Ridge Technical Academy

2021-22 Schoolwide Improvement Plan

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Ridge Technical Academy

7700 STATE ROAD 544, Winter Haven, FL 33881

http://www.polkedpathways.com/ridge-technical-college/

Demographics

Principal: Paul Garrison

Start Date for this Principal: 6/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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 Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK, 6-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Rosario, Jose	Assistant Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities, and community involvement. This includes but is not limited to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the

Name	Position Title	Job Duties and Responsibilities
		use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Demographic Information

Principal start date
Wednesday 6/24/2020, Paul Garrison

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
8

Total number of students enrolled at the school

71

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	1	5	14	51	71
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	5	14	51	71
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	4	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	2	1	0	3
Number of students with a substantial reading deficiency	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	2	3	0	5

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	5	14	51	71
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	5	14	51	70
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

Grade Level Data Review - State Assessments
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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	42%	-42%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	57%	19%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

To ensure our students are successful in their dual-enrolled post-secondary CTE programs and secondary academic courses that the students may be enrolled in for secondary graduation requirements the progress monitoring consists of monitoring students' progress and attendance. The CTE instructors and secondary academic teachers along with guidance counselors and administration monitor students' progress and attendance through weekly, or interim grade monitoring, and weekly or interim attendance monitoring.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	25%	25%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

	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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Attendance issues in both the CTE programs and academic classes/courses

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Progress monitoring revealed that attendance issues demonstrate the greatest need for improvement

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Health issues, transportation issues, dual enrollment issues, postsecondary environment issues.
Actions to be implemented:
1- Make school welcoming, tracking positive attendance, recognizing students, and celebrating their success.
2- Connect with at-risk students
3- Involve parents
4- Postsecondary dual enrollment counseling/advisement
5- Focus on attendance school-wide
6- Form an attendance team/committee (meet quarterly)
7- Increase teacher awareness for the needs of progress attendance monitoring

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Intensive reading and FSA passing rate

What were the contributing factors to this improvement? What new actions did your school take in this area?

Small class sizes. Provide more one-on-one for early interventions.

What strategies will need to be implemented in order to accelerate learning?

Continue to ensure our students are successful in their dual-enrolled post-secondary CTE programs and secondary academic courses that the students may be enrolled in for secondary graduation requirements.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning will be provided to both postsecondary and academy instructors as needed to ensure students are successful in the postsecondary dual enrollment programs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will be provided as needed to ensure our secondary academy students are successful in a postsecondary dual enrollment environment. Such as postsecondary dual enrollment counseling/advisement both pre and post admissions. Increase teacher awareness for the needs of progress attendance monitoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Student Attandance	
Area of Focus Description and Rationale:	Data reviewed indicates students' attendance is an issue. Over 50% of the students have at least 3 or more days absent per semester.
Measurable Outcome:	Actions to be implemented: - Make school a welcoming and engaging place. - Connect with at-risk students - Involve parents - Postsecondary dual enrollment consoling/advisement - Focus on attendance school-wide
Monitoring:	- Increase teacher awareness for the needs of progress attendance monitoring. - Connect with at-risk students. - Involve parents. - Work together with Teen Parent Coordinator and Social Worker to track attendance, and implement, a Positive Behavior Intervention and Support Program (PBIS) to reward positive attendance.
Person responsible for monitoring outcome:	Jose Rosario (jose.rosario@polk-fl.net)
Evidence-based Strategy:	- Communicate attendance expectations at student orientation. - Form an attendance team/committee. (meet quarterly) - Track positive attendance and recognizing students by celebrating their success. - Intervene early and creating a more positive school culture.
Rationale for Evidence-based Strategy:	Monitor early warning systems (Track student attendance and tardiest)
Action Steps to Implement	

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Base on last years data as indicate by student academic secondary and dual enrollment post-secondary progress a need was identified for implementation of an early warning system.
Measurable Outcome:	1- Student academic secondary graduation rate. 2- Dual-enrollment post-secondary programs completion rate. 3- Student program related placement.
Monitoring:	1- Review student progress bi-weekly. 2- Utilize data to identify students that exhibit early warning indicators. 3- Increase teacher awareness of students that exhibit early warning indicators.
Person responsible for monitoring outcome:	Jose Rosario (jose.rosario@polk-fl.net)
Evidence-based Strategy:	Strategies Implemented for this area of focus will consist of; increase student academic secondary graduation rate, increase dual-enrollment post-secondary programs completion rate, and increase student program related placement.
Rationale for Evidence-based Strategy:	Base on last years data as indicate by student academic secondary and dual enrollment post-secondary progress a need was identified for implementation of an early warning system.

Action Steps to Implement

1- Increase student academic secondary graduation rate.
2- Increase dual-enrollment post-secondary programs completion rate.
3- Increase student program related placement.

Person Responsible	Jose Rosario (jose.rosario@polk-fl.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Ensure that students with disabilities are afforded adequate access to accommodations as stated in their IEP. Such as; extended time and individualized instruction as needed, referral to local agencies (Vocational Rehab) as needed.
Measurable Outcome:	1- Reduce student with disabilities dropout rate. 2- Increase students with disabilities graduation rate. 3- Increase dual-enrollment post-secondary programs completion. 4- Increase job opportunities-placement.
Monitoring:	1- Increase teacher awareness to insure that all students are afforded adequate access to accommodations. 2- Monitor students progress by attendance monitoring, students performance, and students achievement. 3- Monitor collaboration with ESE instructor as it relates with students with disabilities.
Person responsible for monitoring outcome:	Jose Rosario (jose.rosario@polk-fl.net)
Evidence-based Strategy:	1- Monitor students attendance on a weekly basis. 2- Ongoing planning and monitoring of student's needs. 3- Monitor students achievement as evidence by quarterly progress reports.
Rationale for Evidence-based Strategy:	1- Monitor Early Warning Systems (Track student's attendance and Tardiest). 2- Connect with at-risk students. 3- Involve parents.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No areas of concern. Our secondary academy students are enrolled as postsecondary students with the Technical College. Discipline issues are minimum.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Ridge Technical Academy strives to provide a positive school culture and environment as it relates to a secondary, post-secondary dual enrollment environment. The academy maintains a comprehensive process for the student, program, and institutional outcomes. This continuous monitoring of student performance consists of the achievement of student competencies, program completion, and job placement.

A systematic plan is in place and utilized for measuring the success and effectiveness and to identify and quantify any disparities or gaps in the performance of job training, program completion, and job placement. This process ensures the academy provides a positive school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders play a key role in the academy's positive culture and environment. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. Stakeholders include:
- Local business and industry representative members of the School Advisory Committee
- Local business and industry representative members of Technical College Programs Advisory Committees
- Local area Chambers of Commerce
- Local area Service Community Organizations include: Workforce Development Board, CareerSource Polk, Florida Farmworkers, and our Accreditation Agency: Commission on Occupation Education (COE)

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Student Attandance	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00