

Polk County Public Schools

Ridge Community High School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	12

Ridge Community High School

500 ORCHID DR, Davenport, FL 33837

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

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 69%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 79%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Hackett, Joshua	Assistant Principal
Franklin, Marcus	School Counselor
Clark, Angela	Assistant Principal
Sheffield, Marilyn	Dean
Holliday, Felicia	Other
Sanford, Kevin	Dean
Lewis, Gregory	Assistant Principal
Bairley, Nicholaus	Teacher, K-12
Pottorff, Casey	Teacher, K-12
Johnson, Karen	Assistant Principal
Ely, Stephen	Principal
Arnold, Casey	Teacher, ESE
Dailey, Kanika	Dean
Cranston, Bobby	Teacher, K-12

Duties

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

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

As Assistant Principal of Curriculum, Ms. Clark makes curricular decisions and directs the guidance counselors in scheduling, testing, and pupil progression, works with subject/department chairs to provide curriculum support to teachers and ensure that teachers have sufficient instructional materials to meet the goals of the school and the needs of students, and assists the principal with the evaluation of staff.

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

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

As Assistant Principal, Karen Johnson, supports the academic program of the school, schedules and oversees the administration of all testing, analyzes, interprets, and reports data from multiple sources to identify trends, strengths, and weaknesses, oversees the new teacher induction program (CLASS), provides peer coaching for all staff, and conducts informal evaluations of the staff.

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

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

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

The department chairs lead their respective departments in the development and delivery of rigorous and relevant common lesson plans with common assessments that align with state standards and assessments.

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

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

Major David Tervin coordinates peer mentoring on campus through the Bolts Leadership Academy.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	67	71	84	311
One or more suspensions	0	0	0	0	0	0	0	0	0	178	135	107	75	495
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	126	239	114	31	510
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	133	153	67	36	389

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	36	100	69	34	239

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	67	71	84	311
One or more suspensions	0	0	0	0	0	0	0	0	0	178	135	107	75	495
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	126	239	114	31	510
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	133	153	67	36	389

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	36	100	69	34	239

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELL/ELA proficiency school wide was the lowest. Yes, this is a trend.

Which data component showed the greatest decline from prior year?

Science proficiency showed the greatest decline from the previous year.

Which data component had the biggest gap when compared to the state average?

Geometry had the biggest gap when compared to the state average. The state average was 52% with Ridge Community performing at 28% making for a 21% difference.

Which data component showed the most improvement? Is this a trend?

Math proficiency showed the most improvement. Yes, this is a trend.

Describe the actions or changes that led to the improvement in this area.

The actions that led to this improvement came from the implementation of Algebra I-A classes, having students properly scheduled based on previous test score, the implementation of a school wide math coach, as well as peer observations within the math department.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	46%	56%	45%	44%	52%
ELA Learning Gains	42%	47%	53%	43%	45%	46%
ELA Lowest 25th Percentile	34%	39%	44%	35%	37%	38%
Math Achievement	35%	44%	51%	27%	32%	43%
Math Learning Gains	40%	42%	48%	30%	31%	39%
Math Lowest 25th Percentile	40%	38%	45%	31%	35%	38%
Science Achievement	51%	65%	67%	54%	54%	65%
Social Studies Achievement	58%	63%	71%	61%	64%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 (89)	0 (67)	0 (71)	0 (84)	0 (311)
One or more suspensions	0 (178)	0 (135)	0 (107)	0 (75)	0 (495)
Course failure in ELA or Math	0 (126)	0 (239)	0 (114)	0 (31)	0 (510)
Level 1 on statewide assessment	0 (133)	0 (153)	0 (67)	0 (36)	0 (389)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	40%	43%	-3%	53%	-13%
	2017	40%	43%	-3%	52%	-12%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	35%	42%	-7%	53%	-18%
	2017	36%	40%	-4%	50%	-14%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	46%	59%	-13%	65%	-19%
2017	52%	51%	1%	63%	-11%
Compare		-6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	57%	-3%	68%	-14%
2017	55%	56%	-1%	67%	-12%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	38%	60%	-22%	62%	-24%
2017	22%	43%	-21%	60%	-38%
Compare		16%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	28%	41%	-13%	56%	-28%
2017	26%	34%	-8%	53%	-27%
Compare		2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	34	28	28	39	50	32	45		62	14
ELL	14	34	34	21	40	47	32	18		70	34
AMI	53	50		55			70				
ASN	79	53		64	55		92				
BLK	32	34	24	26	37	36	42	58		89	46
HSP	38	42	37	34	41	41	47	52		81	44
MUL	31	38		15	37		53	67		80	58
WHT	51	46	31	43	41	41	63	74		89	51
FRL	36	41	36	31	38	38	46	52		82	44

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	39	38	7	18	21	17	31		66	14
ELL	6	19	24	11	26	31	30	31		70	36
AMI	36	36									
ASN	58	50		47	31						
BLK	31	35	38	16	26	34	43	47		84	40
HSP	34	35	32	27	30	27	49	53		81	47
MUL	39	36		41	27		64	73		89	44
WHT	56	42	34	39	32	35	73	67		80	52
FRL	31	36	34	24	29	30	52	49		81	45

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Classroom Instruction
Rationale Overall decrease in proficiency in science, social studies, and ELA.

Intended Outcome To maintain or increase proficiency in science, social studies, and ELA.

Point Person Stephen Ely (stephen.ely@polk-fl.net)

Action Step

Description Formulate a lesson plan template that will be used by all teachers. A learning target will be visible for all students in every classroom. All instructional staff will be involved in biweekly PLCs. Professional Development will be implemented for all instructional staff focusing on reading strategies across the curriculum as well as Marzano strategies. The hiring of extra personnel through Title I funds will also be used to improve classroom instruction. These positions include a computer lab para, math coach, and a literacy coach.

Person Responsible Stephen Ely (stephen.ely@polk-fl.net)

Plan to Monitor Effectiveness

Description Analyze Star achievement data. Use PLCs to discuss common assessments. Planning period meetings monthly. School wide professional development, calendar sent out to all instructional staff.

Person Responsible Stephen Ely (stephen.ely@polk-fl.net)

Activity #2

Title Attendance
Rationale 44% of students were not attending school on a regular basis.

Intended Outcome Increase student attendance on a daily basis.

Point Person Stephen Ely (stephen.ely@polk-fl.net)

Action Step

Description Implement student incentives such as Boltapalooza. Dean mentoring of at risk students. Class meetings. Implementation of a behavior interventionist and parent involvement facilitator para funded by Title I funds.

Person Responsible Stephen Ely (stephen.ely@polk-fl.net)

Plan to Monitor Effectiveness

Description Consistent review of discipline and attendance reports. The use of mentor logs. Updated parent contact logs.

Person Responsible Stephen Ely (stephen.ely@polk-fl.net)

Activity #3

Title Graduation Rate

Rationale Move the school grade from a C to a B in which graduation rate directly affects. Lower the amount of certificates of completion for seniors.

Intended Outcome Increase graduation rate by 5%.

Point Person Stephen Ely (stephen.ely@polk-fl.net)

Action Step

Description implementation of E20/20 - grade recovery classes. Weekly Guidance meetings. Grade-level meetings with administration. Students properly scheduled based on course progression and test scores. Implementation of construction academy and teaching academy. Hiring of additional staff members through Title I to work with students to be academically successful. These positions include two student success coaches, reading interventionist, math interventionist, and a media para.

Person Responsible Stephen Ely (stephen.ely@polk-fl.net)

Plan to Monitor Effectiveness

Description College and career coach will analyze reports biweekly to target and meet with at-risk students. Student mentor logs used by deans.

Person Responsible Stephen Ely (stephen.ely@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Through Title 1 we have hired additional personnel to work with parents and families to continue to fulfill the needs of the students at Ridge Community High. These positions include: Reading, Math and Behavioral Interventionists, Parent Involvement Para, Media Para and Student Success Coach.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

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

provide them with counseling, and refer them for county level services as needed. The school also provides counseling services after normal school hours once a week to accommodate the parent schedule. The district provides a psychologist, mental health worker, and social worker to the school on a weekly and as needed basis. The Hearth program provides services to migrant and homeless families.

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

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

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

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

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

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

Part V: Budget

Total:	\$527,086.74
---------------	---------------------