trait of the Month

Increased Monitoring of hallways and cafeteria through increased staffing

2 Law Enforcement Officers actively monitoring the campus throughout the school day

Schoolwide training and initiation of the PBIS system.

Person Responsible Coy Pilson (pilsolc@bay.k12.fl.us)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus	Rutherford has a high number of incidents of skipping on campus. In the 20-21 school year 646 referrals were written for skipping. These referrals involved 320 students. Skipping has a direct negative impact on student success.
Description and Rationale:	
Measurable Outcome:	Rutherford will reduce the number of incidents of skipping by 10% for the 21-22 school year.
Monitoring:	Discipline data is reviewed weekly by our Licensed Social Worker who is serving as our Staff Training Specialist focused on Behavior. She shares this data with our Administrative and Instructional Team at our monthly data chats.
Person responsible for monitoring outcome:	Coy Pilson (pilsolc@bay.k12.fl.us)
Evidence-based Strategy:	The culture of Rutherford High School should be conducive to learning which means it should be constructive, safe, and encouraging to all students while focusing on school pride. This will require actions on the part of teachers, parents, students, and the community. Parent and community involvement should be encouraged through relevant activities. Our goal is to improve the overall school climate and culture by incorporating the International Baccalaureate Organization's Approaches to Learning (ATL) skills in self-management and social interaction as a part of our instruction with students and modeling those skills as parents, teachers, and community members. This improved school culture and climate will have a direct impact on student attendance. In addition, we plan to increase the opportunity for students to participate in extra-curricular activities. This will serve as an incentive for students to attend school regularly in order to participate.
Rationale for Evidence-based Strategy:	Data suggest that students who are chronically absent are more likely to lack reading skills, have lower test scores, and receive exclusionary school discipline, and they are in higher jeopardy of not graduating. By addressing our school culture and initiating incentives through our PBIS program, we will see an increase in attendance.

Action Steps to Implement

Schoolwide training and initiation of the PBIS system.
 Teacher Professional Development in incorporating the International Baccalaureate Organization's Approaches to Learning (ATL) skills in self-management and social interaction
 Increasing campus surveillance by adding 31 additional cameras
 Increased Monitoring of hallways and cafeteria through increased staffing
 2 Law Enforcement Officers actively monitoring the campus throughout the school day
 Increased fencing around the perimeter of the school
 Addition of electronic gates to enter and leave campus

Person Responsible Coy Pilson (pilsolc@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

RHS's referral and discipline incidents were down dramatically in 20-21 from 19-20. While our numbers of violent incidents are higher our totals in drug/public order incidents are low, making our campus moderately safe in comparison to other state schools. Fighting and Physical Attack are the most prominent indicators that should continue to be monitored through a cultural and environmental lens. As an administrative staff, continual presence during transition, character education and PBIS rewards, and preventive measures through our mental health team (TRIAD) will be the interventions used to positively impact our school behavior data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

RHS seeks to promote a positive school culture and environment that reflects a supportive and fulfilling learning environment with conditions that meet the needs of all students. Moreover, we will empower faculty & staff who are confident in their roles and relationships to students. We seek a culture that values trust, respect and high expectations. We will consult with a variety of stakeholders to employ school improvement strategies that impact our growing positive school culture.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We intend to involve and recruit stakeholders who are more proximal to the school; including teachers, students, parents and the families of students, volunteers and mentors, school board members, and community partners such as early childhood providers, local colleges and universities, social services, and business partners. At RHS, we understand that stakeholders play a key role in our school's performance and in addressing equity. Our involvement of every stakeholder is crucial for the achievement of our stated vision, mission, values, goals, and school improvement strategies.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00