

# Rutherford High School



2014-15 School Improvement Plan

## Rutherford High School

1000 SCHOOL AVE, Panama City, FL 32401

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

58%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

46%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	C	B

### School Board Approval

This plan is pending approval by the Bay County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

###### Mission Statement

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

##### Provide the school's vision statement

###### Vision

We at Rutherford believe that: All students can learn, achieve and succeed.

Students, teachers, and staff are entitled to a safe, clean environment conducive to teaching and learning.

Teachers, administrators, parents, students and the community share the responsibility for advancing the school's mission.

Offering a challenging, relevant curriculum that involves all students will prepare them to succeed in a global, multicultural society.

Maintaining partnerships with parents, community agencies, and local businesses will enhance the total educational experience.

Students benefit from a small community of learners and educators committed to professional growth, educational innovation, and technological advancement.

All stakeholders are responsible to nurture an environment of mutual trust and respect.

Students who are "at risk" and need support are provided that by each teacher in each subject.

#### School Environment

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

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

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

Bay District Schools has adopted the Danielson Frameworks which has as a focus on knowledge of and respect for the different cultural backgrounds of students and teachers reference this where appropriate in their lesson plans and in many different ways. For example, some will ask students to do a family history and share that with the class, they may ask their students to do a family crest, or share a holiday memory etc. Our school has many clubs based on student interests. We have a multi-cultural club which sponsors a multi-cultural day where students from all different cultures can share their dances, holidays, foods etc.



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

Physically or 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. 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" art work that is placed around the school. These large pieces of art based on our "Ram" logo make the campus student friendly. The school adds to these pieces of art annually from our art classes. The school also highlights student art work in the front offices. Students art is seen on every wall and features a variety of art mediums.

The school incorporates "character education" in its lessons every month. These lessons revolve around respect, friendship, loyalty etc. The teachers incorporate these themes in the lessons that they teach across the curriculum. These are also featured on our WRAM Television station, our up front bulletin board, and are in our daily quotes.

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

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

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

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

Discipline reports are pulled once a semester to look at where the discipline events are occurring and what consequences are for the students. The administrative team evaluates the discipline reports to help assure a fair and consistent system.

**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 4 guidance counselors for its 1200 students. This allows the guidance counselors to work with their students over a period of 3/4 years and develop strong relationships with their students. We have a 9th grade counselor, an IB counselor and two additional counselors who divide the 10th, 11th and 12th grade students not in the IB program by alphabet. The counselors will have these students for 3 years.

The school has a Child Study Team which 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 High School has a Military Counselor who works at our school with military students and in groups like our In School Detention population when there are military students in that group.

Rutherford High School also calls on other community organizations for help. We have a health department nurse who is in our school for approx. 6 hours a week and who helps our students with medical concerns like diabetes, etc.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school uses the Bay District Early Warning System report which is highlighted below. However, there are other systems in place which are equally important. One such system is the MTSS Concern sheet which is a google document created so that teachers can report a student concern and easily reference to see what actions are taken and what actions are pending with regards to that student. Teachers are encouraged to only place a students name in the Google document after conferencing with the student and at least making a parent phone contact. Once entered, these students are then looked at by the administration and if appropriate the guidance department will include their names in the Child Study Team meetings that occur. Teachers are kept abreast of the student concern by guidance counselors noting guidance meetings, parents conferences, and CST meetings and outcomes where appropriate.

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

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

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

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

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

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

Rutherford High School offers several programs to assist students to meet the Florida State Standards as evidenced through the Florida State Assessments. These include:  
 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.  
 Saturday School: Students who are in remedial English/Reading and/or Agile Minds Algebra 1 program. This program offers academic support for students on 6 Saturday's in the Spring for 4 four hours. Two of these hours are for English/Reading skill support and 2 hours are Algebra 1 skill support.  
 Biology Power Hour: Students taking the Biology EOC are offered a review program on the day of the

test. They test a little later in the day and spend 2 hours doing a targeted review. In addition for the Biology review students are offered preparation for the exam on two Saturdays before testing. The reviews used are standards based, teacher developed and used by all the teachers in the reviewing process with students.

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

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

## Family and Community Involvement

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

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

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

#### **Description**

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

1. Principal Facebook page which updates everyone subscribed to the service with information. (all parents were given the opportunity to subscribe)
2. Principal Blog in which he shares upcoming events, educational philosophy, Monday memo's and other information regarding the school.
3. Principal Twitter account where followers are updated regularly regarding school activities
4. Administration/teachers use of Remind to text important information and reminders to students and faculty.
5. Rutherford Web page with links to the above information as well as all activities which are available and regularly updated for parents.
6. Focus program which allows administration and teachers to provide information to parents as soon as they log on.
7. IRIS calls to all parties signed up with school numbers and e-mail addresses to update parents/students/community.
8. Alumni Page the RSGA uses to coordinate and involve current, past and future endeavors regarding the school and to build school spirit.

### **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 where students do internships at community businesses like Channel 13 and 7, the NewsHerald, Local hospitals, local publishing businesses, engineering firms like SAIC locally etc. This is a senior internship where students take their digital skills and use them in the workplace. These jobs 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 IB program requires that students who participate in the MYP or DP program 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 IB students both MYP and DP 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 RHS to participate in their programs.
4. The RHS SAC's organization which meets four times a year to discuss progress in the school is another way in which we seek help and support from our parents and community.
5. We have developed a mentor program with the Tyndall Air Force Base. There are mentors who coach and volunteer in the classroom. The numbers of volunteers vary each year. This year we have three presently working at the school. Two are coaches and one mentors in a reading/English class.
6. We have two military educational liaisons (Navy and Air Force) who coordinate with the school for new military transfer families and support the school with the transition process.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Alvis, Jennifer	Teacher, K-12
Brown, Karen	Guidance Counselor
Brown, Mike	Teacher, K-12
Bryd, Lin	Instructional Technology
Crews, Myra	Teacher, K-12
Lee, Doug	Assistant Principal
Patterson, Elizabeth	Assistant Principal
Pilson, Coy	Principal
Rogers, Jennifer	Instructional Coach
Rutland, Cathy	Teacher, K-12
Steele, Victoria	Teacher, K-12
Tutunick, Rick	Guidance Counselor

#### Duties

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

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

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

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

This year, in the fall, the School Improvement Plan is looking at a plan to help our Seniors be successful graduates by the years end. The team is reading and looking at the work done by Douglas High School from Baltimore Maryland as well as researching other programs that have instituted successful program to improve students graduating on time. Based on this research, the team will look at what if any changes can be implemented at our own school.

***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 DEA data, Class grades, test grades, and writing responses and discipline etc. This team works together with the department heads and faculty to support academic achievement, professional development, and initiatives that may be appropriate to the school. The School Improvement Team meets twice a month (the second Tuesday and fourth Thursday of the month. The fourth Thursday of the month is when the SIT Team is joined by the Dept. Heads to coordinate information, data, and school initiatives.

Rutherford High School has few separate monies available to supplement programs and provide student support. Below is the list of funds and the focus on which they will be spent.

1. Rutherford High School has the Free and Reduced Breakfast and Lunch program through the Federal Government that is available to Florida Schools.
2. Job Training is available to students through Coop programs which will serve 70 students this year. The district in cooperation with local businesses annually take groups of interested 11th and 12th graders to different businesses in our community and that initiative is funded through the district. We also offer "on the Job Training" for our ESE population through partnerships with our "job coaches, Goodwill Industries" and local businesses.
3. The International Baccalaureate and Advanced Placement programs earn money that is put back into the programs through the purchase of supplies, teacher training, technology, tests, etc.
4. CTE programs work to prepare students in the fields of a Health Science Academy, Culinary Academy, Engineering Academy, Adobe Certifications, and CAD technology programs. These CTE Academies earn moneys for their programs that are used to keep the programs current in terms of technology, resources and support of students mastering their program. Ex. Culinary students planning, preparing, and serving at special events.
5. Rutherford has an active Mu Alpha Theta competitive Math program that competes in our region.
6. Rutherford has a Science Club that works with other elementary and middle schools to bring "science alive" and to share their knowledge and passions. This program is funded through club dues and grant funds to buy the materials and pay for the transportation needs of this program.
7. Rutherford High School has \$18,500 in Drop Out Prevention money to support programs, opportunities, professional development, tutoring, summer enrichment, and RAMS Rock Programs. Rutherford applies annually to the district for additional funds targeted for schools with a large population of free and reduced population of students to offer supplementary funding. The program that has been traditionally funded through these funds is the RAM Rocks program. This program requires a grant proposal with research and data be submitted to be approved by the district and moneys released in January to support additional programs to support additional instruction.

8. The SAC's Committee this year has a budget of \$3,200. This budget is spent at the direction of the committee. The school presents different needs to the committee and they discuss and vote on the distribution of that money. They offer classroom grants of \$100.00 to teachers who complete the application and present to the committee. This year the school has asked the SAC's Committee for the following items and they have been approved and purchased. (All of this in line with the school
- a.) Breakfast for Saturday School Students \$500.00
  - b.) FSA Celebration \$500.00
  - c.) Feminine Products \$500.00
  - d.) Technology for the PE dept. (safety - taking attendance and maintaining class supervision) \$600.00
  - e.) Flags for school

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Bill Doyle	Teacher
Beth Patterson	Principal
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

The SAC's committee meets four times a year. The first meeting is to discuss the school grade and academic performance on the spring EOC's and FCAT. 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 school Improvement Team also receives grant requests for from teachers and administrators for special projects and or materials needed in the classrooms. These are presented to the School Improvement Team and voted on.

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

*Preparation of the school's annual budget and plan*

The SAC's committee received a report from the Principal on the budget. Our school is presently experiencing a 10 million dollar upgrade of our facilities and our SAC's committee has been kept

apprised of the upgrades affecting the school. The SAC's committee is very involved in and supportive of the Senior Success, Saturday School, Biology Power Hour etc. programs that support student achievement.

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

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

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

**Duties**

**Describe how the LLT promotes literacy within the school**

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

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

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

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

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

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

1. Recruitment: Rutherford targets the hiring of highly qualified teachers by providing a safe and orderly work environment where new teachers are provided with veteran staff as mentors, support in disciplinary and intervention situations with students, time for teacher collaboration, and on-site, job-embedded professional development.
2. Recruitment: Rutherford targets the hiring of highly qualified teachers . This will when appropriate include veteran teachers from other schools. We also utilize the SearchSoft personnel tracking system to review credentials and references on all applicants to ensure the best fit for our school. Teachers are interviewed during the application process.
3. Retention: To prevent teacher turnover, our school will offer once a month meetings for new teachers (0 to 3 years) to discuss areas of concern and individualized support.
4. Retention: Our district provides a teacher induction program that trains new teachers after school on various topics to assist in retaining these teachers.
5. Retention: All of our Alternative Certification teachers are mentored by an district provided Alternative Certification Instructional Specialist.
6. ESOL Endorsement, Reading Endorsement , and New Teacher Evaluation Training opportunities are provided to all staff members via Bay District initiatives.
7. Department Heads work with all teachers in their department to offer training and support.

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

Mentoring Program at Rutherford High School

1. District New Teacher Mentor program: The district has appointed a Teacher of Special Assignment who meets with new teachers once a month to help with State and District requirements. Ex. helps 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- To build relationships with our new teachers - Monthly Meetings/Individual Meetings as required. Model best practices, observations, feedback on practices, assistance with resources and communication.
3. Department Heads 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. Monthly Meetings/Individual Meetings as required. Model best practices, observations, feedback on practices, assistance with resources and communication.



4. Teacher mentor- Pair up program - each new teacher is paired with another more seasoned teacher to offer one on one support.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

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

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

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

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

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

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Weekend Program

**Minutes added to school year:** 2,880

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

**Strategy Rationale**

Students are in need of additional support in ELA skills and Algebra 1 as evidenced by Discovery Education Progress Monitoring baseline scores. This strategy has been used in the last four years and supports learning gains of 60+ percent of the students who participate.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

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

Students that are in remedial ELA and Algebra 1 classes will be targeted for this intervention. The data that we will use this year will be the previous years Reading and Math scores and compare how the students perform on the new FSA assessments.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,080

T and T (Tuesday and Thursday) Algebra after school tutoring (3:15 to 4:15)

**Strategy Rationale**

50+% of the students in Algebra 1 were at risk for failing the first semester.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

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

Students will sign in and a list will be kept to monitor the number of students who use the assistance and their grades as a result of the assistance.

**Strategy:** Summer Program

**Minutes added to school year:** 960

Algebra 1 Support Instruction for the Summer FSA Test

**Strategy Rationale**

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

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Rutherford High School has two primary programs that engage elementary and middle school students in education and give 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 for the importance of reading. There is a "Chemistry On the Road" program where our high school chemistry students go to different elementary and middle schools to present and assist those students with labs. This programs purpose is to mentor younger students and inspire a desire to learn about math and science.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Guidance works with students on their individual course selection based on career choices. Students choose courses each year and the master schedule is based on those selections and the state requirements. Select students have mentors comprised of community members who visit with them each week to ensure they stay in school and attend to their academics. We have academics that offer Career and Technical components and certification. Colleges, military and community members are invited into the school and students may sign up to have conferences with these representatives. Elective courses that are offered to students for future employment or job skill training include: Computing for College and Careers, Culinary Operations I-IV, Television Production I-IV, Marketing I-III, Marketing Co-op, Computer Programming I-III, Computer Applications I-II, Drafting I-III, Web Design I-II, Communication's Technology Academy, Air Force JROTC, and Internships. Students are encouraged to select these classes through their guidance counselors and homeroom

teachers. 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 have the opportunity to participate in Career Connections sponsored by the local Chamber of Commerce to acquaint students with the employment possibilities and contacts for those in our community.

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

Our school is committed to offering more Career Technical Courses which give students the opportunity to earn Industry Certifications enabling them to apply their education directly to the world of work. These certifications offer students entry level credentials for career areas of their interest. In 2010 Rutherford Academy programs and Career and Technical classes began to have students study for, sit, take and pass Industry Certification exams with positive results. In the Culinary Arts Program, 100 students attempted the ServSafe certification, 94 students passed the exam. A total of 65 students from various business classes passed one or more Adobe Certification Exams. The drafting program had 21 students pass the AutoCad Certification. The ComTech program integrates English, history and computer courses with focuses on the same topics. (Ex. Students may be studying France in history, while in English look at short stories by a French author and then recreating a map of France or a travel brochure in computers). Our Culinary Arts program feeds directly to the local State College where there is a wonderful Culinary Arts program and Cafe. Our community has a strong "tourism" industry and as a result the "Culinary" programs in our community are important. We have worked on updating our Drafting offerings by bringing in refurbished drafting desks from another school who has chosen to discontinue their drafting program and we have updated our computers and software in this program to meet the changing demands of this career field. We have a need for drafting 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. We were able to begin our Engineering Academy this year which incorporates science and technology in the 9th grade. In the 10th grade we will be adding geometry to the academy and in the junior and senior year a problem based class focusing on engineering/math/science and technical writing skills. We also began a Health Science Academy which in the 9th grade gives students an introduction into health careers, vocabulary, basic skills (i.e. bed making and germ prevention etc.). This program will continue in years 10 through 12 with additional courses that will enable students to pass a medical related Industry Certification Exam and be eligible to work.

Our students have the opportunity to enroll part-time in the County Technical Education Program to receive certifications in areas not offered on our physical campus. Ex. welding.

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

The following is data concerning students who took rigorous course work at RHS.

Percent of 2011 graduates who completed at least one AP, IB, AICE or Dual Enrollment course: 57.5% .Compared to the districts 63.1% and the states 50.0%. Rutherford has established a goal of 80% of our 2013 entering 9th graders to take at least one AP/IB/Dual enrolled course before graduating from high school. Rutherford in cooperation with Everitt Middle school are instituting an MYP program as a part of the IB curriculum of studies which will help prepare all students for rigorous course work. The principal has asked the guidance AP and counselors to direct every student to at least one IB/AP or dual enrolled course before leaving Rutherford High School.

Rutherford High school would like to address one of the major concerns of curriculum when comparing the

Percent of 2011 graduates who completed at least one dual enrollment science course at RHS 0.389% compared to the district 13.4% and state. 4.10%. Rutherford High School was able in the

2012 -2013 school year to offer two dual enrolled English classes (ENC 1101 and ENC 1102) and one dual enrolled science class (General Biology) to students. the Rutherford High School State College approved General Biology Dual Enrolled science teacher transferred. Rutherford is in the process of certifying another science major instructor to be eligible to teach that dual enrolled course through Gulf State College next year. The Rutherford Administration and school leadership team are aware of the need to hire when possible individuals in all areas that have the ability to teach advanced curriculum and especially in science. We hope to meet the state average of approx. 4% of our student body to graduate with at least one dual enrolled class completed in their high school career by 2015. This would mean approximately two additional classes of students (25 per class) in addition to the two English classes offered presently.

***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***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To improve reading analysis of informational text through across the curriculum writing strategies for informational text.
  
- G2.** To develop professional learning communities in testing areas so that teachers can use data to improve instruction and therefore student proficiency.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** To improve reading analysis of informational text through across the curriculum writing strategies for informational text. 1a

G041067

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- New standards which teachers are unfamiliar with
- New testing questions which teachers may not have incorporated in their assessments
- Teachers who are not proficient at generating DOK level questions on their assessments to mirror the EOC level of comprehension required for proficiency.
- New skills that students are unfamiliar with

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

G041066

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- New to the PLC process
- New to planning assessments with DOK levels
- New to sharing data

**Plan to Monitor Progress Toward G2.** 8

The teachers who enter the data, discuss the data, and the actions taken based on the data as evidenced by agenda and minutes of the PLC.

**Person Responsible**

Elizabeth Patterson

**Schedule**

Monthly, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

Google docs, minutes, agendas etc.



## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To improve reading analysis of informational text through across the curriculum writing strategies for informational text. **1**

 G041067

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

 B121608

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

 S133559

### Strategy Rationale

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

### Action Step 1 **5**

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

#### Person Responsible

Jennifer Rogers

#### Schedule

Every 6 Weeks, from 10/23/2014 to 3/20/2015

#### Evidence of Completion

Sign in sheets from the professional development trainings.

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

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

**Person Responsible**

Jennifer Rogers

**Schedule**

Monthly, from 10/31/2014 to 5/31/2015

***Evidence of Completion***

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

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

Teacher tests will be kept

**Person Responsible**

Jennifer Rogers

**Schedule**

Monthly, from 10/30/2014 to 5/29/2015


***Evidence of Completion***

The test that students answer will be submitted and held.

**G1.B4** New skills that students are unfamiliar with **2**

 B121625

**G1.B4.S1** Additional core instruction time **4**

 S133570

**Strategy Rationale**

Students will need practice at these new skills

**Action Step 1** **5**

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

**Person Responsible**

Elizabeth Patterson

**Schedule**

Biweekly, from 1/24/2015 to 3/14/2015

***Evidence of Completion***

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

G041066

**G2.B1** New to the PLC process 2

B121620

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

S133566

### Strategy Rationale

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

### Action Step 1 5

To have each teacher participate in a PLC.

#### Person Responsible

Elizabeth Patterson

#### Schedule

Monthly, from 9/15/2014 to 5/29/2015

#### Evidence of Completion

Agendas, minutes

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

Teacher sign in and teacher data sheets

#### Person Responsible

Elizabeth Patterson

#### Schedule

Monthly, from 9/15/2014 to 5/29/2015

#### Evidence of Completion

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

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

Teacher google docs or common data brought to meeting

**Person Responsible**

Elizabeth Patterson

**Schedule**

Monthly, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

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

**G2.B2 New to planning assessments with DOK levels 2**

 B121621

**G2.B2.S1 Time to become familiar and to work through the process. 4**

 S133567

**Strategy Rationale**

As teachers become more familiar with the process over time and it has positive outcomes, then the teachers will be more excited about the process.

**Action Step 1 5**

Practice in developing common assessments together and including DOK levels

**Person Responsible**

Elizabeth Patterson

**Schedule**

Every 6 Weeks, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

The teacher leader in each PLC

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

assessments

**Person Responsible**

Elizabeth Patterson

**Schedule**

Every 6 Weeks, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

The assessment that was developed.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

The minutes of the PLC which reflect how the data was used.

**Person Responsible**

Elizabeth Patterson

**Schedule**

Every 6 Weeks, from 9/15/2014 to 5/25/2015

**Evidence of Completion**

The assessments and the PLC minutes together will give insight into the effectiveness of the process.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	To offer professional development on the new question types across the curriculum.	Rogers, Jennifer	10/23/2014	Sign in sheets from the professional development trainings.	3/20/2015 every-6-weeks
G2.B1.S1.A1	To have each teacher participate in a PLC.	Patterson, Elizabeth	9/15/2014	Agendas, minutes	5/29/2015 monthly
G2.B2.S1.A1	Practice in developing common assessments together and including DOK levels	Patterson, Elizabeth	9/15/2014	The teacher leader in each PLC	5/25/2015 every-6-weeks
G1.B4.S1.A1	Saturday School Program to give below grade level students additional core instruction.	Patterson, Elizabeth	1/24/2015		3/14/2015 biweekly
G1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Teacher tests will be kept	Rogers, Jennifer	10/30/2014	The test that students answer will be submitted and held.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Teachers will be asked to submit a formative or summative assessment that shows the inclusion of the new test questions.	Rogers, Jennifer	10/31/2014	Teachers will submit actual assessments that mirror the questions types that will be asked on the state assessments.	5/31/2015 monthly
G2.MA1	The teachers who enter the data, discuss the data, and the actions taken based on the data as evidenced by agenda and minutes of the PLC.	Patterson, Elizabeth	9/15/2014	Google docs, minutes, agendas etc.	5/25/2015 monthly
G2.B1.S1.MA1	Teacher google docs or common data brought to meeting	Patterson, Elizabeth	9/15/2014	The teachers records of the common assessments and the minutes of the meeting which answer the four questions with regards to the PLC process.	5/25/2015 monthly
G2.B1.S1.MA1	Teacher sign in and teacher data sheets	Patterson, Elizabeth	9/15/2014	Teacher google docs where data is entered and sign in sheets for attending the PLC's.	5/29/2015 monthly
G2.B2.S1.MA1	The minutes of the PLC which reflect how the data was used.	Patterson, Elizabeth	9/15/2014	The assessments and the PLC minutes together will give insight into the effectiveness of the process.	5/25/2015 every-6-weeks
G2.B2.S1.MA1	assessments	Patterson, Elizabeth	9/15/2014	The assessment that was developed.	5/25/2015 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** To improve reading analysis of informational text through across the curriculum writing strategies for informational text.

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

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

### **PD Opportunity 1**

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

#### **Facilitator**

Jennifer Rogers

#### **Participants**

Teachers/Administration

#### **Schedule**

Every 6 Weeks, from 10/23/2014 to 3/20/2015



## Technical Assistance Items

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

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

### **G2.B1** New to the PLC process

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

##### **PD Opportunity 1**

To have each teacher participate in a PLC.

##### **Facilitator**

Administrator of record

##### **Participants**

those that are in the PLC.

##### **Schedule**

Monthly, from 9/15/2014 to 5/29/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> To improve reading analysis of informational text through across the curriculum writing strategies for informational text.	12,515
<b>Grand Total</b>	<b>12,515</b>

Goal 1: To improve reading analysis of informational text through across the curriculum writing strategies for informational text.		
Description	Source	Total
<b>B4.S1.A1</b> - Drop out prevention funds - offer 6 Saturday core instructional opportunities in ELA and Algebra 1 to students who are at risk for being below proficiency.	Other	9,995
<b>B4.S1.A1</b> - Drop out prevention funds - 4 days of Algebra 1 preparation for the Summer Algebra 1 EOC test for students who did not pass the spring EOC test.	Other	1,120
<b>B4.S1.A1</b> - Drop out prevention funds	Other	1,400
<b>Total Goal 1</b>		<b>12,515</b>