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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School Adult
Primary Service Type (per MSID File)	Career and Technical Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
	2018-19: No Grade
	2017-18: F (15%)
School Grades History	2016-17: I (%)
	2015-16: I (%)
	2014-15: F (16%)
2019-20 School Improvement (SI) Informa	ition*
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For mo	ore information, <u>click here</u> .

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.

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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School Demographics

School Type and Gr (per MSID F		2018-19 Title I School	Disadvar	9 Economically ntaged (FRL) Rate rted on Survey 3)
Other Scho Adult	ool	No		%
Primary Servio (per MSID F	• •	Charter School	(Report	9 Minority Rate red as Non-white n Survey 2)
Career and Technic	al Education	No		%
School Grades Histo	ry			
Year	2017-18	2016-17	2015-16	2014-15
Grade	F	1	1	F*

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Purpose and Outline of the SIP

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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														
indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Number of students enrolled	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		
One or more suspensions	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		
Level 1 on statewide assessment	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						Gr	ade	e Le	evel					Total
indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator						Gr	ade	e Le	eve					Total
indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	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	

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						Gr	ade	e Le	vel					Total
mulcator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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						Gr	ade	e Le	evel					Total
indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	TOLAI
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														
indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
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						Gr	ade	e Le	evel					Total
indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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:

Title High school Health Science Program (Student Progress) Formative Assessment State the measurable outcome the school plans to achieve Person responsible for monitoring outcome Description Person Responsible State the measurable outcome the school plans to achieve Description State the measurable outcome Evidence-based Strategy Rationale for Evidence-based Strategy Rationale for Evidence-based Strategy Description Description 1. Increase teacher awareness for the needs of progress monitoring 2. SAO and Formative Assessment Monitoring 3. Utilizing STAR testing Jose Rosario (jose rosario@polk-fl.net) #2 Title Under-performing Caucasian Students Rationale District Strategic Plan 1E (Increase acceleration points on district grade) State the measurable outcome the school plans to achieve Person responsible for monitoring outcome Evidence-based Strategy Award Caucasian student learning gains benchmark close to 40%, as indicated by the federal index Move Caucasian student learning gains benchmark close to 40%, as indicated by the federal index Move Caucasian student learning gains benchmark close to 40%, as indicated by the federal index Move Caucasian student learning gains benchmark close to 40%, as indicated by the federal index Summative and Formative Assessments within classes, as well as utilization of previous year's test data as a starting point. 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. Action Step Person Responsible Jose Rosario (jose.rosario@polk-fl.net) Jose Rosario (gose.rosario@polk-fl.net) Jose Rosario (gose.rosario@polk-fl.net) Jose Rosario (gose.rosario@polk-fl.net)				
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#3	
Title	Economically Disadvantaged Students
Rationale	Assist students in remaining focused and remaining in school
State the measurable outcome the school plans to achieve	Ensure that all students are afforded adequate access to accommodations (free and reduced lunch, social services, HEARTH, Assistance Farm Workers, and Vocational Rehab Assistance)
Person responsible for monitoring outcome	Jose Rosario (jose.rosario@polk-fl.net)
Evidence-based Strategy	Income-based, housing accommodations, Physical Ailments, Adult 504
Rationale for Evidence- based Strategy	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.
Action Step	
Description	 Adequate contact information with students, parents, or guardians. Contact with various local agencies to assist students as needed Make home visits as needed
Person Responsible	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).