Ridgewood High School

2017-18 Schoolwide Improvement Plan

Ridgewood High School

7650 ORCHID LAKE RD, New Port Richey, FL 34653

www.pasco.k12.fl.us

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	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	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 Pasco 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 Ridgewood High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Embracing innovative practices focused on effective communication, collaboration, critical thinking and creativity providing a high-quality education to ensure that all students succeed, achieve, and grow.

b. Provide the school's vision statement.

To provide a world class education for all students.

2. School Environment

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

All of Ridgewood High School's staff recognize their roles in serving, supporting and building our community. Ridgewood High School's campus serves as a community center. We directly support community social service, health, and food and nutrition outreach programs and provide training for parents on how to better support their students' success and growth in school through our Title I-funded quarterly Parent University programs. These forums also provide opportunities for Ridgewood's staff to learn more about students' cultures through Appreciative Inquiry (AI) interviews and focus group discussions with students and parents. This feedback, combined with input from staff and our school's Leadership Team and data-based problem-solving sessions, is used to create our annual school improvement plan. School counselors, social workers, behavior specialists, graduation coaches, teachers and administrators also learn more about students' cultures and develop relationships with students through our structured School-Based Intervention Team (SBIT) structures that effectively monitor early-warning systems (EWS) data. Teachers learn about students' cultures and develop relationships with students through our daily homeroom schedule. Homeroom teachers follow student cohorts through their years in high school and provide academic advisement and enrichment and socio-emotional supports as part of daily homeroom sessions.

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

Ridgewood fosters a safe, mutually-respectful environment through our Positive Behavior Supports (PBS) programs. Staff and administrators provide incentives for students who regularly attend school, do not receive discipline referrals, improve behaviors and stay on-track for graduation when report cards and progress reports are distributed. Staff and administrators regularly conduct positive sweeps and reward students engaging in positive behaviors as they occur. Student Services staff facilitate weekly socio-emotional support groups and regularly connect students and families with district and community resources to preserve students' and families' health and wellbeing. Ridgewood is supported by the Pasco County Sheriff's Dept. that provides a full-time School Resource Officer (SRO) who assists administrators and staff in maintaining a safe campus. Ridgewood provides a forum for night school, extended day and extended year programs. Students and families are also receive free basic medical care in our clinic. RHS is in the process of training staff and developing curricula to address students' socio-emotional needs through our SBIT structures and during our daily homeroom sessions.

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.

Ridgewood High School has implemented evidence-based Positive Behavior Support (PBS) interventions with fidelity. We will continue to use school-wide behavior expectations developed by students, teachers and parents in 2015 in 2017-18. We will continue to provide incentives for students who regularly attend school, do not receive discipline referrals, improve behaviors and stay on-track for graduation when report cards and progress reports are distributed. We will maintain our support for alternatives to suspension. However, we will revise our attendance and discipline processes and procedures in 2017-18 in response to quantitative and qualitative data. We will use Title I funds to pay for an additional discipline assistant who will focus on our attendance, skipping and truancy concerns. We eliminated in-school suspension (ISS) as a result of its ineffectiveness and adopted before school detention and mandatory academic lunch interventions. We eliminated our tardy table system to maximize instructional time and implemented a new hall pass system to better identify students who are not authorized to be out of classrooms. Staff will participate in training programs to ensure our PBS, discipline and attendance programs are implemented with fidelity and fairly and consistently enforced during pre-school workshops, PLC sessions and school-wide committee meetings.

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.

All students' social-emotional needs are met through our cohort Success teams, which consist of a graduation coach (SSAP), school counselor and an administrator, and Grade-Level teams that are facilitated by the Success teams and include teachers who primarily support same cohort students. These teams regularly review Early-Warning Systems (EWS) data to identify at-risk students and to assign interventions, including counseling, advisement and mentoring. An administrator assigned to each cohort monitors implementation of interventions and guides Success and Grade-Level teams in providing additional socio-emotional and academic supports and in developing and implementing corrective actions, as necessary. Teachers also help ensure the socio-emotional needs of all students are being met as part of cohort-based, daily homeroom sessions.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Ridgewood High uses a variety of early-warning systems (EWS), including but not limited to: district quarterly-check, FSA/EOC proficiency/strand, and cohort-comparison reports from Performance Matters (myProgress); transcript, attendance, discipline and course failure reports from FOCUS (myStudent); formative assessment, behavior and SSAP interaction reports from Pasco STAR (myEWS) teacher-performance reports from True North Logic (myPGS); and quarterly at-risk Project 10 worksheets. Data are regularly pulled and analyzed in School Advisory Council (SAC), administrative, leadership, grade-level and PLC meetings. These groups then collaborate to develop and monitor corrective action plans in response to these data, as needed.

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	83	27	35	34	179
One or more suspensions	0	0	0	0	0	0	0	0	0	75	45	72	54	246
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	48	123	139	109	419
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	126	132	142	134	534

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	98	110	122	105	435

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

Ridgewood High School provides multi-tiered systems of student support (MTSS). Students receive Tier I interventions in mainstream classes and homeroom sessions. Tier I interventions include tutoring, mentoring, parent contact, conferencing, goal setting, developing personal improvement plans and academic lunch. This year students who have missing course assignments will be assigned to mandatory academic lunch where they will work with teachers to complete their missing assignments (ZAP). Tier I academic interventions as part our our PBS program include free food/ treats during lunches and tickets to end of quarter celebrations for students who are on-track when progress reports and report cards are distributed. Success and Grade-Level teams regularly review early-warning systems data to customize Tier II interventions and identify students who need an additional level of support. Tier II interventions include parent/teacher conferences, personal improvement plans, mandatory academic lunch, extended day and services provided by ESE co-teachers in mainstream classrooms. Each grade's graduation coach (SSAP) is responsible for tracking Tier II interventions and for supporting grade repair and credit recovery. Success and Grade-Level teams also identify students who require Tier III interventions and, through the SSAP, refer these students to our School-Based Intervention Team (SBIT). Our SBIT then conducts an Impact meeting to customize appropriate Tier III interventions for these students. Tier III interventions include extended school day/year, daily check-in/check-out with an SSAP, Saturday school, mandatory academic lunch, diagnostic/interim assessments to identify precise skill deficits and staffing for 504 or ESE services, as needed. Success Teams and SBIT also share information regarding alternative pathways to earning a high school diploma to Tier III students and families. These pathways include virtual school, specialized programs such as PACE or Pepin, 18-credit option, GED and Job Corps.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/418825.

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.

Community partnerships are one of Ridgewood's greatest assets. Essentially we build and sustain partnerships with our community by genuinely listening and responding to community concerns and by opening our campus up and allowing it to serve as a forum for a variety of community social service events. For example, RHS hosts an annual Back-to-School Bash where hundreds of students and families receive free school supplies, food, clothes, haircuts, shots and physicals provided by the United Way, Goodwill, New Port Richey Rotary, PHSC, Health Department, Dept. of Children and Families, and others. Our campus is adjacent to Marchman Technical College. MTC offers a variety of vocational, adult education courses, as part of GED, ESOL HVAC, auto service, culinary arts, cosmetology and digital cinema programs, that provide students and parents with pathways to careers. In addition, we maintain partnerships with local businesses like Publix, MINI of Wesley Chapel, Home Depot, the Olive Garden and Beef O'Brady's that donate food for Open House and Parent University events. We are working on developing a parent and partner passport program that will give our business partners and parents who participate in Open House and Parent University events free admission to events at RHS.

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
Dunning, Chris	Principal
Hermansen, Erik	Assistant Principal
Painter, Deborah	Assistant Principal
Byrd, Sharlene	Teacher, K-12
Stagner, Amy	Teacher, K-12
Sharkey, Nicole	Teacher, K-12
Jennings, Holly	Teacher, K-12
Smith, Angela	Teacher, K-12
Smith, Heather	Teacher, ESE
Hanley, Patty	Teacher, ESE
Zajd, Sharon	Teacher, Career/Technical
Williams, Eric	Assistant Principal
Martanovic, Kristen	Assistant Principal
Finn, Tina	Instructional Coach
Paradiso, Nicole	Instructional Coach
Schwartz, Eric	Instructional Coach
Raiti, Joe	Teacher, K-12
Maertin, Katherine	School Counselor
Baer, Cady	Teacher, K-12
Grubbs, Daniell	Teacher, K-12
Hannigan, Stacey	Teacher, K-12
McComiskey, Edward	Teacher, K-12
Cummines, Chenell	Teacher, K-12
Cheetham, Michael	Teacher, K-12
Resto, Jennifer	Teacher, K-12
Kelly, Joseph	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.

Ridgewood's Leadership Team consists of all five school administrators and the PLC Facilitators for all major content/subject areas. The PLC Facilitators represent the interests of the teacher groups they serve and often offer solutions and practical advice on how to effectively implement, sustain and monitor SIP strategies. The administrative team listens, attempts to address questions/concerns and then works to move forward with initiatives (often co-constructed) in a manner that teachers advise and will support. The Leadership Team was intimately involved in SIP development, Instructional Practice Guide (IPG) walkthroughs, modified dress code implementation, a Comprehensive Needs Assessment (CNA), wall-to-wall academy pathways development and Title I planning in 2016-17. Leadership Team members are also responsible for disseminating information shared and decisions made in Leadership meetings with their PLC members. PLC facilitators lead their groups through the collaborative instructional planning cycle, which includes analyzing diagnostic/formative assessment data and developing lessons to re-teach skills/concepts that students have not mastered.

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.

Our Leadership Team participated in a district-directed Comprehensive Needs Assessment (CNA) in March 2017. Administrators developed a draft response to questions provided by the district, shared the draft with Leadership, solicited feedback/input and revised it before submitting it to district administrators. In addition, Leadership engaged in planning to use of $230,000 in annual Title I funds during two evening workshops. Participants used a StormBoard to post potential budget items they gathered from teachers, categorized the potential expenses and then prioritized them by voting on the items they supported most. This helped the administrative team to cut the Title I budget in a manner that teachers would support. Leadership played an important role in developing the 2017-18 Master Schedule. They gathered teachers' preferred schedules and helped the administrative team develop a revised plan for technology distribution in 2017-18. Our principal, Dr. Chris Dunning, oversees the Leadership's meetings and associated activities.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Chris Dunning	Principal
J.D. Baker	Teacher
Leila Bove	Student
Sharlene Byrd	Teacher
Alice Delgardo	Business/Community
Tina Finn	Teacher
Natalie Jarabek	Parent
Donna Leonard	Education Support Employee
Kristen Martanovic	Principal
Wendy McCane	Education Support Employee
Ed McComiskey	Teacher
Jonathan Rijos	Student
De'Quan Rowland	Student
Surrency, Rachel	Teacher
Catherine Tezber	Education Support Employee
Marissa White	Parent
Jamie Young	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Ridgewood's School Advisory Council (SAC) reviewed the 2016-17 SIP in October and received progress monitoring data associated with last year's SIP Goals in December, February and May. In May our SAC reviewed our 2016-17 SIP, Title I Parent & Family Engagement Plan (PFEP) and Parent Compact and suggested revisions to these documents, as well as recommended that we sustain select initiatives. Input from SAC, Summer Data Summit activities and school administrators was combined, analyzed and provided the foundation for our draft School Success Plan (SuP) and FLDOE's SIP. The draft SIP will be presented to SAC for approval at our first meeting in August 2017.

b. Development of this school improvement plan

School administrators gathered SIP input from SAC members in May 2017. The draft SIP will be presented to the SAC during our first meeting in August. School administrators will solicit feedback and input on the draft plan during this meeting and will revise, as necessary, prior to sending in to the Board for approval.

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

SAC provided input on the Title I plan/budget in May 2017. The principal will present the annual budget at the first SAC meeting in August 2017.

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

The SAC implemented new bylaws and a formal process from conducting meetings in 2016-17. Voting items are separated from informational items on the agenda and include approving SAC funding requests. In 2016-17 SAC funds were used for PBS incentives ($500), classroom books ($500), first aid course supplies ($1,500), school supplies ($300), extra-duty pay for office SRPs ($3,200), SRO training ($725), student travel to state competition ($700) and non-capitalized maintenance equipment ($2,000). Each expense was approved by a majority of SAC members, as reflected in published meeting minutes, and explicitly linked to supporting one or more goals in our 2016-17 SIP.

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
Paradiso, Nicole	Instructional Coach
Williams, Eric	Assistant Principal
Martanovic, Kristen	Assistant Principal
Bondi, Kim	Teacher, K-12
Pardo, Lillian	Teacher, K-12
Hibbs, Leslie	Teacher, K-12
Byrd, Sharlene	Teacher, K-12
Smith, Heather	Teacher, ESE

b. Duties

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

Ridgewood will revise its Literacy Leadership Team (LLT) for 2017-18. One of our SIP goals is to increase students' critical thinking, problem solving and literacy skills, as measured by state assessments. In addition, we no longer have a Learning Workgroup to function in this capacity. As such, we will form a new LLT to be led by our Title I-funded ELA/Reading Instructional Coach and that will include (2) school administrators, (2) reading teachers, (2) ELA teachers and (1) ESE teacher who will collaborate to promote RHS' school-wide literacy initiative in 2017-18. This team will oversee implementation of close/careful reading and text-marking strategies in all courses and will plan/ provide professional development and resources to support teachers in teaching students how to read and write depending on their subject/content areas (disciplinary literacy).

D. Public and Collaborative Teaching

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

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

Each teacher is assigned to a subject/content-area Professional Learning Community (PLC) that meets at least once per week. PLCs work together to plan and evaluate instruction using the PLC problem-solving cycle. They review summative FSA/EOC data and interim quarterly check and common assessment data to identify areas in need of improvement, or additional focus, co-plan lessons and assessments, re-teach, re-test, monitor, evaluate and then start the cycle again. PLCs typically plan and implement at least one common lesson and assessment per month and monitor student progress on interim assessments in three-week cycles. Each PLC also works to improve their practices in one of Marzano's eight essential areas (deliberate practice).

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

RHS experienced relatively low teacher turnover in 2016-17. We lost one teacher in each core-content area as a result of budget cuts. And a school counselor, behavior specialist, self-contained EBD teacher and a discipline assistant transferred to other district schools. These positions were all filled with highly qualified, certified-in-field individuals. All new staff are assigned a mentor teacher and participate in a New Ram workgroup throughout their first year. Teachers are encouraged to participate in district professional development (PD) programs and benefit from job-embedded PD in PLCs, workgroups, before/after school training programs and through our Observe an Educator initiative. Title I funds provide additional planning days when district staff and/or private trainers help teachers learn to use new

methods and/or instructional materials. The school's Pride Committee plans fun activities for staff off-campus after hours. Administrators cook meals for teachers and staff during Teacher Appreciation week.

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

Mentors are assigned to new teachers based on their abilities, experience and genuine interest in supporting new teachers. We try as much as possible to make sure assigned mentors are in the same content-area and PLC as the new teacher. Mentors collaborate to ensure that new teachers are planning instruction rooted in the appropriate course standards using the most effective up-to-date instructional materials and resources. Mentors also share access to standards-based lesson plans and common assessments. They model effective teaching, as feasible, observe new teachers and provide suggestions for improvement and professional growth.

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.

Teachers use Florida's CPALMS system and Pasco County curriculum maps and pacing guides during weekly professional learning community (PLC) meetings to plan instruction. Teachers engage in unpacking the standards, planning common formative assessments, data chats, and discussion of high quality teaching strategies. Monthly accountability data chats are held with supervising administrators to ensure fidelity.

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.

Teachers work in PLCs to plan standards-based instruction, to analyze diagnostic, formative, interim and summative assessment data to plan how to best re-teach skills and concepts. Remediation is primarily offered in mainstream classrooms. Struggling students are often given additional time, alternate assignments and/or opportunities to work one-on-one with teachers during lunch or after school. Students can also attend Academic Lunch or participate in Extended Day programs to receive additional supports.

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: Extended School Day

Minutes added to school year: 2,500

Struggling students are provided with support for their current learning in Extended School Day. Teachers and student tutors provide opportunities for re-teaching. Teachers also provide students with online learning tools to support their learning.

Strategy Rationale

If we increase instructional time, student understanding of skills and concepts will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Eric, ecwillia@pasco.k12.fl.us

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

Quarterly assessment and course failure data for students who regularly participate in our Extended Day programs.

Strategy: After School Program

Minutes added to school year: 2,500

After School Tutoring

Strategy Rationale

If we increase instructional time, student understanding of skills and concepts will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Eric, ecwillia@pasco.k12.fl.us

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

Quarterly assessment and course failure data for students who regularly participate in after school tutoring.

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.

Incoming freshmen tour Ridgewood for a half day every spring. A school administrator also schedules an assembly so incoming students learn how to choose their courses. Freshmen also attend a full-day Freshmen Orientation in early August. During this orientation, parents have an opportunity to meet with staff to learn more about Ridgewood's programs and services. Students attend a variety of workshops to learn more about RHS' policies, procedures and expectations. They also receive their schedules, meet their teachers and participate in a freshmen-only pep rally. Freshmen attend monthly assemblies that focus on key strategies to be successful in high school throughout the school year. Military recruiters and college/university representatives visit RHS throughout the year and share information during lunches. Ridgewood offers 12 Advanced Placement (AP) courses that help prepare students for more rigorous college-level coursework. AVID students tour UF and USF campuses every year. Student who are identified as college-ready on the Post-Secondary Education Readiness Test (PERT) can take Dual Enrollment (DE) courses for free at nearby Pasco-Hernando State College (PHSC). We offer several sections of Math for College Readiness and English for College Readiness that are designed to prepare students for entry-level college courses. School counselors and graduation coaches also provide services that help students identify career interests and select corresponding post-secondary education programs.

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.

RHS is an AVID school. Students in the AVID program have expressed their interest in attending a college/university. The AVID curriculum is designed to improve students' critical-thinking and problem-solving skills. AVID students tour USF and UF campuses every year. RHS also offers 12 AP courses. Approximately one-third of RHS students complete at least one AP course. These courses help prepare students for more rigorous college-level coursework. Marchman Technical College holds a career fair in our gymnasium every spring, and our school counselors facilitate several College Nights throughout the year so students and parents can learn more about college/university admission standards and financial aid opportunities.

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

Ridgewood students have opportunities to participate in business, nursing and robotics career and technical education programs on campus. Students in our Nursing Assistant program can earn their CNA certification in high school and students in our Business Program can earn industry certifications for Adobe software and Internet Business Associate. RHS students also have access to nursing, HVAC, auto service, cosmetology, culinary arts and digital media production programs at Marchman Technical College (MTC) which is adjacent to RHS.

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

This year Ridgewood implemented a wall-to-wall academy model. This means that every student has chosen an academy and a particular course of study within that academy. Our academies are: Liberal Arts & Journalism, Business, Sports & Medical Sciences and Robotics. Students remain in same cohort homeroom groups associated with each academy throughout high school and will have more opportunities to earn industry certifications.

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.

Ridgewood has put a lot of effort into improving post-secondary readiness and enrollment rates, as evidenced by our growing AVID and AP programs. However, we still have a lot of work to do based

on our 2015 High School Feedback Report. In addition to continuing to grow our acceleration programs (AP, DE and CTE) and continuing to promote participation in Math and English for College Readiness courses, RHS has identified the need to focus on developing students critical thinking, problem solving and literacy skills to effectively prepare them for success at post-secondary educational institutions. As such, RHS is implementing a school-wide literacy initiative in 2017-18.

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.

Strengths include talented, dedicated faculty, staff and administrators; state-of-the-art technology; human resources in school counselors, graduation coaches, social workers and behavior specialists in our Student Services Dept.; school pride; community/alumni; (and) daily homeroom periods. Areas of deficiency are: low parent/family engagement, low proficiency/growth rates on state assessments; low expectations for students, as reflected in data from formal and informal observations; high course failure rates; high percentage of student not on track for graduation; poor attendance; (and) poor public perception of the quality of programs and services at Ridgewood High.

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"Â? 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.

Potential causes include: high poverty; social issues in homes and neighborhoods served by Ridgewood; too few families that truly value educational attainment; low parent and family engagement; a culture of low expectations perpetuated by school staff; low levels of rigor (cognitive complexity) in course assignments; too few students willing to engage in productive struggles; poor attendance; poor follow-through in sustaining initiatives; inconsistency among staff in implementing and enforcing policies/procedures; insufficient development of critical thinking, problem solving and literacy skills; low academic vocabulary; (and) too many distractions (i.e. spirit weeks) that too often divert the focus from teaching and learning.

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. Students' critical thinking, problem solving and literacy skills will significantly improve in response to high-impact instruction, as measured by proficiency rates and developmental scale score growth on state assessments. (High-Impact Instruction)

G2. Graduation rates will increase as a result of improved tiered student support systems. (Collaborative Culture)

G3. Student absences and course failure rates will decrease as a result of improved responses to early-warning systems data. (Data Driven Decisions)

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. Students' critical thinking, problem solving and literacy skills will significantly improve in response to high-impact instruction, as measured by proficiency rates and developmental scale score growth on state assessments. (High-Impact Instruction) 1a

🔑 G098188

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	36.0
ELA/Reading Gains	46.0
ELA/Reading Lowest 25% Gains	46.0
Algebra I EOC Pass Rate	35.0
Geometry EOC Pass Rate	41.0
Math Gains	40.0
Math Lowest 25% Gains	41.0
Bio I EOC Pass	53.0
U.S. History EOC Pass	52.0

Targeted Barriers to Achieving the Goal 3

- Most students are not reading/writing at grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly-motivated, talented staff who embrace collective responsibility for improving students' skills.

- Instructional coaches who can help drive and support collective efforts to improve teaching and learning.

- Access to up-to-date, standards-based instructional materials and state-of-the-art technologies.

- Many students have the skills to perform at grade-level but lack the will to work to their full potential.

- A lot of Level 1 students can easily achieve learning gains in response to targeted interventions.

Plan to Monitor Progress Toward G1. 8

Analyze and address common formative assessment and quarterly check data.

Person Responsible
Chris Dunning

Schedule
Quarterly, from 9/25/2017 to 3/30/2018

Evidence of Completion
Analyze common formative assessment and quarterly check data to determine if students regularly participating in engaging, critical thinking/problem solving, literacy skill development and technology integration strategies is improving students' performance on interim assessments and to develop and implement corrective action plans, as needed.

Plan to Monitor Progress Toward G1. `8`

Analyze and address district Rigor Walk data.

Person Responsible

Chris Dunning

Schedule

Quarterly, from 9/18/2017 to 4/20/2018

Evidence of Completion

Collaborate with district staff, leadership team, academic coaches and school administrators to analyze Rigor Walk data (which uses the Achieve the Core Instructional Practice Guide) to determine if students are consistently participating in engaging, critical thinking/problem solving, complex text and literacy skill development and technology integration strategies and to develop corrective action plans, as needed.

G2. Graduation rates will increase as a result of improved tiered student support systems. (Collaborative Culture) `1a`

`🔑 G098189`

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
GPA above 2.0 - H.S.	85.0
Dropout Rate	1.0

Targeted Barriers to Achieving the Goal `3`

- Most students are credit deficient and/or have GPAs less than 2.0.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Highly-motivated, talented staff who embrace collective responsibility for improving student performance.

- A school counselor and a graduation coach (SSAP) assigned to each grade level to assist in selecting, applying and monitoring interventions for "at-risk" students.

- Alternative "pathways" to earning a high school diploma, access to credit recovery programs (APEX) and provision of extended day/year, virtual school and night school programs.

- Daily homeroom periods, and PLC and Grade-Level Team structures to support planning and application of tiered student support systems.

Plan to Monitor Progress Toward G2. `8`

Number and percent of students "on-track" to graduate high school, according to Project 10 data, comparing 2016-17 to 2017-18.

Person Responsible
Erik Hermansen

Schedule
Semiannually, from 1/19/2018 to 5/25/2018

Evidence of Completion
Up-to-date Project 10 spreadsheet

Plan to Monitor Progress Toward G2. `8`

Student Services Dept. Student/Parent Sign-In Sheets

Person Responsible
Katherine Maertin

Schedule
Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion
Sign-in logs to determine number/type of students served and services offered.

Plan to Monitor Progress Toward G2. `8`

myEWS (Pasco STAR) contact logs

Person Responsible
Erik Hermansen

Schedule
Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion
Daily interaction logs that Student Services staff are required to complete following interactions with students/parents.

Plan to Monitor Progress Toward G2. `8`

Graduation rate comparing 2016-17 to 2017-18

Person Responsible
Erik Hermansen

Schedule
Annually, from 7/20/2018 to 7/20/2018

Evidence of Completion
Federal uniform graduation percentage comparing 2016-17 to 2017-18.

G3. Student absences and course failure rates will decrease as a result of improved responses to early-warning systems data. (Data Driven Decisions) `1a`

🔍 G098190

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	97.0
Chronic Absenteeism	10.0
Students exhibiting two or more EWS indicators (Total)	15.0

Targeted Barriers to Achieving the Goal `3`

- Most students are credit deficient and/or have GPAs less than 2.0, and many students have excessive unexcused absences.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Highly-motivated, talented staff who embrace collective responsibility for improving student performance.

- Online access to accurate assessment, attendance, tardy, transcript (GPA), course grade, discipline referral and early-warning systems data, including parent contact and intervention logs.

- Instructional coaches who can help drive and support collective efforts to improve teaching and learning.

- An additional discipline assistant to assist in monitoring, identifying and implementing socio-emotional supports for students who are chronically absent, tardy and referred for violating the student code of conduct.

- Daily homeroom periods, and PLC and Grade-Level Team structures to support planning and application of tiered student support systems.

Plan to Monitor Progress Toward G3. `8`

Members of the Leadership Team will monitor course failures and unexcused absences quarterly, as compared to 2016-17 course failure rates (by course/teacher) and 2016-17 absences (by quarter, period and lowest-performing quartile).

Person Responsible
Eric Williams

Schedule
Quarterly, from 10/13/2017 to 5/25/2018

Evidence of Completion
Quarterly course failure rates (by course/teacher) and 2016-17 absences (by quarter, period and lowest-performing quartile)

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. Students' critical thinking, problem solving and literacy skills will significantly improve in response to high-impact instruction, as measured by proficiency rates and developmental scale score growth on state assessments. (High-Impact Instruction) 1

🔑 G098188

G1.B1 Most students are not reading/writing at grade level. 2

🔑 B264124

G1.B1.S1 Implement a school-wide literacy initiative designed to increase close/careful reading, text marking, writing and discipline-specific literacy strategies in all courses. 4

🔑 S279781

Strategy Rationale

Increased exposure and experience reading and writing in response to complex texts in all subject/content areas will improve students' proficiency and developmental scale score growth rates on FSA/EOC assessments.

Action Step 1 5

Provide close/careful reading, text marking and disciplinary literacy training during 3-day summer professional development for DA schools led by ELA/Reading Coach .

Person Responsible

Kristen Martanovic

Schedule

On 7/20/2017

Evidence of Completion

training agenda

Action Step 2 5

Establish school-wide expectations for close/careful reading and text-marking, and provide classroom resources (i.e. text-marking symbol posters) for every teacher.

Person Responsible

Nicole Paradiso

Schedule

Weekly, from 7/18/2017 to 5/18/2018

Evidence of Completion

classroom resources

Action Step 3 `5`

Provide ongoing training supporting a school-wide literacy initiative in all content/subject area PLCs.

Person Responsible

Nicole Paradiso

Schedule

Weekly, from 8/14/2017 to 4/20/2018

Evidence of Completion

training agendas

Action Step 4 `5`

Provide ongoing training supporting a school-wide literacy initiative in all content/subject area PLCs.

Person Responsible

Nicole Paradiso

Schedule

Monthly, from 9/11/2017 to 4/13/2018

Evidence of Completion

training agendas

Action Step 5 `5`

Develop and use department-specific informal literacy walkthrough "look-fors".

Person Responsible

Nicole Paradiso

Schedule

Weekly, from 8/28/2017 to 4/27/2018

Evidence of Completion

look-fors

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

Weekly academic coaches'/school administrators' meetings (data chats).

Person Responsible

Chris Dunning

Schedule

Weekly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Meeting notes and corrective action plans

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

Informal walkthroughs using department-specific "look-fors".

Person Responsible

Eric Williams

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Informal walkthrough data

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

Writing activity portfolios maintained by all teachers.

Person Responsible

Nicole Paradiso

Schedule

Daily, from 9/18/2017 to 5/18/2018

Evidence of Completion

All teachers will maintain a portfolio, including writing samples, of all the writing activities they assigned throughout the year.

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

Writing activity portfolios maintained by all teachers.

Person Responsible

Nicole Paradiso

Schedule

Daily, from 9/18/2017 to 5/18/2018

Evidence of Completion

All teachers will maintain a portfolio, including writing samples, of all the writing activities they assigned throughout the year.

G1.B1.S2 Increase use of highly-engaging instructional methods, including but not limited to technology integration strategies and collaborative structures, in all courses. 4

🔑 S279782

Strategy Rationale

Students' academic performance and behavior will improve if they are actively and/or authentically engaged in lessons.

Action Step 1 5

Provide training on high-engagement instructional strategies and technology integration during 3-day summer professional development for DA schools.

Person Responsible

Chris Dunning

Schedule

On 8/3/2018

Evidence of Completion

Training agenda, attendance and materials

Action Step 2 5

Provide training on effective use of highly-engaging instructional strategies and technology integration in weekly PLC meetings.

Person Responsible

Tina Finn

Schedule

Weekly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Coaching logs and PLC facilitator notes

Action Step 3 5

Develop content/subject-specific walkthrough "look-fors" for engagement and technology integration.

Person Responsible

Tina Finn

Schedule

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

Evidence of Completion

Informal walkthrough "look-fors" and walkthrough data

Action Step 4 5

Provide additional planning time for teachers to develop high-engagement and technology integration lesson plans in PLCs.

Person Responsible

Tina Finn

Schedule

Weekly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Lesson plans developed in PLCs

Action Step 5 5

Attend professional development conferences to gain new learnings related to technology integration, collaborative structures, and pedagogy and share new learnings in staff meetings and PLCs.

Person Responsible

Chris Dunning

Schedule

Every 6 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

conference agendas and PLC notes

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

Weekly meetings with academic coaches and school administrators.

Person Responsible

Chris Dunning

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Coaching logs, PLC facilitator notes, lesson plans developed in PLCs and walkthrough data

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

Informal walkthroughs using content/subject specific "look-fors" developed in PLCs.

Person Responsible

Chris Dunning

Schedule

Weekly, from 9/18/2017 to 4/20/2018

Evidence of Completion

Compiled and aggregated informal walkthrough data

G1.B1.S3 Increase use of AVID strategies designed to increase students' critical-thinking and problem-solving skills in all courses. 4

🔑 S279783

Strategy Rationale

The cognitive complexity of activities that require students to think critically and solve problems is more likely to match the levels of rigor of Common Core standards.

Action Step 1 5

Provide training on implementation of AVID strategies designed to increase students' critical-thinking and problem-solving skills during the 3-day summer training for DA schools.

Person Responsible

Cady Baer

Schedule

On 7/20/2017

Evidence of Completion

Training agenda, attendance and materials

Action Step 2 5

Provide ongoing training on AVID critical-thinking and problem-solving strategies in PLCs.

Person Responsible

Tina Finn

Schedule

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

Evidence of Completion

Coaching logs and PLC facilitator notes

Action Step 3 `5`

Develop content/subject specific critical thinking/problem-solving (AVID) strategies walkthrough "look-fors" in PLCs.

Person Responsible

Schedule

Weekly, from 9/18/2017 to 4/20/2018

Evidence of Completion

Coaching logs, PLC facilitator notes and informal walkthrough data

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

Review progress in implementing this strategy in weekly meeting with school administrators and academic coaches.

Person Responsible

Chris Dunning

Schedule

Weekly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Coaching logs, meeting notes, informal walkthrough data and corrective action plans

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

Informal walkthroughs using content/subject specific "look-fors" for implementation of AVID critical thinking and problem solving strategies.

Person Responsible

Tina Finn

Schedule

Weekly, from 9/18/2017 to 4/20/2018

Evidence of Completion

Informal walkthrough data and corrective action plans

G2. Graduation rates will increase as a result of improved tiered student support systems. (Collaborative Culture) 1

🔑 G098189

G2.B1 Most students are credit deficient and/or have GPAs less than 2.0. 2

🔑 B264128

G2.B1.S1 Improve processes and procedures and better define roles and responsibilities of support staff who support tiered student support systems. 4

🔑 S279784

Strategy Rationale

Clearly communicated processes, procedures, roles and responsibilities will improve the effectiveness and efficiency of supports for targeted "at-risk" students.

Action Step 1 5

Define and communicate roles and responsibilities for school counselors, SSAPs, and social worker during pre-school inservice presentation.

Person Responsible

Katherine Maertin

Schedule

On 8/11/2017

Evidence of Completion

Training agenda, attendance and materials

Action Step 2 5

Problem solving on service and support areas in need of improvement in Student Service PLC meetings, including support for ELL by adding an ELL Instructional Assistant.

Person Responsible

Katherine Maertin

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

PLC facilitator notes

Action Step 3 [5]

Develop and disseminate procedural flow-charts for common student support systems in Student Services PLC meetings.

Person Responsible

Katherine Maertin

Schedule

Weekly, from 9/18/2017 to 1/26/2018

Evidence of Completion

Student Services Dept. procedural flow-charts.

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

Student Services Dept. PLC facilitator notes

Person Responsible

Katherine Maertin

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

PLC notes describing efforts to problem-solve service/support areas in need of improvement in Student Services and efforts to identify common student support systems and develop procedural flow charts.

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

Mid-year teacher survey

Person Responsible

Katherine Maertin

Schedule

On 1/26/2018

Evidence of Completion

Compiled and aggregated survey data describing teachers' understanding and perceptions of the roles/responsibilities of Student Services staff.

G2.B1.S2 Better utilize daily homeroom sessions as opportunities to develop meaningful relationships with students and to provide academic advisement and socio-emotional supports. 4

🔍 S279785

Strategy Rationale

If homeroom teachers mentor their assigned homeroom students, continuously progress monitor these students' progress, schedule one-on-one conferences and develop improvement plans, more students' grades and GPAs will improve.

Action Step 1 5

Obtain teachers' support for implementing structured academic/socio-emotional advisory activities in daily homeroom periods.

Person Responsible

Erik Hermansen

Schedule

On 5/19/2017

Evidence of Completion

Results of teacher vote for/against contract-waiver.

Action Step 2 5

Adjust daily bell schedule for 2017-18 to provide 20-minute daily homeroom.

Person Responsible

Deborah Painter

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Daily bell schedule for 2017-18

Action Step 3 5

Provide training on recommended academic advisement activities to facilitate in daily homeroom periods.

Person Responsible

Chris Dunning

Schedule

On 8/11/2017

Evidence of Completion

Training agenda, attendance and materials

Action Step 4 5

Provide additional trainings on recommended activities for daily homeroom periods.

Person Responsible

Katherine Maertin

Schedule

Weekly, from 9/18/2017 to 4/20/2018

Evidence of Completion

PLC facilitator notes and training materials

Action Step 5 5

Walkthroughs by school administrators during homeroom periods to assess fidelity, consistency of implementation of academic advisory/socio-emotional supports in daily homeroom sessions.

Person Responsible

Chris Dunning

Schedule

Weekly, from 8/21/2017 to 4/27/2018

Evidence of Completion

Walkthrough data and homeroom MTSS binders

Action Step 6 [5]

Provide additional after-school trainings for teachers, who volunteer to participate, on how to facilitate effective academic advisory sessions.

Person Responsible

Katherine Maertin

Schedule

Every 6 Weeks, from 10/16/2017 to 5/25/2018

Evidence of Completion

Training agenda, attendance and materials

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Administrative walkthroughs during homeroom

Person Responsible

Eric Williams

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

School administrators will informally observe activities in homeroom and review homeroom MTSS binders to determine if recommended homeroom activities are being implemented with fidelity.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 [6]

Weekly Success Team meetings

Person Responsible

Erik Hermansen

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Grade-level Success teams (Assistant Principal, School Counselor and SSAP) will meet weekly to identify and address issues with implementing recommended academic advisory sessions in homeroom sessions.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Grade-Level Team Meetings

Person Responsible

Erik Hermansen

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Grade-Level teams will meet monthly to review/revise lists of Tier II and Tier III "at-risk" students, to determine if homeroom advisory interventions are effective and to develop/ implement corrective action plans, as needed.

G2.B1.S3 Better utilize Grade-Level, Success and SBIT teams (and PLCs) to identify off-track students and to assign appropriate interventions and staff to support and monitor targeted students' progress. 4

🔑 S279786

Strategy Rationale

Teams that continually meet to identify "at-risk" students, assign interventions, establish roles/ responsibilities and monitor students' progress will affect improvements in academics/behavior.

Action Step 1 5

Provide training on implementing tiered student supports in homeroom sessions and grade-level team meetings.

Person Responsible

Kristen Martanovic

Schedule

On 8/11/2017

Evidence of Completion

Training agenda, attendance and materials

Action Step 2 5

Establish expectations for provision of MTSS in Grade-Level Team, Success Team and PLC meetings.

Person Responsible

Chris Dunning

Schedule

On 8/11/2017

Evidence of Completion

expectations

Action Step 3 `5`

Maintain tiered interventions tracking spreadsheet for each grade level.

Person Responsible

Erik Hermansen

Schedule

Daily, from 8/18/2017 to 5/18/2018

Evidence of Completion

spreadsheets

Action Step 4 `5`

Provide MTSS through Grade-Level and Success team meetings.

Person Responsible

Erik Hermansen

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

meeting notes

Action Step 5 `5`

SSAPs log all interactions with targeted "at-risk" students in myEWS (Pasco STAR).

Person Responsible

Katherine Maertin

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

interaction logs

Action Step 6 `5`

Provide opportunities for targeted "at-risk" students to recover course credits during and after school.

Person Responsible

Deborah Painter

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

opportunity schedule

Action Step 7 `5`

Hire an additional math teacher and an additional ELA teacher to push in and provide support for targeted students.

Person Responsible

Chris Dunning

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

case schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Grade-Level and Success Team meeting agendas and notes

Person Responsible

Katherine Maertin

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Grade-Level and Success teams will take notes and track follow-ups on providing MTSS for targeted "at-risk" students.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

MTSS Logs

Person Responsible

Katherine Maertin

Schedule

Daily, from 8/18/2017 to 5/25/2018

Evidence of Completion

School counselors, SSAPs and other certified staff will maintain district MTSS logs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Tiered Interventions Tracker Spreadsheet

Person Responsible

Katherine Maertin

Schedule

Daily, from 8/21/2017 to 5/18/2018

Evidence of Completion

Grade-Level and Success teams will maintain an online spreadsheet with lists of Tier II/III students, interventions applied and interventions that have proven effective for each student.

G2.B1.S4 Increase opportunities for students to recover course credits, prepare for standardized assessments and to get back on-track for graduation by increasing before/after school (and extended year) programs to include tutoring/mentoring, APEX credit recovery lab time, PERT/ACT/SAT prep, ESOL programs and general study hall in open computer labs and by providing alternatives to the state assessment required for graduation. 4

🔑 S279787

Strategy Rationale

Increased opportunities to get back on track or to work to meet grade-level expectations will increase targeted students' academic performance.

Action Step 1 5

Obtain funds to support increased/enhanced extended day/year programs and testing alternatives and implement supports and alternatives.

Person Responsible

Eric Williams

Schedule

On 9/29/2017

Evidence of Completion

Budget to support increased/enhanced extended day/year programs

Action Step 2 5

Select staff to support increased/enhanced extended day/year programs

Person Responsible

Eric Williams

Schedule

On 10/13/2017

Evidence of Completion

Staff rotation schedule

Action Step 3 `5`

Schedule dates and facilities to support increased/enhanced extended day/year programs

Person Responsible

Eric Williams

Schedule

On 10/6/2017

Evidence of Completion

Extended day/year program schedule

Action Step 4 `5`

Organize transportation support for increased/enhanced extended day/year programs

Person Responsible

Erik Hermansen

Schedule

On 10/6/2017

Evidence of Completion

List of ESD/ESY students, bus stops and bus passes

Action Step 5 `5`

Advertise and recruit students to participate in increased/enhanced extended day/year programs

Person Responsible

Eric Williams

Schedule

On 10/6/2017

Evidence of Completion

ESD/ESY program participation attendance records

Plan to Monitor Fidelity of Implementation of G2.B1.S4 `6`

Monthly ESD/ESY program staff meeting

Person Responsible

Eric Williams

Schedule

Monthly, from 10/9/2017 to 5/18/2018

Evidence of Completion

Meeting agenda, attendance, minutes/notes and materials.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Bi-Monthly Grade-Level Team meetings

Person Responsible

Chris Dunning

Schedule

Monthly, from 8/25/2017 to 5/18/2018

Evidence of Completion

Online list of targeted at-risk students, interventions applied and progress toward meeting graduation requirements

G3. Student absences and course failure rates will decrease as a result of improved responses to early-warning systems data. (Data Driven Decisions) [1]

🔑 G098190

G3.B1 Most students are credit deficient and/or have GPAs less than 2.0, and many students have excessive unexcused absences. [2]

🔑 B264131

G3.B1.S1 Implement a Zeros Aren't Permitted (ZAP) program that requires students who have zeros on course assignments to attend mandatory academic lunch until all missing assignments are completed, and that prevents teachers from giving students grades less than 50 percent if assignments are submitted prior to established deadlines. [4]

🔑 S279788

Strategy Rationale

More students will earn course credits and stay on-track for graduation if they are held more accountable and given opportunities to make-up missing assignments.

Action Step 1 [5]

Use allotted allocations to staff mandatory academic lunch.

Person Responsible

Chris Dunning

Schedule

On 5/19/2017

Evidence of Completion

Master schedule reflects staff assigned to supervise mandatory academic lunch.

Action Step 2 [5]

Develop and disseminate Zeros Aren't Permitted (ZAP) procedures.

Person Responsible

Eric Williams

Schedule

On 8/11/2017

Evidence of Completion

Training materials and emails to staff

Action Step 3 `5`

Develop and implement and ZAP referral system

Person Responsible

Erik Hermansen

Schedule

On 8/11/2017

Evidence of Completion

Online ZAP referral spreadhseet

Action Step 4 `5`

Implement ZAP program and mandatory academic lunch sessions

Person Responsible

Katherine Maertin

Schedule

Daily, from 8/28/2017 to 5/18/2018

Evidence of Completion

ZAP attendance records

Action Step 5 `5`

Facilitate problem-solving meetings with SSAPs, mandatory academic lunch staff and school administrators to identify and address concerns with ZAP and mandatory academic lunch.

Person Responsible

Chris Dunning

Schedule

Monthly, from 9/11/2017 to 4/13/2018

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

ZAP Referral Spreadsheet and Attendance Records

Person Responsible

Michael Cheetham

Schedule

Daily, from 8/28/2017 to 5/18/2018

Evidence of Completion

Teachers will maintain an online spreadsheet that includes information about which students are referred to ZAP and what assignments they still need to complete for a grade of no less than 50%.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Progress Reports

Person Responsible

Deborah Painter

Schedule

Quarterly, from 9/13/2017 to 4/11/2018

Evidence of Completion

Members of the Leadership Team will monitor course failures when progress report grades are posted to determine if ZAP and mandatory academic lunch has reduced course failures.

G3.B1.S2 Improve attendance systems, processes, procedures and monitoring, including hiring an additional behavior specialist and discipline assistant (IA) to focus on reducing chronic absenteeism, skipping and tardies. 4

🔑 S279789

Strategy Rationale

If students attend school and participate in class, they will be much more likely to demonstrate proficiency in course standards and earn course credits.

Action Step 1 5

Review attendance data and revise systems and procedures, as needed.

Person Responsible

Eric Williams

Schedule

On 6/20/2017

Evidence of Completion

2016-17 aggregated attendance data

Action Step 2 5

Hire an additional Behavior Specialist and Discipline Assistant to assist in monitoring attendance, tardies, skipping referrals and to support interventions.

Person Responsible

Eric Williams

Schedule

On 9/29/2017

Evidence of Completion

Interview notes and payroll records

Action Step 3 5

Develop and communicate revised attendance and associated discipline procedures

Person Responsible

Eric Williams

Schedule

On 8/9/2017

Evidence of Completion

Attendance/discipline presentation developed for teachers and shared during pre-school week.

Action Step 4 5

Implement revised attendance systems and procedures

Person Responsible

Eric Williams

Schedule

On 5/25/2018

Evidence of Completion

FOCUS (myStudent) attendance records, daily reminder emails to teachers and attendance related referrals in FOCUS.

Action Step 5 5

Meet with discipline assistants and grade-level teams to identify lingering concerns with attendance/discipline systems and procedures and to develop and implement corrective action plans, as needed.

Person Responsible

Eric Williams

Schedule

Monthly, from 8/18/2017 to 4/20/2018

Evidence of Completion

Meeting notes and corrective action plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Teacher Attendance Completion and Discipline Reports

Person Responsible

Eric Williams

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

School administrators will pull daily attendance reports to monitor if teachers are taking attendance every period and to ascertain if teachers are writing discipline referrals for students who are skipping class. School administrators will track data from these daily reports on a separate spreadsheet.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Problem-Solving Meetings with Behavior Specialists/Discipline Assistants

Person Responsible

Eric Williams

Schedule

Weekly, from 8/11/2017 to 4/27/2018

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Restricted Activities List

Person Responsible

Eric Williams

Schedule

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

Evidence of Completion

School administrators will collect attendance and discipline referral data weekly and publish a Restricted Activities list. Students who are on the list have excessive absences and discipline referrals.

G3.B1.S3 Increase parent/community outreach programs and opportunities to schedule parent/teacher conferences. 4

🔑 S279790

Strategy Rationale

Increased parent/community outreach and opportunities for parent/teacher conferences will improve communication and collaboration between teachers and parents and bolster student achievement.

Action Step 1 5

Schedule committee/workgroup meetings on specific days so meetings do not conflict with parent/teacher conferences and so counselors/SSAPs can schedule parent/teacher conferences in the morning at least two days per week.

Person Responsible

Kristen Martanovic

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Parent/teacher conference schedule

Action Step 2 5

Schedule additional parent/teacher conferences

Person Responsible

Katherine Maertin

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Parent/teacher conference schedule

Action Step 3 `5`

Design and implement improved parent/community engagement activities that are highly accessible and engaging and that address assessed needs.

Person Responsible

Eric Williams

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Quarterly parent/teacher conference counts

Person Responsible

Erik Hermansen

Schedule

Quarterly, from 10/13/2017 to 5/18/2018

Evidence of Completion

School administrators will review total parent/teacher conferences scheduled by quarter, as compared to 2016-17.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys

Person Responsible

Eric Williams

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Parent/teacher conference attendance records

Person Responsible

Erik Hermansen

Schedule

Weekly, from 10/13/2017 to 5/18/2018

Evidence of Completion

School administrators will collect and analyze parent/teacher conference attendance records to determine if more teachers have been able to attend parent/teacher conferences as a result of meeting schedule changes, as compared to 2016-17.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys

Person Responsible

Eric Williams

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys

G3.B1.S4 Increase opportunities for staff to participate in training programs on how to access, analyze and respond to early-warning systems data. 4

🔑 S279791

Strategy Rationale

Improved staff proficiency in accessing early-warning systems data will improve efforts to provide targeted assistance.

Action Step 1 5

Provide training for teachers on how to access early-warning systems (EWS) data during a 3-day summer training for DA schools.

Person Responsible

Chris Dunning

Schedule

On 7/20/2017

Evidence of Completion

Training agenda, attendance and materials

Action Step 2 5

Provide training for teachers on how to access/use early-warning systems (EWS) data during pre-school.

Person Responsible

Chris Dunning

Schedule

On 8/11/2017

Evidence of Completion

Training agenda, attendance and materials

Action Step 3 `5`

Facilitate regular data chats in PLCs

Person Responsible

Eric Schwartz

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

PLC facilitator notes

Action Step 4 `5`

Provide additional training on how to access/use EWS data for teachers who volunteer to participate after school.

Person Responsible

Tina Finn

Schedule

Triannually, from 10/16/2017 to 4/20/2018

Evidence of Completion

Training agenda, attendance and materials

Plan to Monitor Fidelity of Implementation of G3.B1.S4 `6`

Weekly meetings with administrators and academic coaches (data chats).

Person Responsible

Chris Dunning

Schedule

Weekly, from 8/28/2017 to 4/20/2018

Evidence of Completion

Progress monitoring data presentations developed by academic coaches to be disseminated in PLCs

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 `7`

PLC and Grade-Level/Success team facilitator notes indicate that groups of teachers are analyzing and developing/implementing corrective actions in response to EWS progress monitoring data.

Person Responsible

Eric Schwartz

Schedule

Monthly, from 8/28/2017 to 4/20/2018

Evidence of Completion

Corrective action plans developed by PLCs, Grade-Level and Success teams.

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					
G3.B1.S1.A1 A377088	Use allotted allocations to staff mandatory academic lunch.	Dunning, Chris	5/15/2017	Master schedule reflects staff assigned to supervise mandatory academic lunch.	5/19/2017 one-time
G2.B1.S2.A1 A377070	Obtain teachers' support for implementing structured academic/ socio-emotional advisory activities...	Hermansen, Erik	8/15/2016	Results of teacher vote for/against contract-waiver.	5/19/2017 one-time
G3.B1.S2.A1 A377093	Review attendance data and revise systems and procedures, as needed.	Williams, Eric	6/19/2017	2016-17 aggregated attendance data	6/20/2017 one-time
G1.B1.S1.A1 A377054	Provide close/careful reading, text marking and disciplinary literacy training during 3-day summer...	Martanovic, Kristen	7/18/2017	training agenda	7/20/2017 one-time
G1.B1.S3.A1 A377064	Provide training on implementation of AVID strategies designed to increase students'...	Baer, Cady	7/18/2017	Training agenda, attendance and materials	7/20/2017 one-time
G3.B1.S4.A1 A377101	Provide training for teachers on how to access early-warning systems (EWS) data during a 3-day...	Dunning, Chris	7/18/2017	Training agenda, attendance and materials	7/20/2017 one-time
G3.B1.S2.A3 A377095	Develop and communicate revised attendance and associated discipline procedures	Williams, Eric	8/9/2017	Attendance/discipline presentation developed for teachers and shared during pre-school week.	8/9/2017 one-time
G2.B1.S1.A1 A377067	Define and communicate roles and responsibilities for school counselors, SSAPs, and social worker...	Maertin, Katherine	8/11/2017	Training agenda, attendance and materials	8/11/2017 one-time
G3.B1.S1.A2 A377089	Develop and disseminate Zeros Aren't Permitted (ZAP) procedures.	Williams, Eric	8/7/2017	Training materials and emails to staff	8/11/2017 one-time
G3.B1.S1.A3 A377090	Develop and implement and ZAP referral system	Hermansen, Erik	8/7/2017	Online ZAP referral spreadhseet	8/11/2017 one-time
G2.B1.S2.A3 A377072	Provide training on recommended academic advisement activities to facilitate in daily homeroom...	Dunning, Chris	8/11/2017	Training agenda, attendance and materials	8/11/2017 one-time
G2.B1.S3.A1 A377076	Provide training on implementing tiered student supports in homeroom sessions and grade-level team...	Martanovic, Kristen	8/11/2017	Training agenda, attendance and materials	8/11/2017 one-time
G2.B1.S3.A2 A377077	Establish expectations for provision of MTSS in Grade-Level Team, Success Team and PLC meetings.	Dunning, Chris	8/11/2017	expectations	8/11/2017 one-time
G3.B1.S4.A2 A377102	Provide training for teachers on how to access/use early-warning systems (EWS) data during...	Dunning, Chris	8/7/2017	Training agenda, attendance and materials	8/11/2017 one-time
G3.B1.S2.A2 A377094	Hire an additional Behavior Specialist and Discipline Assistant to assist in monitoring attendance,...	Williams, Eric	9/1/2017	Interview notes and payroll records	9/29/2017 one-time
G2.B1.S4.A1 A377083	Obtain funds to support increased/ enhanced extended day/year programs and testing alternatives and...	Williams, Eric	9/20/2017	Budget to support increased/enhanced extended day/year programs	9/29/2017 one-time
G2.B1.S4.A3 A377085	Schedule dates and facilities to support increased/enhanced extended day/ year programs	Williams, Eric	10/2/2017	Extended day/year program schedule	10/6/2017 one-time
G2.B1.S4.A4 A377086	Organize transportation support for increased/enhanced extended day/ year programs	Hermansen, Erik	10/2/2017	List of ESD/ESY students, bus stops and bus passes	10/6/2017 one-time
G2.B1.S4.A5 A377087	Advertise and recruit students to participate in increased/enhanced extended day/year programs	Williams, Eric	10/2/2017	ESD/ESY program participation attendance records	10/6/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S4.A2 A377084	Select staff to support increased/ enhanced extended day/year programs	Williams, Eric	10/9/2017	Staff rotation schedule	10/13/2017 one-time
G2.B1.S1.MA1 M408092	Mid-year teacher survey	Maertin, Katherine	1/15/2018	Compiled and aggregated survey data describing teachers' understanding and perceptions of the roles/responsibilities of Student Services staff.	1/26/2018 one-time
G2.B1.S1.A3 A377069	Develop and disseminate procedural flow-charts for common student support systems in Student...	Maertin, Katherine	9/18/2017	Student Services Dept. procedural flow-charts.	1/26/2018 weekly
G1.MA1 M408090	Analyze and address common formative assessment and quarterly check data.	Dunning, Chris	9/25/2017	Analyze common formative assessment and quarterly check data to determine if students regularly participating in engaging, critical thinking/problem solving, literacy skill development and technology integration strategies is improving students' performance on interim assessments and to develop and implement corrective action plans, as needed.	3/30/2018 quarterly
G3.B1.S1.MA1 M408106	Progress Reports	Painter, Deborah	9/13/2017	Members of the Leadership Team will monitor course failures when progress report grades are posted to determine if ZAP and mandatory academic lunch has reduced course failures.	4/11/2018 quarterly
G1.B1.S1.A4 A377057	Provide ongoing training supporting a school-wide literacy initiative in all content/subject area...	Paradiso, Nicole	9/11/2017	training agendas	4/13/2018 monthly
G3.B1.S1.A5 A377092	Facilitate problem-solving meetings with SSAPs, mandatory academic lunch staff and school...	Dunning, Chris	9/11/2017	Meeting notes	4/13/2018 monthly
G1.MA2 M408091	Analyze and address district Rigor Walk data.	Dunning, Chris	9/18/2017	Collaborate with district staff, leadership team, academic coaches and school administrators to analyze Rigor Walk data (which uses the Achieve the Core Instructional Practice Guide) to determine if students are consistently participating in engaging, critical thinking/problem solving, complex text and literacy skill development and technology integration strategies and to develop corrective action plans, as needed.	4/20/2018 quarterly
G1.B1.S1.A3 A377056	Provide ongoing training supporting a school-wide literacy initiative in all content/subject area...	Paradiso, Nicole	8/14/2017	training agendas	4/20/2018 weekly
G1.B1.S2.MA1 M408086	Informal walkthroughs using content/ subject specific "look-fors" developed in PLCs.	Dunning, Chris	9/18/2017	Compiled and aggregated informal walkthrough data	4/20/2018 weekly
G2.B1.S2.A4 A377073	Provide additional trainings on recommended activities for daily homeroom periods.	Maertin, Katherine	9/18/2017	PLC facilitator notes and training materials	4/20/2018 weekly
G3.B1.S2.A5 A377097	Meet with discipline assistants and grade-level teams to identify lingering concerns with...	Williams, Eric	8/18/2017	Meeting notes and corrective action plans	4/20/2018 monthly
G1.B1.S3.MA1 M408088	Informal walkthroughs using content/ subject specific "look-fors" for implementation of AVID...	Finn, Tina	9/18/2017	Informal walkthrough data and corrective action plans	4/20/2018 weekly
G1.B1.S3.A3 A377066	Develop content/subject specific critical thinking/problem-solving (AVID) strategies walkthrough...		9/18/2017	Coaching logs, PLC facilitator notes and informal walkthrough data	4/20/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S4.MA1 M408115	PLC and Grade-Level/Success team facilitator notes indicate that groups of teachers are analyzing...	Schwartz, Eric	8/28/2017	Corrective action plans developed by PLCs, Grade-Level and Success teams.	4/20/2018 monthly
G3.B1.S4.MA1 M408116	Weekly meetings with administrators and academic coaches (data chats).	Dunning, Chris	8/28/2017	Progress monitoring data presentations developed by academic coaches to be disseminated in PLCs	4/20/2018 weekly
G3.B1.S4.A4 A377104	Provide additional training on how to access/use EWS data for teachers who volunteer to participate...	Finn, Tina	10/16/2017	Training agenda, attendance and materials	4/20/2018 triannually
G1.B1.S1.A5 A377058	Develop and use department-specific informal literacy walkthrough "look-fors".	Paradiso, Nicole	8/28/2017	look-fors	4/27/2018 weekly
G2.B1.S2.A5 A377074	Walkthroughs by school administrators during homeroom periods to assess fidelity, consistency of...	Dunning, Chris	8/21/2017	Walkthrough data and homeroom MTSS binders	4/27/2018 weekly
G3.B1.S2.MA2 M408110	Problem-Solving Meetings with Behavior Specialists/Discipline Assistants	Williams, Eric	8/11/2017	Meeting notes	4/27/2018 weekly
G1.B1.S1.MA1 M408083	Weekly academic coaches'/school administrators' meetings (data chats).	Dunning, Chris	8/28/2017	Meeting notes and corrective action plans	5/11/2018 weekly
G1.B1.S2.A2 A377060	Provide training on effective use of highly-engaging instructional strategies and technology...	Finn, Tina	8/28/2017	Coaching logs and PLC facilitator notes	5/11/2018 weekly
G1.B1.S3.A2 A377065	Provide ongoing training on AVID critical-thinking and problem-solving strategies in PLCs.	Finn, Tina	9/18/2017	Coaching logs and PLC facilitator notes	5/11/2018 weekly
G1.B1.S1.MA1 M408082	Writing activity portfolios maintained by all teachers.	Paradiso, Nicole	9/18/2017	All teachers will maintain a portfolio, including writing samples, of all the writing activities they assigned throughout the year.	5/18/2018 daily
G1.B1.S1.MA2 M408084	Informal walkthroughs using department-specific "look-fors".	Williams, Eric	8/28/2017	Informal walkthrough data	5/18/2018 weekly
G1.B1.S1.MA3 M408085	Writing activity portfolios maintained by all teachers.	Paradiso, Nicole	9/18/2017	All teachers will maintain a portfolio, including writing samples, of all the writing activities they assigned throughout the year.	5/18/2018 daily
G1.B1.S1.A2 A377055	Establish school-wide expectations for close/careful reading and text-marking, and provide...	Paradiso, Nicole	7/18/2017	classroom resources	5/18/2018 weekly
G2.B1.S1.MA1 M408093	Student Services Dept. PLC facilitator notes	Maertin, Katherine	8/21/2017	PLC notes describing efforts to problem-solve service/support areas in need of improvement in Student Services and efforts to identify common student support systems and develop procedural flow charts.	5/18/2018 weekly
G2.B1.S1.A2 A377068	Problem solving on service and support areas in need of improvement in Student Service PLC...	Maertin, Katherine	8/28/2017	PLC facilitator notes	5/18/2018 weekly
G3.B1.S1.MA1 M408107	ZAP Referral Spreadsheet and Attendance Records	Cheetham, Michael	8/28/2017	Teachers will maintain an online spreadsheet that includes information about which students are referred to ZAP and what assignments they still need to complete for a grade of no less than 50%.	5/18/2018 daily
G3.B1.S1.A4 A377091	Implement ZAP program and mandatory academic lunch sessions	Maertin, Katherine	8/28/2017	ZAP attendance records	5/18/2018 daily
G1.B1.S2.A3 A377061	Develop content/subject-specific walkthrough "look-fors" for engagement and technology integration.	Finn, Tina	9/11/2017	Informal walkthrough "look-fors" and walkthrough data	5/18/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A4 A377062	Provide additional planning time for teachers to develop high-engagement and technology integration...	Finn, Tina	9/18/2017	Lesson plans developed in PLCs	5/18/2018 weekly
G2.B1.S2.MA1 M408094	Grade-Level Team Meetings	Hermansen, Erik	8/18/2017	Grade-Level teams will meet monthly to review/revise lists of Tier II and Tier III "at-risk" students, to determine if homeroom advisory interventions are effective and to develop/implement corrective action plans, as needed.	5/18/2018 monthly
G2.B1.S2.MA1 M408095	Administrative walkthroughs during homeroom	Williams, Eric	8/21/2017	School administrators will informally observe activities in homeroom and review homeroom MTSS binders to determine if recommended homeroom activities are being implemented with fidelity.	5/18/2018 weekly
G2.B1.S2.MA2 M408096	Weekly Success Team meetings	Hermansen, Erik	8/21/2017	Grade-level Success teams (Assistant Principal, School Counselor and SSAP) will meet weekly to identify and address issues with implementing recommended academic advisory sessions in homeroom sessions.	5/18/2018 weekly
G2.B1.S3.MA1 M408097	Tiered Interventions Tracker Spreadsheet	Maertin, Katherine	8/21/2017	Grade-Level and Success teams will maintain an online spreadsheet with lists of Tier II/III students, interventions applied and interventions that have proven effective for each student.	5/18/2018 daily
G2.B1.S3.MA1 M408098	Grade-Level and Success Team meeting agendas and notes	Maertin, Katherine	8/18/2017	Grade-Level and Success teams will take notes and track follow-ups on providing MTSS for targeted "at-risk" students.	5/18/2018 weekly
G2.B1.S3.A3 A377078	Maintain tiered interventions tracking spreadsheet for each grade level.	Hermansen, Erik	8/18/2017	spreadsheets	5/18/2018 daily
G2.B1.S3.A4 A377079	Provide MTSS through Grade-Level and Success team meetings.	Hermansen, Erik	8/18/2017	meeting notes	5/18/2018 weekly
G3.B1.S3.MA1 M408111	Parent/teacher conference attendance records	Hermansen, Erik	10/13/2017	School administrators will collect and analyze parent/teacher conference attendance records to determine if more teachers have been able to attend parent/teacher conferences as a result of meeting schedule changes, as compared to 2016-17.	5/18/2018 weekly
G3.B1.S3.MA1 M408113	Quarterly parent/teacher conference counts	Hermansen, Erik	10/13/2017	School administrators will review total parent/teacher conferences scheduled by quarter, as compared to 2016-17.	5/18/2018 quarterly
G2.B1.S4.MA1 M408100	Bi-Monthly Grade-Level Team meetings	Dunning, Chris	8/25/2017	Online list of targeted at-risk students, interventions applied and progress toward meeting graduation requirements	5/18/2018 monthly
G2.B1.S4.MA1 M408101	Monthly ESD/ESY program staff meeting	Williams, Eric	10/9/2017	Meeting agenda, attendance, minutes/notes and materials.	5/18/2018 monthly
G3.B1.S4.A3 A377103	Facilitate regular data chats in PLCs	Schwartz, Eric	8/14/2017	PLC facilitator notes	5/18/2018 weekly
G1.B1.S2.MA1 M408087	Weekly meetings with academic coaches and school administrators.	Dunning, Chris	8/21/2017	Coaching logs, PLC facilitator notes, lesson plans developed in PLCs and walkthrough data	5/21/2018 weekly
G1.B1.S3.MA1 M408089	Review progress in implementing this strategy in weekly meeting with school administrators and...	Dunning, Chris	8/21/2017	Coaching logs, meeting notes, informal walkthrough data and corrective action plans	5/21/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 M408102	Number and percent of students "on-track" to graduate high school, according to Project 10 data,...	Hermansen, Erik	1/19/2018	Up-to-date Project 10 spreadsheet	5/25/2018 semiannually
G2.MA2 M408103	Student Services Dept. Student/Parent Sign-In Sheets	Maertin, Katherine	8/14/2017	Sign-in logs to determine number/type of students served and services offered.	5/25/2018 daily
G2.MA3 M408104	myEWS (Pasco STAR) contact logs	Hermansen, Erik	8/14/2017	Daily interaction logs that Student Services staff are required to complete following interactions with students/parents.	5/25/2018 daily
G3.MA1 M408117	Members of the Leadership Team will monitor course failures and unexcused absences quarterly, as...	Williams, Eric	10/13/2017	Quarterly course failure rates (by course/teacher) and 2016-17 absences (by quarter, period and lowest-performing quartile)	5/25/2018 quarterly
G2.B1.S2.A2 A377071	Adjust daily bell schedule for 2017-18 to provide 20-minute daily homeroom.	Painter, Deborah	8/14/2017	Daily bell schedule for 2017-18	5/25/2018 daily
G2.B1.S2.A6 A377075	Provide additional after-school trainings for teachers, who volunteer to participate, on how to...	Maertin, Katherine	10/16/2017	Training agenda, attendance and materials	5/25/2018 every-6-weeks
G3.B1.S2.MA1 M408108	Restricted Activities List	Williams, Eric	9/4/2017	School administrators will collect attendance and discipline referral data weekly and publish a Restricted Activities list. Students who are on the list have excessive absences and discipline referrals.	5/25/2018 weekly
G3.B1.S2.MA1 M408109	Teacher Attendance Completion and Discipline Reports	Williams, Eric	8/14/2017	School administrators will pull daily attendance reports to monitor if teachers are taking attendance every period and to ascertain if teachers are writing discipline referrals for students who are skipping class. School administrators will track data from these daily reports on a separate spreadsheet.	5/25/2018 daily
G3.B1.S2.A4 A377096	Implement revised attendance systems and procedures	Williams, Eric	8/14/2017	FOCUS (myStudent) attendance records, daily reminder emails to teachers and attendance related referrals in FOCUS.	5/25/2018 one-time
G2.B1.S3.MA2 M408099	MTSS Logs	Maertin, Katherine	8/18/2017	School counselors, SSAPs and other certified staff will maintain district MTSS logs.	5/25/2018 daily
G2.B1.S3.A5 A377080	SSAPs log all interactions with targeted "at-risk" students in myEWS (Pasco STAR).	Maertin, Katherine	8/14/2017	interaction logs	5/25/2018 daily
G2.B1.S3.A6 A377081	Provide opportunities for targeted "at-risk" students to recover course credits during and after...	Painter, Deborah	8/14/2017	opportunity schedule	5/25/2018 daily
G3.B1.S3.MA4 M408112	Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys	Williams, Eric	8/14/2017	Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys	5/25/2018 quarterly
G3.B1.S3.MA3 M408114	Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys	Williams, Eric	8/14/2017	Quarterly parent/community engagement event agendas, sign-in sheets, materials and follow-up surveys	5/25/2018 quarterly
G3.B1.S3.A1 A377098	Schedule committee/workgroup meetings on specific days so meetings do not conflict with...	Martanovic, Kristen	8/14/2017	Parent/teacher conference schedule	5/25/2018 weekly
G3.B1.S3.A2 A377099	Schedule additional parent/teacher conferences	Maertin, Katherine	8/14/2017	Parent/teacher conference schedule	5/25/2018 weekly
G3.B1.S3.A3 A377100	Design and implement improved parent/community engagement	Williams, Eric	8/14/2017		5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	activities that are highly accessible and...				
G1.B1.S2.A5 🔑 A377063	Attend professional development conferences to gain new learnings related to technology...	Dunning, Chris	9/1/2017	conference agendas and PLC notes	5/31/2018 every-6-weeks
G2.B1.S3.A7 🔑 A377082	Hire an additional math teacher and an additional ELA teacher to push in and provide support for...	Dunning, Chris	9/1/2017	case schedule	5/31/2018 daily
G2.MA4 🔑 M408105	Graduation rate comparing 2016-17 to 2017-18	Hermansen, Erik	7/20/2018	Federal uniform graduation percentage comparing 2016-17 to 2017-18.	7/20/2018 annually
G1.B1.S2.A1 🔑 A377059	Provide training on high-engagement instructional strategies and technology integration during...	Dunning, Chris	7/9/2018	Training agenda, attendance and materials	8/3/2018 one-time

V. Professional Development Opportunities

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

G1. Students' critical thinking, problem solving and literacy skills will significantly improve in response to high-impact instruction, as measured by proficiency rates and developmental scale score growth on state assessments. (High-Impact Instruction)

G1.B1 Most students are not reading/writing at grade level.

G1.B1.S1 Implement a school-wide literacy initiative designed to increase close/careful reading, text marking, writing and discipline-specific literacy strategies in all courses.

PD Opportunity 1

Provide close/careful reading, text marking and disciplinary literacy training during 3-day summer professional development for DA schools led by ELA/Reading Coach .

Facilitator

Kristen Martanovic, Cady Baer and District Staff

Participants

All Certified Staff

Schedule

On 7/20/2017

PD Opportunity 2

Provide ongoing training supporting a school-wide literacy initiative in all content/subject area PLCs.

Facilitator

ELA/Reading Coach

Participants

All Certified Staff

Schedule

Weekly, from 8/14/2017 to 4/20/2018

PD Opportunity 3

Provide ongoing training supporting a school-wide literacy initiative in all content/subject area PLCs.

Facilitator

District ELA/Reading Trainers

Participants

All Certified Staff

Schedule

Monthly, from 9/11/2017 to 4/13/2018

G1.B1.S2 Increase use of highly-engaging instructional methods, including but not limited to technology integration strategies and collaborative structures, in all courses.

PD Opportunity 1

Provide training on high-engagement instructional strategies and technology integration during 3-day summer professional development for DA schools.

Facilitator

Principal, Learning Design Coach, and Math Coach

Participants

All Certified Staff

Schedule

On 8/3/2018

PD Opportunity 2

Provide training on effective use of highly-engaging instructional strategies and technology integration in weekly PLC meetings.

Facilitator

Learning Design Coach

Participants

All Certified Staff

Schedule

Weekly, from 8/28/2017 to 5/11/2018

G1.B1.S3 Increase use of AVID strategies designed to increase students' critical-thinking and problem-solving skills in all courses.

PD Opportunity 1

Provide training on implementation of AVID strategies designed to increase students' critical-thinking and problem-solving skills during the 3-day summer training for DA schools.

Facilitator

AVID Coordinator

Participants

All Certified Staff

Schedule

On 7/20/2017

PD Opportunity 2

Provide ongoing training on AVID critical-thinking and problem-solving strategies in PLCs.

Facilitator

Learning Design Coach and AVID Coordinator

Participants

All Certified Staff

Schedule

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

G2. Graduation rates will increase as a result of improved tiered student support systems. (Collaborative Culture)

G2.B1 Most students are credit deficient and/or have GPAs less than 2.0.

G2.B1.S1 Improve processes and procedures and better define roles and responsibilities of support staff who support tiered student support systems.

PD Opportunity 1

Define and communicate roles and responsibilities for school counselors, SSAPs, and social worker during pre-school inservice presentation.

Facilitator

Student Services Staff

Participants

All Certified Staff

Schedule

On 8/11/2017

PD Opportunity 2

Problem solving on service and support areas in need of improvement in Student Service PLC meetings, including support for ELL by adding an ELL Instructional Assistant.

Facilitator

Student Services Staff

Participants

Student Services Staff

Schedule

Weekly, from 8/28/2017 to 5/18/2018

G2.B1.S2 Better utilize daily homeroom sessions as opportunities to develop meaningful relationships with students and to provide academic advisement and socio-emotional supports.

PD Opportunity 1

Provide training on recommended academic advisement activities to facilitate in daily homeroom periods.

Facilitator

Administrative Team

Participants

All Certified Staff

Schedule

On 8/11/2017

PD Opportunity 2

Provide additional trainings on recommended activities for daily homeroom periods.

Facilitator

School Counselors and SSAPs

Participants

All Certified Staff

Schedule

Weekly, from 9/18/2017 to 4/20/2018

PD Opportunity 3

Provide additional after-school trainings for teachers, who volunteer to participate, on how to facilitate effective academic advisory sessions.

Facilitator

Student Services Staff

Participants

Staff who volunteer to participate

Schedule

Every 6 Weeks, from 10/16/2017 to 5/25/2018

G2.B1.S3 Better utilize Grade-Level, Success and SBIT teams (and PLCs) to identify off-track students and to assign appropriate interventions and staff to support and monitor targeted students' progress.

PD Opportunity 1

Provide training on implementing tiered student supports in homeroom sessions and grade-level team meetings.

Facilitator

District MTSS Specialist

Participants

All Certified Staff

Schedule

On 8/11/2017

PD Opportunity 2

Establish expectations for provision of MTSS in Grade-Level Team, Success Team and PLC meetings.

Facilitator

School Administrators

Participants

All Certified Staff

Schedule

On 8/11/2017

G3. Student absences and course failure rates will decrease as a result of improved responses to early-warning systems data. (Data Driven Decisions)

G3.B1 Most students are credit deficient and/or have GPAs less than 2.0, and many students have excessive unexcused absences.

G3.B1.S1 Implement a Zeros Aren't Permitted (ZAP) program that requires students who have zeros on course assignments to attend mandatory academic lunch until all missing assignments are completed, and that prevents teachers from giving students grades less than 50 percent if assignments are submitted prior to established deadlines.

PD Opportunity 1

Develop and disseminate Zeros Aren't Permitted (ZAP) procedures.

Facilitator

School Administrators

Participants

All Certified Staff

Schedule

On 8/11/2017

G3.B1.S2 Improve attendance systems, processes, procedures and monitoring, including hiring an additional behavior specialist and discipline assistant (IA) to focus on reducing chronic absenteeism, skipping and tardies.

PD Opportunity 1

Review attendance data and revise systems and procedures, as needed.

Facilitator

School Administrators

Participants

Staff who volunteered to participate in the Summer Data Summit

Schedule

On 6/20/2017

PD Opportunity 2

Develop and communicate revised attendance and associated discipline procedures

Facilitator

School Administrators

Participants

All Certified Staff

Schedule

On 8/9/2017

G3.B1.S4 Increase opportunities for staff to participate in training programs on how to access, analyze and respond to early-warning systems data.

PD Opportunity 1

Facilitate regular data chats in PLCs

Facilitator

Academic Coaches

Participants

All Certified Staff

Schedule

Weekly, from 8/14/2017 to 5/18/2018

PD Opportunity 2

Provide additional training on how to access/use EWS data for teachers who volunteer to participate after school.

Facilitator

Academic Coaches

Participants

Certified staff who volunteer to participate in these training programs.

Schedule

Triannually, from 10/16/2017 to 4/20/2018

VI. Technical Assistance Items

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

G1. Students' critical thinking, problem solving and literacy skills will significantly improve in response to high-impact instruction, as measured by proficiency rates and developmental scale score growth on state assessments. (High-Impact Instruction)

G1.B1 Most students are not reading/writing at grade level.

G1.B1.S1 Implement a school-wide literacy initiative designed to increase close/careful reading, text marking, writing and discipline-specific literacy strategies in all courses.

TA Opportunity 1

Establish school-wide expectations for close/careful reading and text-marking, and provide classroom resources (i.e. text-marking symbol posters) for every teacher.

Facilitator

ELA/Reading Academic Coach

Participants

All Certified Staff

Schedule

Weekly, from 7/18/2017 to 5/18/2018

G2. Graduation rates will increase as a result of improved tiered student support systems. (Collaborative Culture)

G2.B1 Most students are credit deficient and/or have GPAs less than 2.0.

G2.B1.S2 Better utilize daily homeroom sessions as opportunities to develop meaningful relationships with students and to provide academic advisement and socio-emotional supports.

TA Opportunity 1

Obtain teachers' support for implementing structured academic/socio-emotional advisory activities in daily homeroom periods.

Facilitator

District Employee Relations Dept. Administrators

Participants

School Leadership Team

Schedule

On 5/19/2017

G3. Student absences and course failure rates will decrease as a result of improved responses to early-warning systems data. (Data Driven Decisions)

G3.B1 Most students are credit deficient and/or have GPAs less than 2.0, and many students have excessive unexcused absences.

G3.B1.S4 Increase opportunities for staff to participate in training programs on how to access, analyze and respond to early-warning systems data.

TA Opportunity 1

Provide training for teachers on how to access early-warning systems (EWS) data during a 3-day summer training for DA schools.

Facilitator

District EWS Specialist

Participants

All Certified Staff

Schedule

On 7/20/2017

TA Opportunity 2

Provide training for teachers on how to access/use early-warning systems (EWS) data during pre-school.

Facilitator

District EWS Specialist

Participants

All Certified Staff

Schedule

On 8/11/2017

VII. Budget

1	G1.B1.S1.A1	**Provide close/careful reading, text marking and disciplinary literacy training during 3-day summer professional development for DA schools led by ELA/Reading Coach .**				**$65,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0931 - Ridgewood High School	Title, I Part A	1.0	$65,000.00
			Notes: Salary and fringe benefits for a full-time ELA/Reading Coach			
2	G1.B1.S1.A2	**Establish school-wide expectations for close/careful reading and text-marking, and provide classroom resources (i.e. text-marking symbol posters) for every teacher.**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0931 - Ridgewood High School	UniSIG		$1,000.00
			Notes: Consumable Supplies for students (pencils, notebooks, paper)			
	5100	360-Rentals	0931 - Ridgewood High School	UniSIG		$3,000.00
			Notes: Subscriptions for online materials for students (Gizmo)			
3	G1.B1.S1.A3	**Provide ongoing training supporting a school-wide literacy initiative in all content/subject area PLCs.**				**$0.00**
4	G1.B1.S1.A4	**Provide ongoing training supporting a school-wide literacy initiative in all content/subject area PLCs.**				**$0.00**
5	G1.B1.S1.A5	**Develop and use department-specific informal literacy walkthrough "look-fors".**				**$0.00**
6	G1.B1.S2.A1	**Provide training on high-engagement instructional strategies and technology integration during 3-day summer professional development for DA schools.**				**$100,742.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	2110	100-Salaries	0931 - Ridgewood High School	Title, I Part A	1.0	$65,000.00
			Notes: Salary and fringe benefits for a full-time Math Coach			
	6400	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG		$28,000.00
			Notes: Teacher Salary for Professional Development for Summer Trainings (68 teachers, 3 days, 6 hours per day)			
	6400	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG		$2,660.00
			Notes: Other Certified Personnel Salary for Professional Development for Summer Trainings (4 people, 3 days, 6 hours per day)			
	6400	210-Retirement	0931 - Ridgewood High School	UniSIG		$2,429.00
			Notes: Professional Development for Summer Trainings (7.92%)			
	6400	220-Social Security	0931 - Ridgewood High School	UniSIG		$2,346.00
			Notes: Professional Development for Summer Trainings (7.65%)			
	6400	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		$276.00
			Notes: Professional Development for Summer Trainings (.9%)			
	6400	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		$31.00
			Notes: Professional Development for Summer Trainings (.1%)			
7	G1.B1.S2.A2	**Provide training on effective use of highly-engaging instructional strategies and technology integration in weekly PLC meetings.**				**$0.00**
8	G1.B1.S2.A3	**Develop content/subject-specific walkthrough "look-fors" for engagement and technology integration.**				**$0.00**
9	G1.B1.S2.A4	**Provide additional planning time for teachers to develop high-engagement and technology integration lesson plans in PLCs.**				**$72,914.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG		$12,500.00
			Notes: Teacher Stipends- Additional Planning Time for teachers Stiepnds for after school MTSS planning by grade level.			
	6300	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG		$2,000.00
			Notes: Other Certified Personnel Stipends - Additional Planning Time for Other Certified Personnel (Coaches, Behavior Specialists, Social Workers, Learning Design Coach, Guidance)			
	6300	220-Social Security	0931 - Ridgewood High School	UniSIG		$1,110.00
			Notes: Additional Planning Time for teachers (7.65%)			
	6300	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		$131.00

			Notes: Additional Planning Time for teachers (.9%)			
	6300	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		$15.00
			Notes: Additional Planning Time for teachers (.1%)			
	6300	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG		$28,650.00
			Notes: Teacher Salary - Additional Planning Time for teachers 4 hours per quarter outside of school hours. (68 Teachers, 4 hours per day, 3 days a year)			
	6300	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG		$1,680.00
			Notes: Other Certified Personnel Salary - Additional Planning Time for Other Certified Personnel (Coaches, Behavior Specialists, Social Workers, Learning Design Coach, Guidance)- 4 hours per quarter outside of school hours. (4 people, 4 hours a day, 3 days)			
	6300	210-Retirement	0931 - Ridgewood High School	UniSIG		$2,402.00
			Notes: Additional Planning Time for teachers (7.92%)			
	6300	220-Social Security	0931 - Ridgewood High School	UniSIG		$2,314.00
			Notes: Additional Planning Time for teachers (7.65%)			
	6300	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		$272.00
			Notes: Additional Planning Time for teachers (.9%)			
	6300	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		$31.00
			Notes: Additional Planning Time for teachers (.1%)			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0931 - Ridgewood High School	UniSIG		$15,000.00
			Notes: Other materials and supplies for Robotics First Curriculum (Cutting Band Saw, Belt Sander, Drill Press, Lathe, 3D Printer, Miter Saw, Aluminum Sheet, VexPro Pneumatic Control Module)			
	5100	644-Computer Hardware Non-Capitalized	0931 - Ridgewood High School	UniSIG		$6,809.00
			Notes: Other materials and supplies for Robotics First Curriculum 3D Printers)			
10	G1.B1.S2.A5	**Attend professional development conferences to gain new learnings related to technology integration, collaborative structures, and pedagogy and share new learnings in staff meetings and PLCs.**				**$17,860.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	0931 - Ridgewood High School	UniSIG		$17,860.00
			Notes: Travel costs to attend professional development conferences (FETC, FAME, ASCD, AVID in Orlando, TBAWP in Tampa)			
11	G1.B1.S3.A1	**Provide training on implementation of AVID strategies designed to increase students' critical-thinking and problem-solving skills during the 3-day summer training for DA schools.**				**$0.00**

12	G1.B1.S3.A2	**Provide ongoing training on AVID critical-thinking and problem-solving strategies in PLCs.**				**$0.00**
13	G1.B1.S3.A3	**Develop content/subject specific critical thinking/problem-solving (AVID) strategies walkthrough "look-fors" in PLCs.**				**$0.00**
14	G2.B1.S1.A1	**Define and communicate roles and responsibilities for school counselors, SSAPs, and social worker during pre-school inservice presentation.**				**$0.00**
15	G2.B1.S1.A2	**Problem solving on service and support areas in need of improvement in Student Service PLC meetings, including support for ELL by adding an ELL Instructional Assistant.**				**$21,765.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0931 - Ridgewood High School	UniSIG	1.0	$12,750.00
			Notes: Instructional Aide - ELL Instructional Assistant			
	5100	210-Retirement	0931 - Ridgewood High School	UniSIG		$1,010.00
			Notes: Instructional Aide - ELL Instructional Assistant			
	5100	220-Social Security	0931 - Ridgewood High School	UniSIG		$976.00
			Notes: Instructional Aide - ELL Instructional Assistant			
	5100	230-Group Insurance	0931 - Ridgewood High School	UniSIG		$6,901.00
			Notes: Instructional Aide - ELL Instructional Assistant			
	5100	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		$115.00
			Notes: Instructional Aide - ELL Instructional Assistant			
	5100	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		$13.00
			Notes: Instructional Aide - ELL Instructional Assistant			
16	G2.B1.S1.A3	**Develop and disseminate procedural flow-charts for common student support systems in Student Services PLC meetings.**				**$0.00**
17	G2.B1.S2.A1	**Obtain teachers' support for implementing structured academic/socio-emotional advisory activities in daily homeroom periods.**				**$0.00**
18	G2.B1.S2.A2	**Adjust daily bell schedule for 2017-18 to provide 20-minute daily homeroom.**				**$0.00**
19	G2.B1.S2.A3	**Provide training on recommended academic advisement activities to facilitate in daily homeroom periods.**				**$0.00**
20	G2.B1.S2.A4	**Provide additional trainings on recommended activities for daily homeroom periods.**				**$0.00**
21	G2.B1.S2.A5	**Walkthroughs by school administrators during homeroom periods to assess fidelity, consistency of implementation of academic advisory/socio-emotional supports in daily homeroom sessions.**				**$0.00**

22	G2.B1.S2.A6	Provide additional after-school trainings for teachers, who volunteer to participate, on how to facilitate effective academic advisory sessions.	$0.00
23	G2.B1.S3.A1	Provide training on implementing tiered student supports in homeroom sessions and grade-level team meetings.	$0.00
24	G2.B1.S3.A2	Establish expectations for provision of MTSS in Grade-Level Team, Success Team and PLC meetings.	$0.00
25	G2.B1.S3.A3	Maintain tiered interventions tracking spreadsheet for each grade level.	$0.00
26	G2.B1.S3.A4	Provide MTSS through Grade-Level and Success team meetings.	$0.00
27	G2.B1.S3.A5	SSAPs log all interactions with targeted "at-risk" students in myEWS (Pasco STAR).	$0.00
28	G2.B1.S3.A6	Provide opportunities for targeted "at-risk" students to recover course credits during and after school.	$0.00
29	G2.B1.S3.A7	Hire an additional math teacher and an additional ELA teacher to push in and provide support for targeted students.	$110,849.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG	2.0	$83,250.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher			
	5100	210-Retirement	0931 - Ridgewood High School	UniSIG	2.0	$6,594.00
			Notes: 1 Math and 1 ELA teacher (7.92%)			
	5100	220-Social Security	0931 - Ridgewood High School	UniSIG	2.0	$6,369.00
			Notes: Teacher Salary - 1 Math and 1 ELA teacher (7.65%)			
	5100	230-Group Insurance	0931 - Ridgewood High School	UniSIG	2.0	$13,802.00
			Notes: 1 Math and 1 ELA teacher			
	5100	240-Workers Compensation	0931 - Ridgewood High School	UniSIG	2.0	$750.00
			Notes: 1 Math and 1 ELA teacher (.9%)			
	5100	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG	2.0	$84.00
			Notes: 1 Math and 1 ELA teacher (.1%)			

30	G2.B1.S4.A1	Obtain funds to support increased/enhanced extended day/year programs and testing alternatives and implement supports and alternatives.	$50,365.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0931 - Ridgewood High School	UniSIG		$22,435.00
			Notes: Teacher Salary - Extend School Day (360 Hours-5 teachers, 4 days a week, 18 weeks), Extended School year (281 hours 3 teachers at 93.5 hours each)			

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0931 - Ridgewood High School	UniSIG		$4,215.00
		Notes: Instructional Aide Salary - Instructional Assistance Hours for ESY Programs (281 hours 3 Days at 93.5 hours each)				
	5100	210-Retirement	0931 - Ridgewood High School	UniSIG		$1,776.00
		Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (7.92%)				
	5100	220-Social Security	0931 - Ridgewood High School	UniSIG		$1,716.00
		Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (7.65%)				
	5100	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		$201.00
		Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (.9%)				
	5100	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		$22.00
		Notes: Extended School Day, Extended School Year Teacher and Instructional Assistant Hours (.1%)				
	5100	311-Subagreements up to $25,000	0931 - Ridgewood High School	UniSIG		$8,000.00
		Notes: Professional Technical Contract for Vendor to provide SAT/ACT Prep seminars for students.				
	5100	730-Dues and Fees	0931 - Ridgewood High School	UniSIG		$12,000.00
		Notes: ACT Registration Fees for student				
31	**G2.B1.S4.A2**	**Select staff to support increased/enhanced extended day/year programs**				**$1,961.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG		$1,680.00
		Notes: Guidance Counselor Salary - Additional Summer Hours (48 hours)				
	6120	210-Retirement	0931 - Ridgewood High School	UniSIG		$134.00
		Notes: Additional Summer Hours (48 hours) (7.92%)				
	6120	220-Social Security	0931 - Ridgewood High School	UniSIG		$129.00
		Notes: Additional Summer Hours (48 hours) (7.65%)				
	6120	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		$16.00
		Notes: Additional Summer Hours (48 hours) (.9%)				
	6120	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		$2.00
		Notes: Additional Summer Hours (48 hours) (.1%)				

32	G2.B1.S4.A3	Schedule dates and facilities to support increased/enhanced extended day/year programs				$0.00
33	G2.B1.S4.A4	Organize transportation support for increased/enhanced extended day/year programs				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	790-Miscellaneous Expenses	0931 - Ridgewood High School	UniSIG		$6,000.00
			Notes: Transportation for Extended School Day Programs			
34	G2.B1.S4.A5	Advertise and recruit students to participate in increased/enhanced extended day/year programs				$0.00
35	G3.B1.S1.A1	Use allotted allocations to staff mandatory academic lunch.				$0.00
36	G3.B1.S1.A2	Develop and disseminate Zeros Aren't Permitted (ZAP) procedures.				$0.00
37	G3.B1.S1.A3	Develop and implement and ZAP referral system				$0.00
38	G3.B1.S1.A4	Implement ZAP program and mandatory academic lunch sessions				$0.00
39	G3.B1.S1.A5	Facilitate problem-solving meetings with SSAPs, mandatory academic lunch staff and school administrators to identify and address concerns with ZAP and mandatory academic lunch.				$0.00
40	G3.B1.S2.A1	Review attendance data and revise systems and procedures, as needed.				$0.00
41	G3.B1.S2.A2	Hire an additional Behavior Specialist and Discipline Assistant to assist in monitoring attendance, tardies, skipping referrals and to support interventions.				$47,994.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0931 - Ridgewood High School	Title, I Part A	1.0	$0.00
			Notes: Salary and fringe benefits for an additional Discipline Assistant			
	6300	130-Other Certified Instructional Personnel	0931 - Ridgewood High School	UniSIG	1.0	$35,250.00
			Notes: Other Certified Personnel Salary - Behavior Specialist			
	6300	210-Retirement	0931 - Ridgewood High School	UniSIG		$2,792.00
			Notes: Other Certified Personnel - Behavior Specialist (7.92%)			
	6300	220-Social Security	0931 - Ridgewood High School	UniSIG		$2,697.00
			Notes: Other Certified Personnel - Behavior Specialist (7.65%)			
	6300	230-Group Insurance	0931 - Ridgewood High School	UniSIG		$6,901.00
			Notes: Other Certified Personnel - Behavior Specialist			
	6300	240-Workers Compensation	0931 - Ridgewood High School	UniSIG		$318.00

			Notes: Other Certified Personnel - Behavior Specialist (.9%)			
	6300	250-Unemployment Compensation	0931 - Ridgewood High School	UniSIG		$36.00
			Notes: Other Certified Personnel - Behavior Specialist (.1%)			
42	G3.B1.S2.A3	Develop and communicate revised attendance and associated discipline procedures				$0.00
43	G3.B1.S2.A4	Implement revised attendance systems and procedures				$0.00
44	G3.B1.S2.A5	Meet with discipline assistants and grade-level teams to identify lingering concerns with attendance/discipline systems and procedures and to develop and implement corrective action plans, as needed.				$0.00
45	G3.B1.S3.A1	Schedule committee/workgroup meetings on specific days so meetings do not conflict with parent/teacher conferences and so counselors/SSAPs can schedule parent/teacher conferences in the morning at least two days per week.				$0.00
46	G3.B1.S3.A2	Schedule additional parent/teacher conferences				$0.00
47	G3.B1.S3.A3	Design and implement improved parent/community engagement activities that are highly accessible and engaging and that address assessed needs.				$10,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0931 - Ridgewood High School	UniSIG		$10,000.00
			Notes: Preloaded Backpacks for students with school supplies. (folders, notebooks, paper, glue sticks, pencils , colored pencils, high lighter, pens and a hygiene kit)			

48	G3.B1.S4.A1	Provide training for teachers on how to access early-warning systems (EWS) data during a 3-day summer training for DA schools.				$0.00
49	G3.B1.S4.A2	Provide training for teachers on how to access/use early-warning systems (EWS) data during pre-school.				$0.00
50	G3.B1.S4.A3	Facilitate regular data chats in PLCs				$0.00
51	G3.B1.S4.A4	Provide additional training on how to access/use EWS data for teachers who volunteer to participate after school.				$0.00
					Total:	$509,450.00