

Polk County Public Schools

Ridge Community High School



2017-18 Schoolwide Improvement Plan

Ridge Community High School

500 ORCHID DR, Davenport, FL 33837

<http://www.ridgecommunityhigh.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)
High School 9-12	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

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

**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 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>.

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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 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 Ridge Community High School

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.

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.

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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.

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.

Ridge Community High School has seven guidance counselors. Five of these counselors are assigned a section of sophomore through senior level students by last name. Two guidance counselors are dedicated to the ninth grade. A student success coach assists students with college and career 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.

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.

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.

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

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	0	0	0	0	0	0	36	100	69	34	239

c. 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.

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/469672>.

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.

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.

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
Hackett, Joshua	Assistant Principal
Franklin, Marcus	School Counselor
Clark, Angela	Assistant Principal
Sheffield, Marilyn	Dean
Holliday, Felicia	Dean
Sanford, Kevin	Dean
McCallister, Amanda	Teacher, Career/Technical
Lewis, Gregory	Assistant Principal
Stott, Mark	Teacher, K-12
McKnight, Robert	Teacher, K-12
Bairley, Nicholas	Teacher, K-12
Pottorff, Casey	Teacher, K-12
Johnson, Karen	Assistant Principal
Ely, Stephen	Principal
Arnold, Casey	Teacher, ESE
Dailey, Kanika	Teacher, K-12
Cranston, Bobby	Teacher, K-12

b. Duties

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

As Principal, Stephen Ely 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, 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, and assists the principal with the

evaluation of staff.

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, and assists the principal with the evaluation of staff.

As Assistant Principal, 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, coordinates the maintenance and repair of the Freshman Academy campus, and conducts informal evaluations of the staff.

As Assistant Principal, Karen Johnson, 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 conducts informal evaluations of the staff.

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

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.

As testing coordinator, Tiffany Mobley schedules and oversees the administration of all testing and assists the administration as needed.

The department chairs, Mark Stott (ELA), Robert McKnight (Math), Kanika Dailey (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 and Nicholas Bairley provide peer to peer mentoring to teachers and assist in the development and implementation of common lesson plans and assessments.

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 Major David Tervin coordinate peer mentoring on campus through the Bolts Leadership Academy. Jamar Franklin and Amanda McCallister coordinate tutoring programs on campus.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephen Ely	Principal
Harry Lyon	Teacher
Casey Arnold	Teacher
Keva Harris	Business/Community
Angela Clark	Education Support Employee
Karen Johnson	Education Support Employee
Elizabeth Costa	Education Support Employee
Diana Colon	Parent
Timothy Frost	Teacher
Felicia Holliday	Parent
Greg Lewis	Education Support Employee
Cecily Marrero Riveria	Education Support Employee
Marrilyn Chandler	Business/Community
Mary Lundy	Parent
Sahily Quinones	Teacher
Desiree Saez	Teacher
Gladymar Soto	Teacher
Nerida Willson	Parent
Sharon Philpot	Business/Community

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

On June 20, 2017, the school leadership attending a planning meeting for SIP to review and evaluate the goals and achievements of the 2016-2017 school improvement plan and began working on the draft. The school leadership met with the SAC to review and evaluate the goals and achievements of the 2016-2017 school improvement plan. The components the current plan as well as available school data was reviewed with discussion and development of goals for the 2016-2017 plan.

b. Development of this school improvement plan

During the October 30, 2017, meeting of the SAC, the council reviewed the 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 2017-2018 school year. The council also will continue to review the school improvement plan and suggest changes throughout the year.

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

Upon evaluating the 2016-2017 school improvement plan, the council decided to continue the Math Boot Camp and Tutoring programs. A professional development plan was approved that allows for

after school training, classroom observations of model classrooms, and additional content area training as needed.

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

Salaries for Support Staff:

1. Reading Coach
2. Math Coach
3. Student Success Coach
4. Technology Para
5. Tutoring
6. Professional Development

Instructional Supplies

Professional Development Supplies

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

No

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
Clark, Angela	Assistant Principal
Stott, Mark	Teacher, K-12
Johnson, Karen	Assistant Principal
Loomans, Pamela	Instructional Coach
Grant, Nigel	Instructional Coach
Ely, Stephen	Principal

b. Duties

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

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, Stephen Ely, 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.

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.

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 PLCs, teachers work together as a subject area to insure vertical alignment in their curriculum.

2. 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.

3. 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. .

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.

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. Ely, Ms. Clark, and the school's Media Specialist to ensure that materials are aligned to the state standards and the needs of students.

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.

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 and intensive reading, 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.

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: 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

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.

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.

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.

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.

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.

2. 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.

3. 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.

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.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By May 2018, teachers and staff will utilize strategies to improve student engagement and increase student achievement through the use of high yield instructional strategies and methods based on data analysis.

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. By May 2018, teachers and staff will utilize strategies to improve student engagement and increase student achievement through the use of high yield instructional strategies and methods based on data analysis. 1a

G098030

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (VAM)	135.0
School Grade - Percentage of Points Earned	54.0

Targeted Barriers to Achieving the Goal 3

- Lack of time, communication, isolation, lack of shared responsibility, testing, class meetings, teacher absences, multiple preps for teachers, lack of active participation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development, district coaches, technology, teacher expertise, community support
- Flexible meeting dates, regular meetings, advance notice of meetings, published calendar, establish meeting norms and expectations

Plan to Monitor Progress Toward G1. 8

Review attendance and follow-up plans

Person Responsible

Stephen Ely

Schedule

On 5/25/2018

Evidence of Completion

Sign-in sheets, teacher product, classroom observations, 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. By May 2018, teachers and staff will utilize strategies to improve student engagement and increase student achievement through the use of high yield instructional strategies and methods based on data analysis. **1**

 G098030

G1.B1 Lack of time, communication, isolation, lack of shared responsibility, testing, class meetings, teacher absences, multiple preps for teachers, lack of active participation **2**

 B263605

G1.B1.S1 Data will be reviewed at meetings to guide discussions, problem solving, and decision-making. **4**

 S279179

Strategy Rationale

Action Step 1 **5**

Data will be used in the making of all decisions

Person Responsible

Stephen Ely

Schedule

On 5/25/2018

Evidence of Completion

Electronic records, meeting notes, reports, etc.

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

Data will be used in the making of all decisions

Person Responsible

Stephen Ely

Schedule

On 5/25/2018

Evidence of Completion

Electronic records, meeting notes, reports, etc.

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

Data will be used in the making of all decisions

Person Responsible

Stephen Ely

Schedule

On 11/3/2017

Evidence of Completion

Electronic records, meeting notes, reports, etc.

G1.B1.S2 Teachers will participate in collaborative planning at least 4 times per month in accordance with the teacher contract. 4

S279180

Strategy Rationale

Action Step 1 5

Common planning time will be built into the master schedule

Person Responsible

Angela Clark

Schedule

On 5/25/2018

Evidence of Completion

PLC agendas and notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Common planning time will be built into the master schedule

Person Responsible

Angela Clark

Schedule

On 5/25/2018

Evidence of Completion

PLC agendas and notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Common planning time will be built into the master schedule

Person Responsible

Angela Clark

Schedule

On 5/25/2018

Evidence of Completion

PLC agendas and notes

G1.B1.S3 Teachers will participate in site-based professional development opportunities. 4

S279181

Strategy Rationale

Action Step 1 5

Plan professional development sessions based on data and teacher need.

Person Responsible

Angela Clark

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, follow-up activities

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review attendance and follow-up plans

Person Responsible

Stephen Ely

Schedule

On 5/25/2018

Evidence of Completion

Sign-in sheets, teacher product, classroom observations, data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review attendance and follow-up plans

Person Responsible

Stephen Ely

Schedule

Evidence of Completion

Sign-in sheets, teacher product, classroom observations, data

G1.B1.S4 Teachers will engage students in activities that are rigorous and aligned with the standards of the curriculum 4

S279182

Strategy Rationale

Action Step 1 5

Teachers will use high-yield strategies to engage all learners

Person Responsible

Stephen Ely

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observations & student performance

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Teachers will use high-yield strategies to engage all learners

Person Responsible

Stephen Ely

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observations & student performance

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Teachers will use high-yield strategies to engage all learners

Person Responsible

Stephen Ely

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observations & student performance

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					
G1.B1.S3.MA1 M406788	Review attendance and follow-up plans	Ely, Stephen	11/1/2017	Sign-in sheets, teacher product, classroom observations, data	No End Date one-time
G1.B1.S1.MA1 M406784	Data will be used in the making of all decisions	Ely, Stephen	8/10/2017	Electronic records, meeting notes, reports, etc.	11/3/2017 one-time
G1.MA1 M406792	Review attendance and follow-up plans	Ely, Stephen	11/1/2017	Sign-in sheets, teacher product, classroom observations, data	5/25/2018 one-time
G1.B1.S1.MA1 M406785	Data will be used in the making of all decisions	Ely, Stephen	8/10/2017	Electronic records, meeting notes, reports, etc.	5/25/2018 one-time
G1.B1.S1.A1 A376166	Data will be used in the making of all decisions	Ely, Stephen	8/10/2017	Electronic records, meeting notes, reports, etc.	5/25/2018 one-time
G1.B1.S2.MA1 M406786	Common planning time will be built into the master schedule	Clark, Angela	8/10/2017	PLC agendas and notes	5/25/2018 one-time
G1.B1.S2.MA1 M406787	Common planning time will be built into the master schedule	Clark, Angela	8/10/2017	PLC agendas and notes	5/25/2018 one-time
G1.B1.S2.A1 A376167	Common planning time will be built into the master schedule	Clark, Angela	8/10/2017	PLC agendas and notes	5/25/2018 one-time
G1.B1.S3.MA1 M406789	Review attendance and follow-up plans	Ely, Stephen	11/1/2017	Sign-in sheets, teacher product, classroom observations, data	5/25/2018 one-time
G1.B1.S3.A1 A376168	Plan professional development sessions based on data and teacher need.	Clark, Angela	10/2/2017	Sign-in sheets, follow-up activities	5/25/2018 monthly
G1.B1.S4.MA1 M406790	Teachers will use high-yield strategies to engage all learners	Ely, Stephen	8/10/2017	Classroom observations & student performance	5/25/2018 monthly
G1.B1.S4.MA1 M406791	Teachers will use high-yield strategies to engage all learners	Ely, Stephen	8/10/2017	Classroom observations & student performance	5/25/2018 monthly
G1.B1.S4.A1 A376169	Teachers will use high-yield strategies to engage all learners	Ely, Stephen	8/10/2017	Classroom observations & student performance	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. By May 2018, teachers and staff will utilize strategies to improve student engagement and increase student achievement through the use of high yield instructional strategies and methods based on data analysis.

G1.B1 Lack of time, communication, isolation, lack of shared responsibility, testing, class meetings, teacher absences, multiple preps for teachers, lack of active participation

G1.B1.S3 Teachers will participate in site-based professional development opportunities.

PD Opportunity 1

Plan professional development sessions based on data and teacher need.

Facilitator

Karen Johnson

Participants

Teachers & staff

Schedule

Monthly, from 10/2/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Data will be used in the making of all decisions				\$0.00
2	G1.B1.S2.A1	Common planning time will be built into the master schedule				\$0.00
3	G1.B1.S3.A1	Plan professional development sessions based on data and teacher need.				\$30,593.81
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0937 - Ridge Community High School	Title, I Part A		\$17,530.41
<i>Notes: On-site Professional Learning</i>						
	6400	140-Substitute Teachers	0937 - Ridge Community High School	Title, I Part A		\$1,088.00
<i>Notes: ACHIEVE 3000 Training</i>						
	6000	140-Substitute Teachers	0937 - Ridge Community High School	Title, I Part A		\$5,400.00
	6400	510-Supplies	0937 - Ridge Community High School	Title, I Part A		\$1,000.00
	6400	120-Classroom Teachers	0937 - Ridge Community High School	Title, I Part A		\$5,575.40

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4	G1.B1.S4.A1	Teachers will use high-yield strategies to engage all learners	\$0.00
Total:			\$30,593.81