

Polk County Public Schools

Ridgeview Global Studies Academy



2017-18 Schoolwide Improvement Plan

Ridgeview Global Studies Academy

1000 DUNSON RD, Davenport, FL 33896

<http://theridgeviewacademy.com>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	55%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**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

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

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

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ridgeview Global Studies Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Ridgeview Global Studies Academy's mission states: In our ever-changing, multicultural world, we will spark the desire in our school family to become responsible and caring decision-makers. United, we will provide challenges and skills in a loving environment, empowering everyone to reach his fullest potential.

b. Provide the school's vision statement.

According to Florida's state statute governing charter schools, the vision for charter schools is to provide more school choice and innovation which will ultimately lead to higher student achievement. Ridgeview Global Studies Academy will be a school that embraces and celebrates the diversity of languages and cultures in our suburban environment while retaining the cohesive feel of a neighborhood school.

The global studies strand will be threaded throughout the academic, exploratory and enrichment curriculum. Integrated thematic units will supplement this additional academic program and include cultures, environments, and economics. An emphasis on the appreciation of the cultural diversity represented in these studies will provide a core focus. Various nationalities represented by students attending Ridgeview Global Studies Academy will serve as local contacts for direct information regarding those countries. Students will have the opportunity to serve as Student Ambassadors to welcome and inform guests about Ridgeview Global Studies Academy.

2. School Environment

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

The process for learning about students' cultures and building relationships between teachers and students begins when students are first accepted into Ridgeview Global Studies Academy. Once a student has been accepted and has been assigned a teacher, the teacher makes contact with the student by sending a welcoming postcard to the student. However, the process of building relationships with students starts before the initial acceptance. When a parent completes an application for Ridgeview Academy, the office staff begins the process of building relationships. Administrators build upon this process by greeting and welcoming families into our school. Every member of Ridgeview's family (bus drivers, food service assistants, custodians, paraeducators, secretaries, teachers, and administrators) have an integral role in building relationships with our students and parents.

Ridgeview students attend a class on our block rotation called Global Studies. In this class, students are exposed to various countries/cultures around the world. Throughout their study, students experience new music, basic conversational words, traditional clothing, literature, art, and sometimes they even try authentic cuisine from some of the countries.

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

Ridgeview Global Studies Academy provides training for its staff in Love and Logic. A basic premise of Love and Logic is relationship building. At the beginning of each day, students and parents,

whether in the car unloading zone or in the bus zone, are greeted by teachers and administrators each morning. Contact does not end there; it continues as a student walks to class or breakfast, greeted by staff members on duty throughout the campus.

During the day the relationship building continues in the classroom and later in the cafeteria. Students move about campus with a smile upon their face, knowing that they are cared about and are safe. All visitors on campus must sign in the front office and receive a visitor's pass before going to their designated area. Visitors are screened in the front office by having their license scanned in our Visitor's Computer System.

At the end of the day students are escorted to their various areas by staff members who remain on duty until all students have left campus.

Our basic philosophy at Ridgeview Global Studies Academy is that we want our students to come to school happy, learn while they are here, and leave happy. If this is accomplished, we have done our job.

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

Love and Logic, a discipline program designed to help teach parents and teachers those skills that will enable children to make good choices, take responsibility for their actions, and face consequences, is a key element of Ridgeview Global Studies Academy.

There are four beliefs that form the foundation of Love and Logic. They are:

- ? Discipline is effective when it is a central part of learning.
- ? Misbehavior finds its roots in discouragement and control issues.
- ? Modeling of self-disciplined behavior is our best teaching tool.
- ? The most critical component of discipline is the relationship that is built between the teacher and the student.

There are also four principles of Love and Logic. They are:

- ? The student's self-concept is always a prime consideration.
- ? The child is always left with a feeling that he/she has some control.
- ? An equal balance of consequences and empathy replaces punishment whenever possible.
- ? The student is required to do more thinking than the adult.

Having been trained in the Love and Logic program, the administration of Ridgeview Academy is dedicated to producing adults who are caring, productive, and responsible citizens of tomorrow.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Since building relationships with students and their parents is an integral theme throughout Ridgeview Academy, students and their parents feel comfortable in discussing and sharing their concerns about social-emotional needs. Ridgeview has a full-time elementary counselor, a full-time middle school counselor and a part-time ESE counselor. Ridgeview also has an elementary dean and a middle school dean. Each of these individuals are nurturing and caring individuals who strive to make sure that the well-being of Ridgeview students is top priority. Administrators, teachers, paraeducators, bus drivers, food service workers, custodians, and secretaries are also trained in Love and Logic and they are well aware of the need for relationship building with each of our students.

3. Early Warning Systems

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

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

Early warning system and early warning indicators consist of the following:

- Daily attendance monitoring by deans
- Students with 10 or more absences result in Attendance Probation Letter
- Required report card conferences
- Students with multiple suspensions
- Students failing in ELA or Math
- Students having a Level 1 in ELA or Math on statewide assessment

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	6	8	4	8	4	4	5	0	0	0	0	0	49
One or more suspensions	0	0	3	0	0	0	6	6	0	0	0	0	0	15
Course failure in ELA or Math	0	0	1	1	6	4	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	22	36	27	34	36	0	0	0	0	0	155

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	3	9	12	12	0	0	0	0	0	38

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

Deans call parents of students who have 5 absences or more.
Deans send Attendance Probation Letters to parents of students having more than 10 absences.
Principal gives students missing more than 20 days an Attendance Contract.
After school help is given to students who are struggling in ELA or Math in grades 6 and 7.
Tutoring is given to students who scored Level 1 in Math in grades 6 and 7.
Tutoring is given to students in grades K-5 who are struggling in ELA and/or Math.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/454273>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Ridgeview Academy builds partnerships primarily through Direct and Indirect methods.

Direct: In direct partnerships, Ridgeview targets specific businesses that will meet a specific school need. These range from basic needs such as mulch to software to robotics and everywhere in between. Ridgeview staff seek these partnerships out personally and or cultivate them through community and or professional contacts.

Indirect: Ridgeview staff create indirect partnerships through casual, parent and staff contacts. They are sometimes initiated by local businesses as part of their business plan and community outreach to education. These include financial donations of goods, school presentations, financial grants and expertise. We build these relationships specifically to meet needs directly related to school improvement. We do not accept them otherwise. Our partners know that our “ask” is specific and is a directly related to school improvement. A well-maintained campus, proven techniques, utilized resources, teacher competence, administrative direction and support, and students nurtured in a positive environment result in school achievement.

Ridgeview does not seek partnerships or commit to business partnerships that do not fit into our plan or may detract from it. Our partners know we do not ask for or accept anything we are not fully committed to implementing. For those partnerships we cultivate we communicate the utilization and success of their contributions. This builds trust as well as mutual respect and support.

Our partners include:

Publix Target Osmo
Walmart Hello Florida Microsoft
Sam’s Club Orange Lake Prowise
Lowes Bloxels Greenleaf Products
Nearpod Shannon Orthodontics Buncee
Ritchie Bros Wonder Workshop

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Frier, Ralph	Other
Ricks, Beth	Assistant Principal
Johnson, Sam	Assistant Principal
Thacker, Charles	Assistant Principal
Rice, Varian	Dean
Kendrick, Jhonda	Dean

b. Duties

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

Ridgeview Global Studies Academy's School Leadership Team serves as the school's climate committee, ensuring that a positive learning environment fosters learning gains and student achievement in a diverse setting. The team serves as a liaison to gather input from other staff members. The Leadership Team participates in writing, monitoring, and evaluating the School Improvement Plan. This includes assisting with goals, objectives, strategies, and evaluation for all curriculum areas. It also analyses data, conducts needs assessments, and provides input for areas of need for staff development.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The process used by the leadership team to identify and align available resources is as follows:

*Planning - The leadership makes decisions about the direction of the school and uses available resources to achieve its goals. A team approach is used in hiring new staff members, working together to identify potential applicants and participate in team interviews.

*Organizing - Policies and procedures are developed and roles and responsibilities are assigned.

*Leading - The Leadership Team facilitates and carries out the plan that has been set in place to ensure things are taking place to meet the needs of the students.

*Monitoring - The Leadership Team reviews the plan and compares the expected outcomes to the actual outcomes. Administration accomplishes this by walkthroughs and observations. Review of use of funds is monitored at this stage as well.

Ridgeview Academy receives Title I, Part A funds to provide supplemental instructional resources and interventions for students with academic achievement needs. The program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. Ridgeview is using Title I funds to provide a Family Involvement/Guidance Counselor to work with parents and students. Funds are also being used for an ESOL paraeducator to assist the ESOL teacher with our large ELL population. A Math Curriculum Specialist. Coach has been hired to help teachers with aligning the math curriculum and providing resources and materials to help our students who have been identified as having gaps in their learning as identified by FSA assessments. The district coordinates with Title

II and Title III to ensure that staff development needs are addressed accordingly.

Title II Professional Development resources are available to all schools through Title II funds. Ridgeview Academy uses Title II funds for staff training in technology, in using Florida Standards effectively, in Love and Logic training, and other professional development training that is identified in a staff survey.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers.

The Hearth Program, funded through Title X, provides support for identified homeless students.

Violence Prevention Programs provide violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, social media awareness, etc.

IDEA funds provide resources for helping our large ESE population by providing funds for our LEA ESE facilitator and our Speech Pathologist.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ralph Frier	Education Support Employee
Timothy Alterio	Business/Community
Joseph Izzo	Business/Community
Stephen Knapp	Business/Community
Isaac Baumer	Parent
Ani Ahmetaj	Parent
Sybillie Oldham-Jackson	Business/Community
Beth Ricks	Education Support Employee
Sam Johnson	Principal
Charles Thacker III	Education Support Employee
Billie Jean Chalmers	Education Support Employee

b. Duties

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

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

a. Evaluation of last year's school improvement plan

N/A

Ridgeview Academy did not have a SIP for the 2016-2017 school year; however, it did complete the Annual Charter School Accountability Report as required by the State of Florida. The Ridgeview Global Studies Academy approved the Report before it was submitted.

b. Development of this school improvement plan

Representatives from the School Board as well as other members listed above had an integral role in developing Ridgeview's SIP for the 2017-2018 school year.

c. Preparation of the school's annual budget and plan

As required by Charter Law, the Ridgeview Global Studies Academy's School Board had an integral role in the development and approval of the Ridgeview Academy Operating Budget for the 2017-2018 school year.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ricks, Beth	Assistant Principal
Thacker, Charles	Assistant Principal
Farrell, Joshua	Teacher, K-12
Dusing, Ruth	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team at Ridgeview Academy uses data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs. Curriculum supports include:

1. The instructional staff at Ridgeview participate in an annual Data Day to review data from the previous year.

This workshop encourages collaboration in each grade level to help strengthen the literacy program for the

school year. Monthly progress monitoring occurs in grades K-8 using Istation. Data from Istation is used to guide future instruction in the area of Reading.

2. Encourages the use of the Renaissance Learning Accelerated Reader Program through Ridgeview's media

center to help build fluency and comprehension skills across the grade levels.

3. Students are scheduled in our computer lab 1-2 times weekly to build literacy skills through various computer

software programs and online access to literacy building sites.

4. Teachers encourage students and parents to read a minimum of twenty minutes each evening.

They will monitor the progress of reading and writing proficiency school wide, ensuring reading and writing is addressed in all classes and content areas. They will provide other teachers with the

support and tools needed to successfully teach reading and writing skills in the classroom.

5. Book fairs are held at least twice per year to engage families and offer literacy-rich resources for students to read at home.

6. Grade 6-8 students are given the opportunity to check out high interest reading materials through their ELA class' extensive classroom library.

They will assist in building capacity of reading knowledge within the school and focus on areas of literacy concern such as the following:

- Ensuring text complexity along with close reading and rereading of texts built into lessons consistency
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)

D. Public and Collaborative Teaching

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

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

Positive working relationships are an embedded part of the culture at RGSA. This culture has been established by maintaining high expectations, mutual respect, and professionalism by all staff members. Staff members are valued, respected, and treated as professionals at all times.

Teachers are provided common planning in order to collaboratively construct effective instructional plans. Grade levels meet weekly in collaborative planning sessions to address standards, design standards based lessons, and to analyze student work/assessments.

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

To recruit highly qualified staff members, RGSA offers a competitive salary and benefits package. Openings are advertised on the school's webpage and through the school's social media platforms. A careful review of resumes is performed by school Administration. Interviews are scheduled with a panel for highly qualified applicants. Administration performs reference and background checks as well. Ridgeview Academy maintains a family atmosphere for our staff. The administration has an open-door policy where staff members can voice their questions and concerns, and receive sound advice and additional training when needed. By working collaboratively with our teachers and providing the tools needed to succeed, Ridgeview is able to retain a high percentage of HQ teachers each year. As a result, staff turnover is minimal at RGSA.

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

The school's teacher mentoring program begins with Orientation, prior to the first work day. All new teachers meet with Administration to review policies, expectations, and to become familiar with the school's culture and values. Additional meetings are held throughout the year to answer questions, address concerns, and support new teachers. New teachers are also observed more frequently in the

classroom by Administration and provided with specific, timely, and actionable feedback to support their practice. Coaching support and/or training is provided when needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Ridgeview Academy's elementary grades use Reading Wonders. This English Language Arts program combines research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient standards instruction.

The program provides strong support for:

1. Building a strong reading foundation
2. Accessing complex text
3. Finding and using text evidence
4. Engaging in collaborative conversations
5. Writing to sources

Ridgeview Academy's elementary grades use My Math, a comprehensive curriculum that is directly aligned to the Florida State Standards.

Key features include:

1. It is customized for the way teachers teach, personalized for the way students learn, and individualized to maximize student success.
2. It provides a colorful and intuitive lesson format that is engaging and kid-friendly, making math fun and memorable.
3. My Math permits the teacher to plan, sequence, and deliver the instruction in a way that works best for the students.

This program is completely consumable where each student interacts with the text in multiple ways throughout the learning cycle. Personalized vocabulary, student created examples, online games, and downloadable apps move students from learning abstract concepts to concepts they can apply. The interactive text brings learning to life by fostering interaction with mathematical concepts in a variety of ways.

In the middle grades, core teachers collaborate with Administration and support staff to review, evaluate, and select instructional materials that are aligned to the Florida standards and are of the highest quality to support the school's goals. Rubrics have been developed and utilized to assist teachers through the instructional material selection process. Teachers collaborate during common planning times to unpack the standards together prior to planning a lesson. This allows them to develop a common understanding of the standards being addressed. Standards-based assessments are developed in the same way. During the collaborative planning sessions, teachers select the instructional resources available to them that best align to the lesson's goals and standards.

The school's math coach works closely with teachers to ensure that the math program is vertically and horizontally aligned across all grade levels, K-8. Administration reviews lesson plans weekly and provides teachers with feedback about their planned instruction so that adaptations can be made prior to the delivery of instruction. Training on the Florida Standards is also provided as needed.

b. Instructional Strategies

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

The school uses data from Istation for reading and math, beginning and end of year assessments in Reading Wonders and My Math, and also FSA scores to target students who are having difficulty meeting the standards. Differentiated instruction is provided in the classroom during reading and math, using small groups. Three inclusion teachers on staff meet with ESE children in small groups on a daily basis within the regular education classroom. ELL teachers and paras also provide small group instruction to ELL students within the regular education setting. ESE and ELL support staff assist general education teachers with modifying instruction to meet individual students' needs.

For grades 6-8, the data aforementioned is used in conjunction with course grades and teacher recommendations to determine course placement for the subsequent school year.

Extended learning opportunities are also available to students in need.

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

Strategy: After School Program

Minutes added to school year: 500

Extracurricular club activities are provided for grades 6-8. Current club offerings include: Art, Literacy/Reading Club, Robotics, Global Cultures, Crafting, Fellowship of Christian Athletes, National Junior Honor Society, Archery, Chess, Academic Team, Science/Environmental Club, and Drama.

Strategy Rationale

By providing middle school students with additional opportunities, they can extend their learning beyond the classroom. They have an opportunity to dive deeper into an area of interest or explore something new. Participating in club activities also helps fulfill social and emotional needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thacker, Charles, charles.thacker@rgsa.com

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

Participation is collected through attendance rosters. All club meetings and activities are logged and given to Administration to review to ensure that the clubs are meeting their intended purpose. Administration directly observes and helps plan many of the club activities to ensure effectiveness.

Strategy: After School Program

Minutes added to school year: 2,160

Before/After School Tutoring

Strategy Rationale

To provide students with additional instruction in areas of need, particularly ELA and Mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ricks, Beth, beth.ricks@rgsa.com

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

Course grades, formative assessment data, state assessment results, and students' work is used to evaluate the effectiveness of the tutoring program.

Strategy: Weekend Program

Minutes added to school year: 900

The Algebra teachers hosts 5 Saturday Academies for Algebra 1 students. Each session lasts 3 hours.

Strategy Rationale

The purpose is to review and practice for the upcoming State End-Of-Course Exam in Algebra 1.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thacker, Charles, charles.thacker@rgsa.com

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

Algebra 1 EOC scores are analyzed to determine if the Saturday Academies were effective.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Below are some of the strategies used to support transition from elementary to middle school and from middle school to high school.

1. "Welcome to Middle School" assembly for 5th grade students toward the end of their 5th grade year.
2. "Welcome to High School" event for 8th grade parents and students in the Spring of their 8th grade year.
3. College and Career Planning conferences for 8th grade students with the middle school counselor.
4. Class meetings for 6th grade students, with the Assistant Principal, at the start of the 6th grade year.
5. Parent information nights for 5th and 8th grade parents.

b. College and Career Readiness

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

Some of the strategies used to advance college and career awareness include:

1. Field trips to local colleges and/or job sites.
2. Inviting guest speakers to teach our students about their careers, experiences, and job requirements.
3. Accessibility to accelerated coursework: Gifted classes in K-5, Advanced classes for grades 6-8 in ELA, Math, Science, and Social Studies. Accelerated courses in grade 6-8 Science. Opportunities to earn high school credit while in middle school in Algebra 1, Geometry, Biology 1, World History, and Spanish 1.
4. College and career planning conferences held by the middle school counselor with grades 6-8 students.
5. Accessibility to a wide array of educational opportunities. In grades K-5, students rotate to several special areas: Art, Music, PE, Global Studies, Computer Skills, Literacy Groups (library), and Science Lab. In grades 6-8, students have the option to take courses in: Art, Band, Chorus, Theatre, Computer Science, Engineering, Digital Design, Digital Video, Graphic Art, Photography, PE, Horticulture/Astronomy, Journalism/Newspaper, and Global Cultures.

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

The school is currently working toward courses tied to industry certification. Several CTE programs are currently offered to students in grade 6-8, including: Intro to Computer Science/Robotics, Graphic/Digital Art, Digital Video Productions, Digital Design/Media, Global Cultures, Horticulture/Astronomy, and Intro to Engineering.

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

Elementary students rotate each quarter into the Computer Science class, where they are taught by the middle school students. Additionally, teachers across the campus are introducing students to coding. There is a school-wide emphasis on integration of new technologies into the classroom (i.e. tablets, laptops, desktop computers, interactive whiteboards, educational technologies, such as Nearpod, Bunccee, Adobe Photoshop, and Microsoft EDU products, to name a few). As part of the school's overall focus on global studies, students learn about various cultures around the world. In addition to attending a separate global studies course each week, teachers integrate global studies topics throughout their lessons.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

*Use of academically challenging curricula in the middle grades (ex. College Board's SpringBoard ELA curriculum, EngageNY curriculum for Math classes)

- *Access to accelerated coursework as outline in section E.2.b.1.3 above
- *High School / College visits
- *Alumni returning to Ridgeview to serve as mentors and share their experiences with the current student body
- *9th Grade Parent/Student Information events

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ridgeview Global Studies Academy will provide an environment which encourages building strong relationships with students and parents which, in turn, will increase student learning.
- G2.** Improve the quality of standards-based instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Ridgeview Global Studies Academy will provide an environment which encourages building strong relationships with students and parents which, in turn, will increase student learning. 1a

G097766

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSAA Mathematics Achievement	70.0
Statewide Science Assessment Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental understanding of availability of resources available.
- Lack of materials for parent training

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom Teachers Guidance Counselors Math Curriculum Specialist Deans Administrators
- Executive Director

Plan to Monitor Progress Toward G1. 8

Academic, discipline, attendance, and parental involvement data will be collected to ensure strong relationships between Ridgeview Global Studies Academy and its families.

Person Responsible

Sam Johnson

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Conference logs, parent night sign-in sheets, agendas, and data chats with parents.

G2. Improve the quality of standards-based instruction. 1a

G097767

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
FSA ELA Achievement	75.0
Statewide Science Assessment Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Need for alignment of math curriculum between grades.
- Lack of trained personnel to assist with middle grade ELL students.
- Need for after school tutoring for students struggling to meet standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Curriculum Specialist
- ELL Middle Grade Paraeducator
- Classroom Teachers

Plan to Monitor Progress Toward G2. 8

IStation Progress Monitoring, Lesson Plans

Person Responsible

Dottie Trapnell

Schedule

Triannually, from 9/11/2017 to 5/18/2018

Evidence of Completion

Concentrated data collection, lesson plans indicating vertical alignment, IDEAS

Plan to Monitor Progress Toward G2. 8

IStation Progress Monitoring, Students' Grades

Person Responsible

Charles Thacker

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Concentrated data collection, grade reports, FSA test scores

Plan to Monitor Progress Toward G2. 8

IStation Progress Monitoring, Lesson Plans

Person Responsible

Beth Ricks

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Concentrated data collection, grade reports, FSA test scores

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. Ridgeview Global Studies Academy will provide an environment which encourages building strong relationships with students and parents which, in turn, will increase student learning. **1**

 G097766

G1.B1 Lack of parental understanding of availability of resources available. **2**

 B262801

G1.B1.S1 Designate a guidance counselor to serve as parent contact. **4**

 S278288

Strategy Rationale

Guidance Counselor would have contact with teachers, students and parents; counselor would be able to serve as liaison between groups.

Action Step 1 **5**

Use of Title I funds would be allocated to hire additional guidance counselor.

Person Responsible

Ralph Frier

Schedule

On 8/3/2017

Evidence of Completion

Family involvement notebook, parent sign-in sheets, parent workshop surveys. training in Love & Logic

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

Sign-in sheets for workshops will be kept and satisfaction surveys will be completed by participants.

Person Responsible

Billie Chalmers

Schedule

Semiannually, from 10/2/2017 to 4/27/2018

Evidence of Completion

Sign-in sheets, surveys, participation rate, and increase in involvement will be indicators strategy has been implemented with fidelity.

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

Methods of distribution and disseminating of workshop training will serve as measures of effectiveness of implementation.

Person Responsible

Billie Chalmers

Schedule

Semiannually, from 10/2/2017 to 4/27/2018

Evidence of Completion

Sign-in forms, participation rate, and satisfaction surveys will serve as indicators of effectiveness.

G1.B2 Lack of materials for parent training 2

 B262802

G1.B2.S1 Materials could be purchased for parent training workshops. 4

 S278289

Strategy Rationale

Purchased materials would assist parents in acquiring skills to help their children.

Action Step 1 5

Materials would be purchased for assisting parents in acquiring skills to help their children.

Person Responsible

Ralph Frier


Schedule

Annually, from 10/2/2017 to 4/27/2018


Evidence of Completion

Parent sign-in logs, satisfaction surveys

G2. Improve the quality of standards-based instruction. 1

 G097767

G2.B1 Need for alignment of math curriculum between grades. 2

 B262803

G2.B1.S1 Hire a Math Curriculum Specialist/Coach to assist teachers in vertical alignment of math standards and to assist teachers in implementing differentiated math strategies. 4

 S278290

Strategy Rationale

Math Curriculum Specialist will lead teachers in vertical alignment of math standards and assist them in implementing differentiated math strategies.

Action Step 1 5

Math Curriculum Specialist will meet with teachers and facilitate the vertical alignment of math standards.

Person Responsible

Dottie Trapnell

Schedule

Annually, from 9/11/2017 to 5/25/2018

Evidence of Completion

Completed plan for vertically aligning math standards will be end product.

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

Lesson plans will indicate alignment of standards.

Person Responsible

Beth Ricks

Schedule

Biweekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Data collection from lesson plans and IStation Progress Monitoring will help in monitoring the fidelity of implementation.

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

Observations, lesson plans, and interim report cards.

Person Responsible

Sam Johnson

Schedule

Quarterly, from 9/11/2017 to 5/25/2018


Evidence of Completion

Observation data, lesson plans, and planning meetings will display evidences of growth.

G2.B2 Lack of trained personnel to assist with middle grade ELL students. 2

 B262804

G2.B2.S1 Hire an ELL paraeducator 4

 S278291

Strategy Rationale

ELL paraeducator could assist classroom teachers with ELL students.

Action Step 1 5

ELL Paraeducator will assist middle grade teachers with ELL students.

Person Responsible

Charles Thacker

Schedule

Quarterly, from 9/11/2017 to 5/25/2018


Evidence of Completion

IStation Progress Reports, Quarterly Grade Reports, FSA ELA and Math Scores

G2.B3 Need for after school tutoring for students struggling to meet standards. 2

 B262805

G2.B3.S1 Teachers will be hired to tutor students struggling to meet standards. 4

 S278292

Strategy Rationale

Focusing on students struggling to meet standards will improve FSA scores.

Action Step 1 5

An after school tutoring program for selected students struggling to meet standards in elementary grades will be implemented.

Person Responsible

Beth Ricks

Schedule

Weekly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Student sign-in sheets, work samples, teacher work logs

Action Step 2 5

An after school tutoring program for selected students struggling to meet standards in middle grades will be implemented.

Person Responsible

Charles Thacker

Schedule

Weekly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Student sign-in sheets, work samples, teacher work logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B3.S1.MA1 M404761	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1 A374863	Use of Title I funds would be allocated to hire additional guidance counselor.	Frier, Ralph	8/1/2017	Family involvement notebook, parent sign-in sheets, parent workshop surveys. training in Love & Logic	8/3/2017 one-time
G1.B1.S1.MA1 M404756	Methods of distribution and disseminating of workshop training will serve as measures of...	Chalmers, Billie	10/2/2017	Sign-in forms, participation rate, and satisfaction surveys will serve as indicators of effectiveness.	4/27/2018 semiannually
G1.B1.S1.MA1 M404757	Sign-in sheets for workshops will be kept and satisfaction surveys will be completed by...	Chalmers, Billie	10/2/2017	Sign-in sheets, surveys, participation rate, and increase in involvement will be indicators strategy has been implemented with fidelity.	4/27/2018 semiannually
G1.B2.S1.A1 A374864	Materials would be purchased for assisting parents in acquiring skills to help their children.	Frier, Ralph	10/2/2017	Parent sign-in logs, satisfaction surveys	4/27/2018 annually
G2.MA1 M404762	IStation Progress Monitoring, Lesson Plans	Trapnell, Dottie	9/11/2017	Concentrated data collection, lesson plans indicating vertical alignment, IDEAS	5/18/2018 triannually
G2.B3.S1.A1 A374867	An after school tutoring program for selected students struggling to meet standards in elementary...	Ricks, Beth	10/2/2017	Student sign-in sheets, work samples, teacher work logs	5/18/2018 weekly
G2.B3.S1.A2 A374868	An after school tutoring program for selected students struggling to meet standards in middle...	Thacker, Charles	10/2/2017	Student sign-in sheets, work samples, teacher work logs	5/18/2018 weekly
G1.MA1 M404758	Academic, discipline, attendance, and parental involvement data will be collected to ensure strong...	Johnson, Sam	9/11/2017	Conference logs, parent night sign-in sheets, agendas, and data chats with parents.	5/25/2018 quarterly
G2.MA2 M404763	IStation Progress Monitoring, Students' Grades	Thacker, Charles	9/11/2017	Concentrated data collection, grade reports, FSA test scores	5/25/2018 quarterly
G2.MA3 M404764	IStation Progress Monitoring, Lesson Plans	Ricks, Beth	9/11/2017	Concentrated data collection, grade reports, FSA test scores	5/25/2018 quarterly
G2.B1.S1.MA1 M404759	Observations, lesson plans, and interim report cards.	Johnson, Sam	9/11/2017	Observation data, lesson plans, and planning meetings will display evidences of growth.	5/25/2018 quarterly
G2.B1.S1.MA1 M404760	Lesson plans will indicate alignment of standards.	Ricks, Beth	9/4/2017	Data collection from lesson plans and IStation Progress Monitoring will help in monitoring the fidelity of implementation.	5/25/2018 biweekly
G2.B1.S1.A1 A374865	Math Curriculum Specialist will meet with teachers and facilitate the vertical alignment of math...	Trapnell, Dottie	9/11/2017	Completed plan for vertically aligning math standards will be end product.	5/25/2018 annually
G2.B2.S1.A1 A374866	ELL Paraeducator will assist middle grade teachers with ELL students.	Thacker, Charles	9/11/2017	IStation Progress Reports, Quarterly Grade Reports, FSA ELA and Math Scores	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. Ridgeview Global Studies Academy will provide an environment which encourages building strong relationships with students and parents which, in turn, will increase student learning.

G1.B1 Lack of parental understanding of availability of resources available.

G1.B1.S1 Designate a guidance counselor to serve as parent contact.

PD Opportunity 1

Use of Title I funds would be allocated to hire additional guidance counselor.

Facilitator

Billie Jean Chalmers

Participants

Teachers/parents

Schedule

On 8/3/2017

G2. Improve the quality of standards-based instruction.

G2.B1 Need for alignment of math curriculum between grades.

G2.B1.S1 Hire a Math Curriculum Specialist/Coach to assist teachers in vertical alignment of math standards and to assist teachers in implementing differentiated math strategies.

PD Opportunity 1

Math Curriculum Specialist will meet with teachers and facilitate the vertical alignment of math standards.

Facilitator

Dottie Trapnell

Participants

All Teachers

Schedule

Annually, from 9/11/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Use of Title I funds would be allocated to hire additional guidance counselor.				\$90,509.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	130-Other Certified Instructional Personnel	0441 - Ridgeview Global Studies Acad.	Title, I Part A		\$90,509.00
2	G1.B2.S1.A1	Materials would be purchased for assisting parents in acquiring skills to help their children.				\$3,157.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0441 - Ridgeview Global Studies Acad.	Title, I Part A		\$3,157.00
3	G2.B1.S1.A1	Math Curriculum Specialist will meet with teachers and facilitate the vertical alignment of math standards.				\$87,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0441 - Ridgeview Global Studies Acad.	Title, I Part A		\$87,520.00
4	G2.B2.S1.A1	ELL Paraeducator will assist middle grade teachers with ELL students.				\$42,851.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0441 - Ridgeview Global Studies Acad.	Title, I Part A		\$42,851.00
5	G2.B3.S1.A1	An after school tutoring program for selected students struggling to meet standards in elementary grades will be implemented.				\$4,945.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0441 - Ridgeview Global Studies Acad.	Title, I Part A		\$4,945.00
6	G2.B3.S1.A2	An after school tutoring program for selected students struggling to meet standards in middle grades will be implemented.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0441 - Ridgeview Global Studies Acad.	Title, I Part A		\$2,000.00
Total:						\$230,982.00