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# Ridge Community High School

500 ORCHID DR, Davenport, FL 33837

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

## Demographics

**Principal: Angela Clark**

Start Date for this Principal: 8/13/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (47%) 2016-17: C (44%) 2015-16: C (46%) 2014-15: C (53%)
<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>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Community High School

500 ORCHID DR, Davenport, FL 33837

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

## School Demographics

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

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<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 Community High School is to empower students, parents, teachers, and staff and to create an environment that accommodates a diversity of backgrounds, interests, and abilities.

**Provide the school's vision statement.**

We are committed to transforming the lives of our students by providing a rigorous curriculum that equips students with knowledge and skill that contribute to high levels of achievement. Our goal is to expand our students' horizons through a variety of social, cultural, and educational activities.

### 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
Hackett, Joshua	Assistant Principal	
Holliday, Felicia	Other	
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	
Sheffield, Marilyn	Dean	
Loomans, Pamela	Instructional Coach	
Robinson, Amanda	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 8/23/2019

**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	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

**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	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

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	47%	56%	40%	44%	53%
ELA Learning Gains	38%	46%	51%	37%	41%	49%
ELA Lowest 25th Percentile	28%	37%	42%	34%	33%	41%
Math Achievement	34%	43%	51%	29%	37%	49%
Math Learning Gains	41%	45%	48%	30%	33%	44%
Math Lowest 25th Percentile	35%	44%	45%	29%	32%	39%
Science Achievement	57%	58%	68%	56%	56%	65%
Social Studies Achievement	53%	61%	73%	56%	60%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	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)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	38%	45%	-7%	55%	-17%
	2018	40%	43%	-3%	53%	-13%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	35%	42%	-7%	53%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	35%	42%	-7%	53%	-18%
Same Grade Comparison		0%				
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
2019	53%	54%	-1%	67%	-14%
2018	46%	59%	-13%	65%	-19%
Compare		7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	57%	-8%	70%	-21%
2018	54%	57%	-3%	68%	-14%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	50%	-27%	61%	-38%
2018	38%	60%	-22%	62%	-24%
Compare		-15%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	40%	53%	-13%	57%	-17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	28%	41%	-13%	56%	-28%
Compare		12%			

**Subgroup Data**

2019 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 2017-18	C & C Accel 2017-18
SWD	21	36	30	25	35	33	34	18		79	11
ELL	9	26	27	20	33	50	32	21		73	34
AMI	47	55		27							
ASN	79	50						91			
BLK	35	36	24	19	25	16	50	39		90	34
HSP	36	37	27	35	43	35	54	50		81	41
MUL	47	32		43			58	50		69	36
WHT	48	40	39	44	44	46	71	69		83	49
FRL	31	34	29	29	40	36	49	43		81	38
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

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	11
Percent Tested	98%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

<b>English Language Learners</b>	
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Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

<b>Native American Students</b>	
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Federal Index - Native American Students	43
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
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Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA lowest 25th percentile was the lowest component. There seems to be a trend in ELA overall performance.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

ELA lowest 25th percentile showed the greatest decline from last year. ELA overall has shown the greatest decline. Factors involved are teacher retention, low expectations, and accountability.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Social studies achievement had the largest gap compared to the state average. This is not a trend.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science achievement showed the most improvement. Front loaded the curriculum. Created boot camps throughout the year for students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The SWD and ELL students are two areas that need more focus.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Accountability
2. Authentic student engagement
3. Structured PLC's
4. Task/Target alignment
5. Focus on ELA learning gains

## Part III: Planning for Improvement

### Areas of Focus:

**#1**

**Title**

Increase the achievement levels in all areas of ELA for SWD and ELL students

**Rationale**

The achievement levels of ELA learning gains and lowest 25% decreased and has been creating a trend.

**State the measurable outcome the school plans to achieve**

Increase ELA achievement by 5% in Learning Gains and Lowest 25.

**Person responsible for monitoring outcome**

Amanda Robinson (amanda.robinson@polk-fl.net)

**Evidence-based Strategy**

STAR Testing, Common assessments, level sets quarterly, writing prompts quarterly, Achieve 3,000

**Rationale for Evidence-based Strategy**

These strategies create ongoing progress monitoring for both teachers and administration to track student achievement levels in various ways.

**Action Step**

**Description**

1. Structured PLC's to discuss progress monitoring data
2. Support facilitation in ELA classes for SWD students
3. Restructuring of ESOL department
4. Administrative expectations set for teachers and students
- 5.

**Person Responsible**

[no one identified]

<b>#2</b>	
<b>Title</b>	Continue to increase Science achievement
<b>Rationale</b>	Need to keep the momentum going withing the Science department of increase in scores over the last 2 years.
<b>State the measurable outcome the school plans to achieve</b>	Increase Science achievement by 5%.
<b>Person responsible for monitoring outcome</b>	Gregory Lewis (gregory.lewis@polk-fl.net)
<b>Evidence-based Strategy</b>	Common assments, quarterly assessments
<b>Rationale for Evidence-based Strategy</b>	The rationale is to have ongoing student data that teachers can use for feedback in PLC's and lesson planning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Progress Monitoring</li> <li>2. Structured PLC's</li> <li>3. Task/Target alignment</li> <li>4. Front loading curriculum</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Stephen Ely (stephen.ely@polk-fl.net)

<b>#3</b>	
<b>Title</b>	Authentic student engagemnt in all classes everyday.
<b>Rationale</b>	Authentic student engagement creates a depth of knowledge thus increasing student achievement levels.
<b>State the measurable outcome the school plans to achieve</b>	100% authentic student engagement in all classes with a certified teacher.
<b>Person responsible for monitoring outcome</b>	Angela Clark (angela.clark01@polk-fl.net)
<b>Evidence-based Strategy</b>	Progress monitoring for teacher effectiveness.
<b>Rationale for Evidence-based Strategy</b>	The administration needs to be accountable to teachers and students and need to visit classrooms with fidelity.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Classroom expectations.</li> <li>2. Structured Professional development</li> <li>3. Walk-thris with fidelity</li> <li>4. Marzano strategies</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**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).**

School safety will be an ongion priorty for the school.

**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 Schoolwide Improvement Plan 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: Behavioral Interventionist, Parent Involvement Para, Math coach, Reading coach, computer lab para, and two Student Success Coaches.

**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 eight 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. 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.

**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**

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Increase the achievement levels in all areas of ELA for SWD and ELL students</b>				<b>\$198,300.42</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0937 - Ridge Community High School	Title, I Part A		\$65,469.14
	5100	130-Other Certified Instructional Personnel	0937 - Ridge Community High School	Title, I Part A		\$68,077.24
	5100		0937 - Ridge Community High School	Title, I Part A		\$64,754.04
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Continue to increase Science achievement</b>				<b>\$6,425.79</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0937 - Ridge Community High School	Title, I Part A		\$6,425.79
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Authentic student engagement in all classes everyday.</b>				<b>\$374,640.92</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0937 - Ridge Community High School	Title, I Part A		\$65,924.75
	5100	150-Aides	0937 - Ridge Community High School	Title, I Part A		\$26,146.65
	5100	130-Other Certified Instructional Personnel	0937 - Ridge Community High School	Title, I Part A		\$64,133.39
	6150	150-Aides	0937 - Ridge Community High School	Title, I Part A		\$31,115.67
	6400	130-Other Certified Instructional Personnel	0937 - Ridge Community High School	Title, I Part A		\$65,924.75
	5100	150-Aides	0937 - Ridge Community High School	Title, I Part A		\$26,146.65
	5100	130-Other Certified Instructional Personnel	0937 - Ridge Community High School	Title, I Part A		\$64,133.39
	6150	150-Aides	0937 - Ridge Community High School	Title, I Part A		\$31,115.67
					<b>Total:</b>	<b>\$579,367.13</b>