

Polk County Public Schools

Ridge Community High School



2015-16 School Improvement Plan

Ridge Community High School

500 ORCHID DR, Davenport, FL 33837

<http://www.ridgecommunityhigh.com/>

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 2)

62%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate
 (Reported as Non-white on Survey 2)

74%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission and Vision of Ridge Community High School is to develop a school-wide curriculum that will provide an environment where all students will develop socially and academically to become effective citizens for tomorrow.

Provide the school's vision statement

The Mission and Vision of Ridge Community High School is to develop a school-wide curriculum that will provide an environment where all students will develop socially and academically to become effective citizens for tomorrow.

School Environment

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

Ridge Community High School works with community groups to coordinate events that foster communication between students, parents, and the community. These events include but are not limited to art shows, marathons, and seasonal festivals. These events feature RCHS students, faculty, and staff working with local community leaders to celebrate local culture. RCHS holds freshman parent night, student/parent informational sessions, and also plans to add Parent Café nights this year. At all events we strive to learn about the needs and cultures of our students and the communities within which they live.

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

Ridge Community High School focuses on safety and respectful relationships before, during, and after school by working in partnership with the Haines City Police Department and the Polk County Sheriff's Office to provide security and training for all teachers and students in bullying prevention. By establishing and supporting a school wide discipline program called "Choice," interventions are made to ensure the safety for all students. Administration has an open door policy which allows students access to the administrators, deans, and guidance counselors, as well as to the principal through "the back door." In addition, a myriad of organizations and sports allow students to express themselves and build positive interactions with their peers, teachers, and staff.

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

Ridge Community High School uses a comprehensive behavioral intervention system known as the Choice Program. This program focuses on encouraging students to make positive choices while dissuading them from making negative choices. It is based on the Polk County School Board Code of Student Conduct, but is tailored to the culture, climate, and needs of the students in the school. When students are referred for discipline, they are counseled by a dean who contacts their parents. The dean assesses the severity of the infraction and assigns appropriate consequences that follows the progressive discipline of the Student Code of Conduct. Repeated offenses in the same classes or

excessive infractions increases the level of interventions, and students are referred to guidance, consult teachers, resource teachers, and/or other services as needed. All teachers and staff receive training on the expectations and procedures to follow for classroom instruction and disruptions. Notice of the Choice Program which includes the consequences and the incentives for positive behavior is given to all students upon entry to be acknowledged and signed by student and parent/guardian and returned to the school.

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

Ridge Community High School has six guidance counselors. Four of these counselors are assigned a section of sophomore through senior level students by last name. One guidance counselor is dedicated to the ninth grade. One guidance counselor is dedicated to assisting students with college readiness, attendance, and parent involvement. All counselors build positive relationships with students, provide them with counseling, and refer them for county level services as needed. The school also provides counseling services after normal school hours once a week to accommodate the parent schedule. The district provides a psychologist, mental health worker, and social worker to the school on a weekly and as needed basis. The Hearth program provides services to migrant and homeless families.

The BOLTS Leadership Academy provides students with peer mentoring by pairing incoming freshmen students with a sophomore through senior level student who works with them on the skills that are necessary for high school success such as study skills, balancing extracurricular activities and school work, and building positive relationships. These mentors refer students to counselors and administration as needed.

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

Ridge Community High School utilizes a variety of data to assess students' progress and to provide early warning information to those on the school leadership and literacy leadership teams including the Early Warning System reporting system provided by the district. This report management system provides alerts of students who are at-risk for graduation and/or have failing grades, suspensions, or a high number of absences.

Progress Reports and/or Report Cards inform students and parents every 4 1/2 weeks of attendance and grade reports of students. Daily phone calls are made at least five times daily using an automated phone tree for students who are absent or spend a period in the school intervention program, Choice, with a separate call for those who are tardy. Phone calls are made by deans who see students in the office or in Choice to inform the parent/guardian of the infraction as well as the consequence. Attendance letters are mailed to the homes of students who reach 5 unexcused absences, 10 unexcused absences, or 10 excused absences.

Teachers in all subject areas are encouraged to contact the parent of any student who has a failing grade and to refer students to guidance for follow-up if they notice negative trends in attendance or grades.

Deans and administration regularly check for students who are repeatedly referred to the office for discipline and/or suspended.

All freshman, sophomore, and any juniors and seniors scoring level II or below on standardized ELA or math tests are monitored for progress toward meeting achievement level goals at least three times each year.

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	89	67	71	84	311
One or more suspensions	178	135	107	75	495
Course failure in ELA or Math	126	239	114	31	510
Level 1 on statewide assessment	133	153	67	36	389
	0	0	0	0	

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	36	100	69	34	239

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

When students display early warning indicators at Ridge Community High School, school staff works cooperatively to assess the situation and diagnose the root cause of the issue. Teachers, deans, guidance counselors, and administration analyze the student's attendance, discipline, course failure, and test scores. Those students whose problems stem mostly from discipline are mentored by the deans and provided support for their exceptionalities by teachers and ESE staff if needed. Attendance problems are dealt with by guidance counselors who refer them to the Health Program, mental health services, and/or social workers/truancy officers as needed. Counselors and deans also refer students to peer mentoring, tutoring, and ensure students are placed in the proper courses to provide them with academic and social support. In all cases of students displaying early warning indicators, parents are contacted and scheduled for parent conferences with teachers and the staff who are assigned to help their students. Conferences are also requested and students sign contracts as a method to be sure that the student is aware of what they need to do to be successful.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208058>.

Description

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

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

Ridge Community High School engages local business partners such as the Haines City Chamber of Commerce, Davenport Chamber of Commerce, Polk State College, Southeastern University, and private businesses to support the schools' academic and athletic programs. This is achieved by reaching out to local businesses and providing opportunities for them to support and fund school events. RCHS also builds partnerships with local municipalities (Haines City and Davenport) and communities to provide funding and resources for extracurricular clubs and organizations. These partnerships also provide our students with opportunities for community service and internships.

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:

Name	Title
Hackett, Joshua	Assistant Principal
Donnelly, Russell	Principal
Lentz, Thomas	Teacher, K-12
Baldwin, Jackie	Teacher, K-12
Franklin, Marcus	Guidance Counselor
Clark, Angela	Assistant Principal
Sheffield, Marilyn	Dean
Holliday, Felicia	Dean
Sanford, Kevin	Dean
Schnoor, Juanita	Teacher, K-12
McCallister, Amanda	Teacher, Career/Technical
Miles, Mark	Teacher, Career/Technical
Lewis, Gregory	Assistant Principal
Stott, Mark	Teacher, K-12
Young, James	Instructional Coach
McKnight, Robert	Teacher, K-12
Bairley, Nicholas	Teacher, K-12
Pottorff, Casey	Teacher, K-12

Duties

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

As Principal, Mr. Donnelly works collaboratively with the leadership team to set goals, leads day-to-day operations of the school, and oversees the evaluation of all staff on campus.

As Assistant Principal of Curriculum, Ms. Clark makes curricular decisions and directs the guidance counselors in scheduling, testing, and pupil progression. Donnelly also works with subject/department chairs to provide curriculum support to teachers and ensure that teachers have sufficient instructional

materials to meet the goals of the school and the needs of students.

As Assistant Principal of Administration, Mr. Lewis coordinates with the deans to ensure that the Choice program (positive behavior system/discipline system) is consistently applied to students, implements safety/emergency procedures on campus, and coordinates the maintenance and repair of the physical campus. Both assistant principals assist the principal with the evaluation of staff.

As Assistant Principal II, Mr. Hackett is primarily responsible for the Freshman Academy as the administrator on site. He assists in coordinating with the deans to ensure that the Choice program (positive behavior system/discipline system) is consistently applied to students, implements safety/emergency procedures on campus, and coordinates the maintenance and repair of the Freshman Academy campus.

In addition to the administration of progressive discipline with students, all deans (Kevin Sanford, Felicia Holliday, Marilyn Sheffield, Alexander Santiago and Devrett Wade) serve as mentors to at-risk students, provide classroom support to teachers, and monitor students on campus.

As testing coordinator and administration assistant, Timothy Frost supports the academic program of the school, schedules and oversees the administration of all testing, analyzes, interprets, and reports data from multiple sources to identify trends, strengths, and weaknesses, oversees the new teacher induction program (CLASS), provides peer coaching for all staff, and assists the administration as needed.

The director of guidance, Marcus Franklin, leads the guidance staff in the interpretation of graduation requirements to ensure that all students are on track for meeting their cohort's requirements, provides comprehensive counseling and guidance program activities, and supports the management of student records.

The department chairs, Mark Stott (ELA), Robert McKnight (Math), Colleen Huddleston (Science), and Bobby Cranston (Social Studies), lead their respective departments in the development and delivery of rigorous and relevant common lesson plans with common assessments that align with state standards and assessments.

Additional teachers, Casey Pottorff, Juanita Schnoor, and Nicholaus Bairley provide peer to peer mentoring to teachers and assist in the development and implementation of common lesson plans and assessments.

As a Title I Interventionist, Jackie Baldwin provides support to students who struggling with reading, assists the reading teachers with curriculum and materials, and coordinates parent involvement.

As Reading Coach, Mr. Young provides instructional support to the reading teachers and acts as a liaison between the county reading curriculum coordinators and the teachers. He assists in the implementation of progress monitoring within the reading classes.

The head of the ESE Department, Anita Ramkissoon, provides support to teachers in providing accommodations to students, assists the ESE department in writing and implementing IEPs, and coordinates support for students with exceptionalities with guidance and deans as needed.

As teacher leaders, Amanda McCallister and Mark Miles coordinate peer mentoring on campus through the Bolts Leadership Academy. Thomas Lentz and Amanda McCallister coordinate tutoring programs on campus.

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

All members of the leadership team meet weekly to assess the school's progress towards goals and implementation of curriculum, discipline policies, and safety protocols. Each sub-committee of the team meets twice monthly with a member of the administrative team for collaboration to identify students who are displaying early warning signs of intervention needs and to ensure that these students are receiving the support and resources they need to become academically successful. Sub-

committees teams review services and programs that impact their area and report back to the leadership team to ensure fidelity and consistency.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Russell Donnelly	Principal
Cann, Kaye	Teacher
Casique, Abel	Teacher
Lyon, Harry	Teacher
Miles, Mark	Teacher
Rodriguez, Humberto	Teacher
Arnold, Casey	Teacher
Johnson, Karen	Business/Community
Murdock, Rita	Business/Community
Wilson, Nerida	Education Support Employee
Harris, Keva	Business/Community
Hernandez, Herb	Business/Community
Payne, Tishelle	Business/Community
Santiago, Martha	Business/Community
Shiver, Angie	Business/Community
Armstrong, Miriam	Parent
Chandler, Marrison	Parent
Davis, Debra	Parent
Pace, Patrice	Parent
Ramos, Nelly	Parent
Derosier, Abdullah	Student
Gabriel, Jean Elie	Student
Baker, T Dana	Teacher
Emily Gabriel	Student
Jordan Gamache	Student
Valentina Laverde	Student
Emilio Bohannon	Student
Erica Allen	Student
Steven Pomelow	Parent

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

On September 28, 2015, the SAC met with school leadership to review and evaluate the goals and achievements of the 2014-2015 school improvement plan. The components the current plan as well as available school data was reviewed with discussion and development of goals for the 2015-2016 plan.

Development of this school improvement plan

During the September 28, 2015, meeting of the SAC, the council reviewed the new requirements and format of the school improvement plan and provided input and suggestions on programs to continue, modify, and add to the school. The council also worked collaboratively to set goals for the 2015-2016 school year. The council also will continue to review the school improvement plan and suggest changes throughout the year.

Preparation of the school's annual budget and plan

Upon evaluating the 2014-2015 school improvement plan, the council decided to continue the Math Boot Camp and Tutoring programs.

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

Salaries for Support Staff:

1. Title I Program Facilitator
2. Parent Involvement Facilitator
3. Parent Involvement Teacher
4. Supplemental Core Classroom Teacher
5. Professional Development
6. Professional Development

Instructional Supplies

Professional Development Supplies

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:

Name	Title
Baldwin, Jackie	Teacher, K-12
Schnoor, Juanita	Teacher, K-12
Stott, Mark	Teacher, K-12
Young, James	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) promotes a culture of literacy across the campus of Ridge Community High. The importance of the reading and writing processes across all subjects and elective areas becomes a priority focus for all teachers due to the work of the LLT. Under the leadership of our principal, Russell Donnelly, the team assists in the monitoring of the school's

professional development. Student data is used to drive instruction for all tiers of classroom instruction/intervention.

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

In order to encourage positive working relationships between teachers, the school is divided into Professional Learning Communities of teachers who teach the same subjects and/or grade levels such as Algebra 1, Reading Grade 9, Geometry, Reading Grade 10, etc. The teachers have common planning periods and meet weekly with their PLCs to develop common plans and evaluate the use of effective strategies. Teachers create common assessments and compare their classes' performance on those assessments. These common assessments are used to guide future instruction. In addition to PLC's, teachers work together as a subject area to insure vertical alignment in their curriculum.

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

1. Recruiting and Hiring System -- used to preselect candidates for interviews
2. CLASS (Cooperative Leaders Acquiring Successful Strategies) -- school based teacher induction and mentoring program for all teachers new to Ridge Community High School which meets weekly to discuss topics related to Florida's Accomplished Practices and address on-going questions and issues. Mentors and mentees meet additionally as needed.
3. School-wide Professional Development -- to model, practice, monitor, assess, and provide peer-to-peer feedback on the implementation and refining of "best practices"
4. Content Area PLC meetings - weekly meetings held to provide assistance with common assessments and planning.
5. Common Planning meetings - small common subject areas meet weekly to collaboratively plan curriculum and assess student data to improve instruction.

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

CLASS (Cooperative Leaders Acquiring Successful Strategies) -- school based teacher induction program for all teachers new to Ridge Community High School which meets weekly to discuss topics related to Florida's Accomplished Practices and address on-going questions and issues. Although the district's formula for mentoring limits the funding, the assignment of mentors to meet the PEC requirements follow the guidelines of the district. The mentors are experienced educators who have completed the clinical education training. CLASS is an expectation for all teachers who are new to the school and is open to any staff member regardless of their status. To maintain effectiveness, the CLASS team members continue to meet and mentor teachers without compensation in order to develop and retain effective teachers. .

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

Ridge Community High School uses the standards and materials approved by the state and county. Polk County provides curriculum maps which were created by starting with these standards and assessments in mind. These are provided for all subject areas with the exception of the Advanced Placement and Dual Enrollment curricula. Advanced Placement curriculum is approved by the College Board and Dual Enrollment curriculum is approved by Polk State College or Southeastern University for their respective classes. The teachers at RCHS work together in professional learning communities to create lesson plans that are based on the county curriculum maps and incorporate high-yield strategies and pacing that are research-based and deemed appropriate and effective for our students. PLCs work with their department chairs, Mr. Donnelly, Ms. Clark, and the school's Media Specialist and Reading Interventionist to ensure that materials are aligned to the state standards and the needs of students.

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

Students at Ridge Community High School are scheduled based on a variety of testing data spanning the last three years of their academic record. Based on the performance levels, students are then placed into classes. Placement into intensive math, intensive reading, double-block reading classes is made depending on the student needs and state/county policy to assist students achieve success in their classes and improve on state assessments. Teachers collaborate in professional learning communities to differentiate instruction and to use strategies that are research-based and effective for the students in their classes.

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: 960

Math Boot Camp--In order to assist students in building the skills and strategies they need to be successful on the Algebra 1 and Geometry End of Course Exams, Ridge Community High school provides a Saturday Math Boot Camp. During the Boot Camp, a team of math teachers and peer tutors provide instruction using different rooms as stations. Each station focuses on a specific skill or strategy which students will need to be successful on the EOCs. The school also provides snacks for students to encourage attendance and to ensure alertness.

Strategy Rationale

Many students struggle to be successful on their Math EOCs. Students are provided many opportunities during the school day and many students have after school obligations such as athletics and jobs. The Saturday program gives students a real opportunity to get the help they need in an intensive format in the month proceeding the EOC exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hackett, Joshua, joshua.hackett@polk-fl.net

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

The data that will be collected to determine the effectiveness of this strategy is student attendance rates at the Boot Camp and student scores on the Algebra I and Geometry End of Course exams.

Strategy: After School Program

Minutes added to school year: 4,320

7 different after school tutoring programs aimed at a variety of different student groups.

Strategy Rationale

Tutoring offered by student peers selected and trained by teachers to assist fellow students in a variety of subject areas and ability levels from remediation classes to Advance Placement classes.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clark, Angela, angela.clark01@polk-fl.net

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

Time students attend tutoring and monitoring of grades before and after tutoring.

Strategy: After School Program

Minutes added to school year: 2,640

Academic Assistance for all Academic Subjects--Academic Assistance consists of four types of tutoring tailored to individual student needs. All sessions take place after school and are designed to help students excel in their classes. A team of teachers in various subject areas use both media centers to provide students with homework/project help, skill building, translation/language learning, test preparation, and general study skills. Tutoring takes place every Tuesday, Wednesday, and Thursday from October through April afterschool from 2:15 to 4:00pm.

Strategy Rationale

Students need a safe place to study, work on their homework, and get the skills and strategy help they need to be successful academically.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lentz, Thomas, thomas.lentz@polk-fl.net

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

The data that will be collected to determine the effectiveness of this strategy is student attendance afterschool, grades, and test scores.

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

Ridge Community High school works with our feeder middle schools to prepare students for success in high school. Eighth grade students come to our school in May and tour the campus for Eighth Grade Preview Day. They receive important information on registration, curriculum, support structures, athletics, and other aspects of the school culture. Parents are invited to our school that same evening. Our school gives similar presentations and signs up parents for Parent Portal during Orientation in August. The majority of incoming ninth graders are assigned a peer mentor who is a tenth through twelfth grade student.

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

Students are organized into career academies and also have the opportunity to take accelerated curriculum (Advanced Placement and Dual Enrollment) which will prepare them for college level work. Colleges, universities, and technical schools visit our campus and provide seminars for students who have interest in the programs offered by the institution. A college and career fair is held each spring to raise student awareness of the options available after high school graduation.

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

Ridge Community High School has three career/technical academies that offer industry certification. Upon completion of the Engineering Academy, students may earn as many as 18 college credits in Engineering, becoming a Certified Production Technician through the Manufacturing Skills Standards Council of America. The Medical Academy allows students the opportunity to become a Certified Medical Administrative Assistant and/or a Certified Electrocardiograph Technician. In the Recording Arts Academy, students are provided opportunities to receive real world certification in Apple Logic Pro. Students in all academies have the opportunity to receive the Florida Gold Seal Vocational Scholar Award.

In addition to the career/technical programs that are identified as academies, other programs where students can earn industry certification are the Web Design classes and the Early Childhood Education classes.

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

Through partnerships with businesses and institutions, the school has worked to establish partnerships and integrate curriculum that supports the interests of students and the needs of the surrounding communities.

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

Ridge Community High School is focused on college readiness. RCHS offers a wide variety college preparation courses surpassing the county and state averages in Advanced Placement courses, dual enrollment courses, and the percent of students taking level 3 or higher in mathematics. RCHS strives to improve the number of students who qualify for the Florida Bright Futures scholarships by improving students' performance on the SAT/ACT/PERT. To improve student scores, a Critical Thinking class has been added to the course offerings for senior level students. Students are also given the opportunity to take college readiness math and English in their junior and senior years.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** All teachers will participate in collaborative planning at least 4 planning periods per month in accordance with the teacher contract

- G2.** Ridge Community High School teachers will engage students in activities that are rigorous and aligned with the standards of the curriculum.

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. All teachers will participate in collaborative planning at least 4 planning periods per month in accordance with the teacher contract 1a

G074546

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	120.0

Resources Available to Support the Goal 2

- Be flexible with meeting dates with the exception being that the meetings will be scheduled on a set days when possible. Rotate the PLC facilitator. Publish the testing calendar as far in advance as possible. Schedule class meeting and interruptions on off PLC days when possible. Establish meeting norms and expectations for meetings.

Targeted Barriers to Achieving the Goal 3

- Testing, Class meetings, teacher absences, multiple preps for teachers, lack of active participation

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Ridge Community High School teachers will engage students in activities that are rigorous and aligned with the standards of the curriculum. 1a

G074547

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal 2

- Common planning time
- Professional development sessions
- Leadership team
- Department chairs

Targeted Barriers to Achieving the Goal 3

- New assessments

Plan to Monitor Progress Toward G2. 8

The data will be the test scores.

Person Responsible

Russell Donnelly

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Summaries from PLC meetings, goals, strategies used, common assessments, and observational data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will participate in collaborative planning at least 4 planning periods per month in accordance with the teacher contract **1**

 G074546

G1.B1 Testing, Class meetings, teacher absences, multiple preps for teachers, lack of active participation **2**

 B194681

G1.B1.S1 Be flexible with meeting dates with the exception being that the meetings will be scheduled on a set days when possible. Rotate the PLC facilitator. Publish the testing calendar as far in advance as possible. Schedule class meeting and interruptions on off PLC days when possible. Establish meeting norms and expectations for meetings. **4**

 S206251

Strategy Rationale

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion


G2. Ridge Community High School teachers will engage students in activities that are rigorous and aligned with the standards of the curriculum. 1

 G074547

G2.B1 New assessments 2

 B194682

G2.B1.S1 Provide time for teachers to review the practice assessments. 4

 S206252

Strategy Rationale

Teachers would be able to see/analyze/discuss with peers the types of changes being added to the new state assessments.

Action Step 1 5

Teachers will participate in practice test sessions.

Person Responsible

Russell Donnelly

Schedule

On 8/20/2015

Evidence of Completion

All teachers participated on taking the assessments and then in group discussion.

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

Completion of Tests and Discussion

Person Responsible

Schedule

On 8/20/2015

Evidence of Completion

Participated in discussion with teachers.

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

Teachers have used sample questions in classes as practice.

Person Responsible

Russell Donnelly

Schedule

Weekly, from 8/24/2015 to 1/15/2016

Evidence of Completion

Teachers discuss through the use of common lesson plans/assessments.

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.B1.S1.A1	[no content entered]			one-time	
G2.B1.S1.A1	Teachers will participate in practice test sessions.	Donnelly, Russell	8/19/2015	All teachers participated on taking the assessments and then in group discussion.	8/20/2015 one-time
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G2.MA1	The data will be the test scores.	Donnelly, Russell	8/24/2015	Summaries from PLC meetings, goals, strategies used, common assessments, and observational data	6/10/2016 quarterly
G2.B1.S1.MA1	Teachers have used sample questions in classes as practice.	Donnelly, Russell	8/24/2015	Teachers discuss through the use of common lesson plans/assessments.	1/15/2016 weekly
G2.B1.S1.MA1	Completion of Tests and Discussion		8/18/2015	Participated in discussion with teachers.	8/20/2015 one-time

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.

G2. Ridge Community High School teachers will engage students in activities that are rigorous and aligned with the standards of the curriculum.

G2.B1 New assessments

G2.B1.S1 Provide time for teachers to review the practice assessments.

PD Opportunity 1

Teachers will participate in practice test sessions.

Facilitator

Russ Donnelly

Participants

All Teachers

Schedule

On 8/20/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1		\$0.00
2	G2.B1.S1.A1	Teachers will participate in practice test sessions.	\$0.00
Total:			\$0.00