

Polk County Public Schools

Ridge Technical College



2018-19 Schoolwide Improvement Plan

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Ridge Technical College

7700 STATE ROAD 544, Winter Haven, FL 33881

<http://schools.polk-fl.net/ridge>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Other School Adult	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	50%

School Grades History

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

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 of Ridge Technical College is to assess, prepare, and place individuals in successful and rewarding careers in an increasingly competitive and changing employment market.

Provide the school's vision statement.

Ridge Technical College will be Polk County's premier workforce training institution.

School Leadership Team

Membership

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

Name	Title
Henry, Valerie	Assistant Principal

Duties

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

The school's instructional leadership team will meet regularly to focus on literacy needs of the students at Ridge Technical College. The instructional leaders will promote will promote literacy through professional development, coaching, and support in teaching the Florida Standards, The master schedule will provide collaborative planning among content area teachers and appropriate placement of students in reading classes. The instructional leaders will meet weekly to discuss to best practices in regards to teacher the effectiveness and the progress of the students. All team members share in the decision making process as it pertains to the safety of the students and staff. The team will apply disciplinary measures in a fair and consistent manner while identifying the needs of the students.

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	3	10	33	83	129
One or more suspensions	0	0	0	0	0	0	0	0	0	1	3	2	2	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	3	11	16	30

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	2	10	28	40

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	2	9	2	13
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	2	10	12

Date this data was collected

Wednesday 10/3/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students exhibiting two or more indicators														

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	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

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?

Math achievement. This is not a trend

Which data component showed the greatest decline from prior year?

Math achievement

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

Math achievement

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

History. This is not a trend.

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

The students were provided a constant and stable learning environment provided by the new instructor, who follows the curriculum maps, and implements Data Based Questions (DBQ) with fidelity. Students were provided discovery and research activities through collaboration to increase engagement and retention of new knowledge.

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	0%	0%	0%	0%	0%	0%
ELA Learning Gains	0%	0%	0%	0%	0%	0%
ELA Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Math Achievement	0%	0%	0%	0%	0%	0%
Math Learning Gains	0%	0%	0%	0%	0%	0%
Math Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Science Achievement	0%	0%	0%	0%	0%	0%
Social Studies Achievement	45%	0%	0%	0%	0%	0%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
Attendance below 90 percent	0 (0)	
One or more suspensions	0 (0)	
Course failure in ELA or Math	0 (0)	

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
Level 1 on statewide assessment	0 (0)	

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

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	0%	59%	-59%	65%	-65%
2017	18%	51%	-33%	63%	-45%
Compare		-18%			

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	53%	57%	-4%	68%	-15%
2017	29%	56%	-27%	67%	-38%
Compare		24%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	62%	-62%
2017	0%	43%	-43%	60%	-60%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	15%	34%	-19%	53%	-38%
Compare		-15%			

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
WHT											
FRL											

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

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	ELA Learning Gains
Rationale	Teachers will identify students that need ten or more points in reading to count towards a learning gain for the school These students will be monitored monthly and provided with targeted instruction throughout all core classes to insure adequate progress and a learning gain.

Intended Outcome	To increase our data component by 3%.
Point Person	Valerie Henry (valerie.henry@polk-fl.net)

Action Step	
Description	-Use FSA data to design specific professional development for teachers to develop rigorous tasks that meet the expectations of Florida Standards. -Implement STAR testing, according to district standards. -Quarterly writing prompts to assess student learning
Person Responsible	Valerie Henry (valerie.henry@polk-fl.net)

Plan to Monitor Effectiveness

Description	-Monitor during classroom observation by administrator team. -The school will conduct data chat every nine weeks to monitor how these students are progressing towards mastery of the standards.
Person Responsible	Valerie Henry (valerie.henry@polk-fl.net)

Activity #2

Title	Math Learning Gains
Rationale	Teachers will identify students that need ten or more points in math to count towards a learning gain for the school.

Intended Outcome	Increase the data component by 3%.
Point Person	Valerie Henry (valerie.henry@polk-fl.net)

Action Step	
Description	Use EOC and quarterly district data to design specific professional development for teachers to develop rigorous tasks that meet the expectations of the Florida Standards.
Person Responsible	Valerie Henry (valerie.henry@polk-fl.net)

Plan to Monitor Effectiveness

Description	During classroom observations by the administrator team. The school will also conduct data chat every nine weeks to monitor how these students are progressing towards mastery of standards.
Person Responsible	Valerie Henry (valerie.henry@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.

N/A

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.

N/A

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

N/A

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.

N/A

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

N/A

Part V: Budget

Total:	\$0.00
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