

Rutland High School Schoolwide Plan 2024-25

LEA: Rutland High School

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Collaborative Stakeholders Represented: List the names and roles of representative stakeholders involved in developing the Continuous Improvement Plan (e.g., school board members, students, parents, teachers, administrators, CTE partners, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process.

Rutland High School’s Continuous Improvement Plan grew out of the strategic planning process. More specifically, the goals and strategies listed below are taken directly from the results of the strategic planning process. This process began in the fall of 2022 and concluded in the winter of 2024. This process had about 150 stakeholders participate - parents, community members, students, teachers, and staff, some of whom are listed below. Meetings were held on 10/20/2022, 11/14/2022, 12/15/2022, 1/12/2023, 9/20/2023, 10/19/2023, and 12/13/2023. We conducted a current state analysis to acquire a balanced portrayal of our present reality and identified priorities. From these priorities, we established goals and strategies through an iterative vetting process, constantly using stakeholder feedback to guide their development.

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| Greg Schillinger | Principal |
| Layan AlHallak, Ashleigh Bonilla, Matthew Bratton | Students |
| Aiden Goode, Ayva Hamous, Owen Spafford | Students |
| Georgia Gaines, Finian Smathers, Shania Reed | Students |
| Ryan Carney, Cathy Solsaa, Charlene Seward | Board Members |
| Kevin Keifaber, Marybeth Lennox-Levins, Tricia O’Connor | Board Members |
| Beth McReynolds, Marsha Cassell, Laurie Wilson | Faculty |
| Carolyn Meub, Olivia Lyons, Marty Mahar | Community Members |
| Kevin Markowski, Mary Markowski, Susanne Engels | Community Members |
| Bill Olsen | Superintendent |
| Rob Bliss | Assistant Superintendent |

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| Bianca McKeen | Associate Principal / Assistant Superintendent |
| Jen Wigmore, Steve Sampson | Associate Principal |
| Melissa Connor, Kate Bosnich | CTE Partners |

Needs Assessment

Regarding academic achievement, Rutland HS lags behind the state average on state standardized testing results. The following results represent 2022 testing (the most recent available) in English Language Arts:

| Group Proficiency | All Students | | |
|--------------------------------|--------------|-------------------|--------|
| | School | Supervisory Union | State |
| Proficient With Distinction | 15.85% | 15.76% | 17.15% |
| Proficient | 23.5% | 23.37% | 28.81% |
| Partially Proficient | 21.31% | 21.74% | 22.17% |
| Substantially Below Proficient | 39.34% | 39.13% | 31.86% |
| Total Proficient and Above | 39.34% | 39.13% | 45.97% |
| Total Below Proficient | 60.66% | 60.87% | 54.03% |

While the state average at or above proficient is almost 46%, RHS is at 39%.

Results in math are slightly better, but still below the state average:

| Group Proficiency | All Students | | |
|--------------------------------|--------------|-------------------|--------|
| | School | Supervisory Union | State |
| Proficient With Distinction | 11.73% | 11.67% | 9.11% |
| Proficient | 12.85% | 12.78% | 16.95% |
| Partially Proficient | 20.11% | 20% | 25.77% |
| Substantially Below Proficient | 55.31% | 55.56% | 48.17% |
| Total Proficient and Above | 24.58% | 24.44% | 26.06% |
| Total Below Proficient | 75.42% | 75.56% | 73.94% |

As you can see, there is less of a gap between the school averages and the state averages, but there is still work to be done.

We were pleased to see that 11th grade students fared better on the science assessment:

| Group Proficiency | All Students | | |
|--------------------------------|--------------|-------------------|--------|
| | School | Supervisory Union | State |
| Proficient With Distinction | 20.44% | 20.44% | 19.93% |
| Proficient | 25.41% | 25.41% | 20.27% |
| Partially Proficient | 44.2% | 44.2% | 49.75% |
| Substantially Below Proficient | 9.94% | 9.94% | 10.04% |
| Total Proficient and Above | 45.86% | 45.86% | 40.2% |
| Total Below Proficient | 54.14% | 54.14% | 59.79% |

The total number of students performing at or above proficient is approximately 5% better than the state average.

Regarding our safe and healthy schools goal, we would like to see an increase in participation in clubs and activities. In the 2020-21 school year there were 531 students; in 2021-22 there were 460; and in 2022-23 there were 330. While our total student population has declined, this reduction is not proportional to the total student decline, and we would like to reverse this trend. We've seen similar declines in the middle and intermediate school participation. While our behavioral data has remained relatively steady over the last several years, we would like to see declines in student referrals.

| Required Component | Prioritized SU/SD Goal | Prioritized Strategies/Change Ideas | Measures | Human, material, and fiscal resources supporting implementation |
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| Safe and Healthy Schools: RCPS students gain confidence in making healthy lifestyle choices, they | Embody a culture of well-being through practices and infrastructure to enhance the physical, social, and emotional health of our students and staff, contributing to the vitality of our school community. | Encourage active participation by all stakeholders to support and promote the pursuit of healthy and balanced mental and physical lifestyles. Identify and integrate resources and strategies, especially from social-emotional learning curricula, into complementary learning | Monitor and evaluate faculty participation in professional development focused on social emotional and trauma informed practices Monitor and evaluate student participation in co-curricular activities Monitor and evaluate student behavior data to ensure a balanced and healthy culture | Expertise, and dedicated time for professional development in practices such as social emotional learning, trauma informed practices, and reaching traditionally underserved populations of students. Data analysis tools in order to monitor and evaluate student data. |

| Required Component | Prioritized SU/SD Goal | Prioritized Strategies/Change Ideas | Measures | Human, material, and fiscal resources supporting implementation |
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| enhance their physical, social, and emotional well-being. | | <p>experiences across all content areas.</p> <p>Promote participation in and access to opportunities for all students.</p> <p>Pilot standardized Fastbridge/ Saber testing with a sample of the student population to determine its usefulness and compatibility.</p> | | |

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| <p>Academic Achievement Teaching and Learning is structured to provide all students access to high-quality</p> | <p>RCPS supports all students in accessing standards-based programming and working towards the Portrait of a Graduate traits by removing barriers to success.</p> | <p>RCPS annually reviews district-wide curriculum, assessment, and instructional practices and all grade levels evaluate curricular offerings, revising for relevance, alignment, gaps, and redundancies.</p> | <p>Monitor and evaluate student course requests</p> <p>Monitor and evaluate student participation in applied settings such as PLACE, Finance, and college coursework</p> <p>Monitor and evaluate student</p> | <p>Staffing and resources such as transportation for students to participate in community based, applied learning experiences</p> <p>Staffing to ensure our ability to offer specific programming which allows students to personalize their education</p> |
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| <p>instruction and standards-based content that clearly identifies student learning and supports student growth toward Portrait of a Graduate traits.</p> | | <p>Develop and implement schoolwide strategies to encourage skill application in real world settings, such as colleges and careers.</p> <p>Pilot standardized Fastbridge/ Saber testing with a sample of the student population to determine its usefulness and compatibility.</p> | <p>participation in personalized learning programs such as Global Studies and STEM concentrations, alternative programming, and Advanced Placement courses</p> | |
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Plan Evaluation and Revision

Describe the process of how you evaluate the implementation of plans and results achieved. How is this information used to revise plans to ensure you are achieving your desired results?

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| <p>Process of Evaluating the Implementation and Results of your Continuous Improvement Plan</p> |
| <p>The Schoolwide Plan is closely tied to our district’s Strategic Plan. As we monitor the measures of success on an ongoing basis in the implementation of the strategic plan, we will be able to simultaneously monitor progress in the implementation of our continuous improvement plan.</p> |

Now that we have 2023 baseline data for VTCAPs we will be able to use comparison data from state standardized testing to evaluate the academic achievement of students. This data, along with Fastbridge testing data, updated behavior data, and activities and athletics participation data will be used to evaluate and revise the plan. This plan will be reviewed and revised during the summer of 2025 when the data listed above is available.