

Polk County Public Schools

# Ridge Technical College



2019-20 Schoolwide Improvement Plan

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# Ridge Technical College

7700 STATE ROAD 544, Winter Haven, FL 33881

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

## Demographics

**Principal: Paul Garrison**

Start Date for this Principal: 8/30/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Other School Adult
<b>Primary Service Type</b> (per MSID File)	Career and Technical Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: F (15%) 2016-17: I (%) 2015-16: I (%) 2014-15: F (16%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Polk County School Board.

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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# Ridge Technical College

7700 STATE ROAD 544, Winter Haven, FL 33881

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

## School Demographics

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

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	F	I	I	F*

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## SIP Authority

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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	Job Duties and Responsibilities
Rosario, Jose	Assistant Principal	Monitor teachers and students progress. Assist teachers in any areas of concern. Monitors students data and discuss with teachers strategies for struggling students.
Henry, Valerie	Assistant Principal	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with 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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Friday 8/30/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	2	10	28	40

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	2	10	28	40

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	High school Health Science Program (Student Progress) Formative Assessment
<b>Rationale</b>	
<b>State the measurable outcome the school plans to achieve</b>	Move students currently functioning on level 1 to level 2, and students at 2 to level 3
<b>Person responsible for monitoring outcome</b>	Jose Rosario (jose.rosario@polk-fl.net)
<b>Evidence-based Strategy</b>	Unify and FSA scores from previous years
<b>Rationale for Evidence-based Strategy</b>	We will use last years data on Unify to track early warning indicators. We will also view the previous year's FSA data to diagnose weak areas in student's critical thinking skills.
<b>Action Step</b>	
<b>Description</b>	1. Increase teacher awareness for the needs of progress monitoring 2. SAO and Formative Assessment Monitoring 3. Utilizing STAR testing
<b>Person Responsible</b>	Jose Rosario (jose.rosario@polk-fl.net)
<b>#2</b>	
<b>Title</b>	Under-performing Caucasian Students
<b>Rationale</b>	District Strategic Plan 1E (Increase acceleration points on district grade)
<b>State the measurable outcome the school plans to achieve</b>	Move Caucasian student learning gains benchmark close to 40%, as indicated by the federal index
<b>Person responsible for monitoring outcome</b>	Jose Rosario (jose.rosario@polk-fl.net)
<b>Evidence-based Strategy</b>	Summative and Formative Assessments within classes, as well as utilization of previous year's test data as a starting point.
<b>Rationale for Evidence-based Strategy</b>	This will allow us to identify students who need more individualized attention from the teachers, as well as in what areas scaffolding will be most successful. Assessments within all classes will result in more accurate tracking of student improvement.
<b>Action Step</b>	
<b>Description</b>	1. Review student progress in reading and math bi-weekly, in rotation 2. Utilize research data to identify areas of need for each student 3. Continue with ongoing planning and monitoring of student needs (materials being used, resources being used, etc)
<b>Person Responsible</b>	Jose Rosario (jose.rosario@polk-fl.net)



<b>#3</b>	
<b>Title</b>	Economically Disadvantaged Students
<b>Rationale</b>	Assist students in remaining focused and remaining in school
<b>State the measurable outcome the school plans to achieve</b>	Ensure that all students are afforded adequate access to accommodations (free and reduced lunch, social services, HEARTH, Assistance Farm Workers, and Vocational Rehab Assistance)
<b>Person responsible for monitoring outcome</b>	Jose Rosario (jose.rosario@polk-fl.net)
<b>Evidence-based Strategy</b>	Income-based, housing accommodations, Physical Ailments, Adult 504
<b>Rationale for Evidence-based Strategy</b>	High percentages of our students are eligible for free and reduced lunch, or have shared that they are homeless, or can be homeless at any given time.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Adequate contact information with students, parents, or guardians.</li> <li>2. Contact with various local agencies to assist students as needed</li> <li>3. Make home visits as needed</li> </ol>
<b>Person Responsible</b>	Jose Rosario (jose.rosario@polk-fl.net)

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).