

Clay County Schools

Ridgeview High School



2021-22 Schoolwide Improvement Plan

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Ridgeview High School

466 MADISON AVE, Orange Park, FL 32065

<http://rhs.oneclay.net>

Demographics

Principal: Becky Murphy

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: B (60%) 2017-18: B (59%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Clay 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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Ridgeview High School

466 MADISON AVE, Orange Park, FL 32065

<http://rhs.oneclay.net>

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)
High School PK, 9-12	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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 Ridgeview High School is to develop lifelong learners who meet the global demands of 21st century skills through a challenging educational program which embraces diversity and unity, instills integrity and character, and promotes Respect, Honor and Scholarship.

Provide the school's vision statement.

Preparing ALL Students for Success in A Global Economy

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
Murphy, Becky	Principal	Principal Becky Murphy serves as the facilitator of the School-Based MTSS Leadership Team and provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, manages the school budget, manages school communications, conducts teacher evaluations, and consistent classroom walkthrough leads planning for school-wide systems of interventions and professional development. Shared decision-making is facilitated through the PLC process, teams of teachers work collaboratively in cycles of inquiry to ensure district learning. The principal ensures that all staff complies with the district-wide school site standards.
Creel, Lydia	Assistant Principal	Assistant Principals will assist the Principal with duties as needed which includes but is not limited to participating in data collection and analysis, delivering Tier 1 interventions, school-wide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, is grade level appropriate and rigorous, through frequent classroom walkthroughs and providing timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities working collaboratively with teachers and monitoring designated departmental data in order to increase student achievement.
Staefe, Kevin	Assistant Principal	Assistant Principals will assist the Principal with duties as needed which includes but is not limited to participating in data collection and analysis, delivering Tier 1 interventions, school-wide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, is grade level appropriate and rigorous, through frequent classroom walkthroughs and providing timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities working collaboratively with teachers and monitoring designated departmental data in order to increase student achievement.
Williams, Kelly	Assistant Principal	Assistant Principals will assist the Principal with duties as needed which includes but is not limited to participating in data collection and analysis, delivering Tier 1 interventions, school-wide discipline plans, and helping ensure adequate professional development to support MTSS implementation. Assistant Principals will also ensure that instruction is aligned with standards, is grade level appropriate and rigorous, through frequent classroom walkthroughs and providing timely feedback to teachers. RHS instructional leaders will also attend Professional Learning Communities working collaboratively with teachers and monitoring designated departmental data in order to increase student achievement.
Barker, Bryson	Dean	Dean will assist the Principal and Assistant Principals with duties as needed which include but are not limited to participating in data collections and analysis, delivering Tier 1 interventions, and school-wide discipline plans. RHS dean will also serve as a mentor to an identified group of students based on data.

Demographic Information

Principal start date

Monday 7/1/2019, Becky Murphy

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.*

5

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.*

10

Total number of teacher positions allocated to the school

116

Total number of students enrolled at the school

1,770

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

28

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

18

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	445	483	463	390	1781
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	46	54	29	175
One or more suspensions	0	0	0	0	0	0	0	0	0	13	14	4	4	35
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	40	60	37	41	178
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	23	45	43	0	111
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	3	5	0	0	8

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

Tuesday 10/12/2021

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	440	481	392	391	1704
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	59	49	52	42	202
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	2	7	60	19	88
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	

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	0	440	481	392	391	1704
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	0	0	0	9
One or more suspensions	0	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	0	
Course failure in Math	0	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	59	49	52	42	202
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	2	7	60	19	88
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	
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				64%	60%	56%	60%	57%	56%
ELA Learning Gains				55%	52%	51%	55%	53%	53%
ELA Lowest 25th Percentile				35%	39%	42%	37%	43%	44%
Math Achievement				55%	55%	51%	52%	55%	51%
Math Learning Gains				40%	46%	48%	39%	46%	48%
Math Lowest 25th Percentile				33%	38%	45%	31%	36%	45%
Science Achievement				77%	73%	68%	88%	92%	67%
Social Studies Achievement				80%	81%	73%	81%	79%	71%

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
09	2021					
	2019	65%	61%	4%	55%	10%
Cohort Comparison						
10	2021					
	2019	61%	57%	4%	53%	8%
Cohort Comparison		-65%				

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
2021					
2019	78%	72%	6%	67%	11%
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	80%	80%	0%	70%	10%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	46%	65%	-19%	61%	-15%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	64%	-7%	57%	0%

Grade Level Data Review - Progress Monitoring Assessments

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

The school will use the provided table to input the number and percent proficient on 2021-2022 school-based progress monitoring data by grade level, testing timeline, non-ethnicity ESSA subgroup(s), and applicable FSA and EOC tested subject areas.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			57%
	Economically Disadvantaged			51%
	Students With Disabilities			22%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			ALG [280/38%] GEO [122/67%]
	Economically Disadvantaged			ALG [127/33%] GEO [50/60%]
	Students With Disabilities			ALG [50/30%] GEO [11/56%]
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			183/88%
	Economically Disadvantaged			67/85%
	Students With Disabilities			11/64%
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			49%
	Economically Disadvantaged			38%
	Students With Disabilities			12%
	English Language Learners			0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			ALG [197/25%] GEO [123/41%]
	Economically Disadvantaged			ALG [79/22%] GEO [48/31%]
	Students With Disabilities			ALG [43/7%] GEO [0]
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			221/55%
	Economically Disadvantaged			88/51%
	Students With Disabilities			45/31%
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			ALG [31/10%] GEO [86/21%]
	Economically Disadvantaged			ALG [13/0%] GEO [30/20%]
	Students With Disabilities			ALG [16/0%] GEO [30/10%]
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			11/55%
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			281/71%
	Economically Disadvantaged			94/63%
	Students With Disabilities			41/46%
	English Language Learners			10/20%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			15/73%
	Economically Disadvantaged			0
	Students With Disabilities			0
	English Language Learners			0

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
SWD	31	34	14	39	31	21	39	60		92	26
ELL	21	55	57	24	41	50	31	42		100	62
ASN	74	67					67	70		94	82
BLK	47	44	26	42	33	30	67	69		98	48
HSP	48	49	31	24	20	29	59	69		98	61

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
MUL	57	49	25	47	37		69	78		100	89
WHT	56	50	32	45	32	33	70	73		95	66
FRL	48	45	28	38	32	30	65	69		96	57
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	40	44	33	48	42	27	53	67		94	33
ELL	33	53	36	45						90	
ASN	68	59		73	50		90	100		100	92
BLK	54	48	18	49	38	33	74	78		100	64
HSP	65	59	48	59	35	36	77	74		96	69
MUL	71	76		64	26		90	82		96	59
WHT	66	54	34	55	42	30	76	80		94	68
FRL	53	47	29	52	39	40	70	78		94	57
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	40	40	22	50	43	32	68	56		68	22
ELL	25	47	40	44	50						
ASN	81	84		76	29		100	100		100	78
BLK	49	47	29	37	41	37	75	67		85	41
HSP	57	48	24	51	36	29	92	72		90	54
MUL	67	57		45	29		92	100		92	18
WHT	62	57	41	55	40	28	88	86		90	64
FRL	52	49	35	47	41	34	80	74		83	42

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	609
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	61
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	55
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

Overall, our ELA achievement was 54% which was a decrease from the previous year by 10 percentage points. Both 9th grade ELA and 10th grade ELA decreased in their achievement levels. ELA learning gains for the bottom quartile decreased for all subgroups. Our math achievement also decreased from 55% to 41% from 2019, but we had a 1% increase in Math learning gains for the bottom quartile students. Our Social Studies scores also decreased in performance from 80% to 72%, and our Science achievement decreased from 77% to 67% from 2019.

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

Overall, the data component showing the greatest need for performance with our math achievement levels. With only 41% of our students scoring proficient and with little learning gains across Algebra and Geometry, our focus will be on increasing our math achievement levels.

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

COVID quarantines as well as the number of students completing their learning from our online platform resulted in a significant decrease in our math scores. There are also several additional contributing factors to the proficiency math levels of our lower quartile students. The junior high schools in our district have increased math acceleration opportunities for students at the 7th and 8th-grade level, and more students are taking both the Algebra and Geometry EOC in their 7th and 8th-grade years. This results in a significant decrease of proficient students entering our high school Algebra classes. We also have had a high teacher turnover in our math department, and our newer teachers need more instructional support.

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

Unfortunately, the only improvement we had this year was increasing by one percentage point in our graduation rate.

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

We have monthly meetings with our school counselors, career coach, and administration where we work to target our students who are behind in credits, GPA, or have not passed their state assessments. That is the factor that led to our increase in the graduation rate.

Due to the pandemic last year, the district offered various options for education. Students were given the option of attending brick and mortar, One Clay Online, Florida Virtual School, or a hybrid of some brick and mortar and some virtual classes. This, unfortunately, resulted in a decrease in attendance at the brick and mortar schools which we believe led to a decrease in overall achievement. With this online option being eliminated we foresee that student performance will increase.

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

We will look at an analysis of the test item specifications and the frequently asked questions. From there we will assess our students to find where they are proficient and where there are opportunities for growth and address both of these. There will be constant review and reteaching based on student monitoring assessments. Teachers will work in grade-level PLCs where their focus will be using data to drive instruction, including small group remediation.

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.

During the summer several of our teachers went to the training on the state test item specifications. Our county has also developed a teacher leadership program to develop stronger PLCs so teachers can learn to collaborate better and examine student and teacher work to help improve student achievement. We have also had and will continue to invite the district curriculum specialists to meet with our teachers and administrators during PLC's to provide additional support and to ensure that we are intentionally targeting the aspect of rigor and conceptual understanding called for by the standards being.

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

We will continue to work with our district curriculum specialists as we use progress monitoring to drive our instruction. We will use student success team meetings to identify students who are struggling with their academics earlier in order to provide research-based remediation.

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to ELA

Area of Focus	The performance level of our lowest 25 percentile was 31%. ELA PLC groups and Intensive Reading will be focusing on FSA scores and strands to identify comprehension trends so that we can have the most impact for the majority of the lower quartile students.
Description and Rationale:	
Measurable Outcome:	Ridgeview High School will improve the percentage of students making learning gains in reading from 31% to 36%, as measured by Grade 9/10 ELA Florida Standards Assessments.
Monitoring:	Progress monitoring will occur with the baseline, midyear, end-of-year district assessments, as well as Lexia and Achieve 3000. Every nine weeks the ELA and Reading PLCs will review the data and create plans for implementation.
Person responsible for monitoring outcome:	Becky Murphy (becky.murphy@myoneclay.net)
Evidence-based Strategy:	ELA and Reading teachers will use Achieve 3000 to progress monitor throughout the year. Collaborate within PLC teams to create common formative assessments and analyze data in order to guide instruction. Provide students with writing practice aligned to the rigor of the assessment and develop ways to systemically intervene when formative assessment shows students are not mastering standards.
Rationale for Evidence-based Strategy:	These strategies will increase engagement, rigor, grade-level appropriate instruction, and academic ownership.

Action Steps to Implement

1. Reading and ELA teachers will receive Achieve 3000 training on close reading
2. Administration will meet with each PLC for data chats to review assessments and provide feedback
3. Using Achieve 3000 to increase student achievement in identifying key ideas, details, and integration of knowledge and ideas.
4. Writing in every class, every day.

Person Responsible Becky Murphy (becky.murphy@myoneclay.net)

#2. Instructional Practice specifically relating to Math

Area of Focus	The performance of our lowest 25 percentile was 32%. Math PLC groups will be focusing on FSA scores and strands to identify comprehension trends so that we can have the most impact for the majority of the lower quartile students.
Description and Rationale:	
Measurable Outcome:	Ridgeview High School will improve the percentage of students making learning gains in math from 32% to 37%, as measured by the Algebra EOC.
Monitoring:	Progress monitoring will occur with the baseline, midyear, and end-of-year district assessments. Additionally, we are using IXL math diagnostic which will provide a pathway to remediate foundational skills for Algebra, Geometry, Liberal Arts Math, and students who need a concordant score. The benefit of using IXL includes monitoring learning gains in real-time and the ability to target student remediation needs. We have also embedded ACT and SAT practice into Math for college readiness to further support college readiness.
Person responsible for monitoring outcome:	Lydia Creel (lydia.creel@myoneclay.net)
Evidence-based Strategy:	We have placed level 1 and 2 students taking Algebra in blocked sections to give twice the time to learn the content. Math students who are level 2, but passed the Algebra course are taking Liberal Arts Math to work on algebra deficiencies before retesting in December. The second semester will focus on Geometry skills to prepare.
Rationale for Evidence-based Strategy:	These strategies will increase engagement, rigor, grade-level appropriate instruction, and academic ownership.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Teachers meeting individually with students for data tracking on testing benchmarks 2. Incorporate small group rotation in all classes 	
Person Responsible	Becky Murphy (becky.murphy@myoneclay.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: Improve student and faculty connectedness while specifically addressing and implementing character traits aligned with the 7 Mindsets curriculum to improve the climate of positivity and acceptance at RHS.

Measurable Outcome: Improve faculty/staff and student connectedness; relationship building. Increase acceptance and empathy among students. Encourage students to self-reflect on their character strengths and focus on developing a growth mindset. Provide students opportunities to discuss and practice positive mindsets and traits to improve their overall success.

1. By September 3, 2021, 100% of our classrooms will have school-wide expectation RISE posters posted as measured by a formal PBIS walk-through.
2. By September 12, 2021, 94% of teachers will have taught all of the school-wide expectations and behavior lesson plans as measured by their participation in Google classroom.
3. Every quarter, we will work toward a 1% decrease in the number of Office Discipline Referrals
4. By the end of the reward system timeline, 85% of staff will have provided a reinforcement to at least 10 different students as measured by the use and award of our Positive Panther RISE cards.

Monitoring: PBIS collects data via Synergy Discipline Reports, student and staff surveys, and tracks participation rates of positive rewards for both academic progress and appropriate behaviors. Walk through forms provide us with a snapshot of what these positive acknowledgements look like and the number of times this best practice is observed in classrooms.

Person responsible for monitoring outcome: Becky Murphy (becky.murphy@myoneclay.net)

Evidence-based Strategy: Incorporating the 7 Mindsets curriculum and the Positive Panther Council school-wide initiatives that promote Social and Emotional Learning and relationship building.

Rationale for Evidence-based Strategy: Initiating the mindsets training and the Positive Panther Project will help student's social and emotional competencies which will, in turn, lead to lowered discipline issues, fewer suspensions, and an increase in goal setting which should impact student performance as well.

Action Steps to Implement

1. Monthly school-wide activity that aligns with 7 Mindsets
2. Support of Administration to utilize 10 - 15/month during faculty meetings to conduct a lesson/activity
3. Support of Administration/teachers to embed lessons through 9th grade and 10th-grade classrooms.
4. Promoting positivity throughout the school via the Positive Panther Project.

Person Responsible Becky Murphy (becky.murphy@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

When compared to all high schools statewide, Ridgeview ranks #239 out of 505 which puts us in the moderate category. For violent incidents, we rank low, #150. For property incidents and drug/public order incidents we rank high, #343 and #319 respectively. Our total reported suspensions for the 2019-2020 school year were high compared to the statewide average. With 246 suspensions, we ranked #332 in the state and #3 in the county.

Prevention Strategies include:

- 1. Teaching Appropriate Behaviors through PBIS lessons, delivered at the beginning of the year, as we return for Semester 2, and monthly. These lessons include a focus on our #WeRiseTogether expectations that foster Responsibility, Integrity, Spirit, and Excellence in our students and staff interactions.**
- 2. Incentives and acknowledgements that recognize and reward appropriate behaviors and academic progress (Reinforcement).**
- 3. Building a sense of community through positive social interactions, actively teaching how to avoid power struggles with de-escalation strategies, behavior contracts, and mentoring (Dean and School Counseling Groups).**

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.

Four hundred and forty-three (443) freshmen are enrolled at RHS for the 2021- 2022 school year. Freshmen parental involvement will improve during the course of this year as measured by attendance at the freshmen orientation parent meeting and the parent/curriculum night sponsored by guidance.

We have established PBIS subcommittees to work on developing strategies that build positive school culture. The main focus of our Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Ridgeview High School. While many faculty and students may have suppositions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

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

RHS provides student counseling through a variety of means. Our guidance department meets with our students on a one-on-one basis, in group settings, and in small group settings at various times throughout the year. In addition, our guidance department has incorporated the Positive Panther Project, which is a school-wide initiative meeting on the first Wednesday of every month. This project incorporates the 7 Mindsets lessons with an overall goal of creating a sense of connectedness and enhancing Social and Emotional Learning skills for all learners. What is more, each counselor has an open-door policy for their students to visit if needed. RHS provides students access to a behavioral counselor through the local mental health agency with parent consent needed after the first visit. RHS provides students of military members another resource to connect with other students who understand the trials of being a military dependent through another licensed counselor. Along with all faculty members, mentoring is provided by the National Honor Society and Beta Club members. Mentoring is also provided by Take Stock in Children for students identifies in 8th grade as at risk for graduation/college attendance. Faculty are trained every year on Suicide Prevention and indicators. RHS has various clubs, organizations, and events that students are encouraged to participate in to connect with peers. RHS has a zero-tolerance policy on any type of bullying and advertises this policy to all stakeholders. Teachers, counselors, and administrators have an open door policy and are available to all students when needed.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00