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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: 8/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (45%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Ridge Community High School

500 ORCHID DR, Davenport, FL 33837

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Ridge 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 and relevant curriculum. Our students will acquire knowledge and skills that contribute to high levels of achievement in school and beyond. Our goal is to expand our students' horizons through a variety of social, cultural, and educational activities.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Clark, Angela	Principal	Oversee overall operations of the school.
Robinson, Amanda	Assistant Principal	Primary oversight is English/Reading/ESE and ESOL
Lewis, Gregory	Assistant Principal	Primary oversights are Discipline/Science and Social Studies
Hackett, Joshua	Assistant Principal	Primary oversight is facilities/Attendance and Math
Johnson, Karen	Assistant Principal	Oversee CTE/Dual Enrollment/Fine Arts and curriculum development
Soto-Huertas, Gladymar	Administrative Support	
Holliday, Felicia	Dropout Prevention Coordinator	
Morgan, Andrew	Dean	
Santiago, Joseph	Dean	
Smith, Franklin	Other	

Demographic Information

Principal start date

Friday 8/14/2020, Angela Clark

Number of teachers with a 2022 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 2022 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.*

11

Total number of teacher positions allocated to the school

143

Total number of students enrolled at the school

2,500

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

19

Identify the number of instructional staff who joined the school during the 2022-23 school year.

19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	543	617	512	747	2419
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	119	156	140	253	668
One or more suspensions	0	0	0	0	0	0	0	0	0	122	116	62	79	379
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	71	168	0	0	239
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	168	214	9	1	392
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	77	52	32	208	369

Using the table above, complete the table below with the number of students by current grade level who have 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	245	309	240	278	1072

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	6	6	16	31

Date this data was collected or last updated

Tuesday 6/28/2022

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	511	638	553	781	2483
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	128	123	173	522
One or more suspensions	0	0	0	0	0	0	0	0	0	3	4	1	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	49	90	50	147	336
Course failure in Math	0	0	0	0	0	0	0	0	0	25	87	48	65	225
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	137	257	188	238	820
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	130	169	104	144	547
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	376	314	284	0	974

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	82	154	103	161	500

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	36	51	42	7	136
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	12	17	11	47

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	511	638	553	781	2483
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	128	123	173	522
One or more suspensions	0	0	0	0	0	0	0	0	0	3	4	1	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	49	90	50	147	336
Course failure in Math	0	0	0	0	0	0	0	0	0	25	87	48	65	225
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	137	257	188	238	820
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	130	169	104	144	547
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	376	314	284	0	974

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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	36	51	42	7	136
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	12	17	11	47

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	41%	51%				40%	47%	56%
ELA Learning Gains	49%						38%	46%	51%
ELA Lowest 25th Percentile	42%						28%	37%	42%
Math Achievement	22%	35%	38%				34%	43%	51%
Math Learning Gains	36%						41%	45%	48%
Math Lowest 25th Percentile	44%						35%	44%	45%
Science Achievement	57%	26%	40%				57%	58%	68%
Social Studies Achievement	57%	39%	48%				53%	61%	73%

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

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
2022					
2019	53%	54%	-1%	67%	-14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	57%	-8%	70%	-21%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	50%	-27%	61%	-38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	53%	-13%	57%	-17%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	34	35	13	33	44	30	36		85	4
ELL	16	38	35	11	34	52	31	19		87	25
ASN	55	64								85	73
BLK	38	46	37	19	27	13	54	49		92	28
HSP	38	50	43	21	39	55	56	54		88	30
MUL										91	20
WHT	42	52	44	30	38	40	61	75		91	39
FRL	34	47	43	20	35	44	52	54		88	28
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	13	25	24	15	21	26	30	36		92	3
ELL	10	23	24	9	20	25	32	24		93	20
ASN	69	45								100	73
BLK	29	35	29	5	7	13	36	45		90	19
HSP	29	32	26	11	14	21	45	49		90	28
MUL	36	42								94	44
WHT	49	47	41	22	17	17	63	66		83	40
FRL	31	33	25	10	11	19	45	44		86	21
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
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%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Although we had gains this year, we have been stagnant on our achievement levels or declining over the past 4 years that school grade data has been collected. We have seen drops in ELA achievement and Math Achievement with slight gains in Science. We also see that our subgroups of students in our ESE, ELL and Black and African American populations need additional support and intervention.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on historical data we believe that our greatest area of need will continue to be in ELA. If we focus on ELA and reading strategies across curriculum we will not only see gains in ELA but that will also have an impact on our Science, US History, and math scores as well. Additionally, the 2022 data indicated that we also have an area of need in our mathematics achievement and learning gains, based on the progress monitoring from the 2022 school year, these areas continue to indicate a high need of intervention.

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

Over the past several years the time for professional development diminished or was not implemented and we also had a high rate of turnover in teaching personnel. There was also a lack of accountability and communication of what the expectations are for school growth that need to be implemented within the classrooms. There needs to be a clear action plan that is effectively communicated to the teachers and students in terms of classroom expectations and educational goals for the school. We also need to address the factors listed above.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We showed improvement in all areas of the school grade components. Our largest increase was in learning gains in math.

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

The factors that contributed to this growth was effective PLC planning and communication as well as data analysis within the PLC.

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

The strategies that need to be implemented in order to accelerate learning are ESE and ELL strategies. We need to focus on high yield strategies across the curriculum. We also need to build relationships with our students in order to work to make our curriculum relevant to their lives and their goals. We intended to work on initiatives schoolwide without regards to subject-area.

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.

We are going to provide monthly professional development sessions that will take place during the school day during teachers planning periods. They will be conducted the first Thursday of every month and the teachers will have an action plan that they will need to provide documentation of implementation in order to receive in-service points towards recertification. The professional development sessions will be provided by teachers for teachers and we will also utilize district personnel to assist as needed.

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

We are also implementing an instructional leadership team made up of teachers from every department area to provide feedback and questions to administration to hopefully improve communication on a large campus. We will also be implementing a campus PBIS system to hopefully assist with better classroom management. We have also added two additional New Teacher Ambassadors to hopefully work to better serve our new teachers.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although we had an increase in this area for 2022, our trend data indicates that we have observed a decline in our ELA achievement scores and learning gains over the past 4 years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase our ELA achievement by 9 points. We understand that we will not have ELA learning gains due to the change in assessment's move to progress monitoring.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will look Progress Monitoring results form PM1 & PM2 during of the school year as well as other formative assessments to evaluate our progress towards our goals. Common assessments will be used to check for standard mastery.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We are going to provide professional development on research-based high-yield strategies to be used by all departments.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

With so many of our teachers struggling to get students to read providing them strategies that break down the process seemed logical. A large number of our teachers are not education majors so providing them with graphic organizers and training that they can use with their students would be extremely beneficial.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review data to identify greatest area of deficiency.

Person Responsible

Angela Clark (angela.clark01@polk-fl.net)

Determine the strategy that will yield the greatest return upon implementation. For example: Science and Social Studies working with Intensive Reading to coordinate reading passages ESE and ELL Strategies.

Person Responsible

Danielle Babers (danielle.babers@polk-fl.net)

Provide professional development sessions to the teachers to implement in the classroom.

Person Responsible

Angela Clark (angela.clark01@polk-fl.net)

Use data from progress monitoring and weekly formative assessments to monitor success in the classroom. Make adjustments to the plan and action steps as needed.

Person Responsible

Danielle Babers (danielle.babers@polk-fl.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our 2022 data indicated gains in Math achievement as well as Math learning gains. However, the previous year these areas experienced significant declines. Our scores are not above the "average" score of our trend data.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We would like to see a gain of a total of 33 points distributed in the math areas: overall achievement, learning gains and learning gains by our lowest 25%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

We will be reviewing common assessments weekly and then analyzing the data provided by those assessments to make instructional adjustments.

Person responsible for monitoring outcome:

Joshua Hackett (joshua.hackett@polk-fl.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

We will train teachers on high yield mathematics strategies to be used in their classrooms.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We have teachers with varied levels of experience in our math department so consistency in instructional delivery is needed.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In the absence of a math coach, a collaborative effort between a dean, department chair, and assistant principal will be used to create common assessments based on the areas of greatest need.

Person Responsible

Angela Clark (angela.clark01@polk-fl.net)

We will also provide modeling and coaching to teachers in need in the math department.

Person Responsible

Joseph Santiago (joseph.santiago@polk-fl.net)

We will also ensure that the lessons being delivered are aligned to the standards that need to be addressed.

Person Responsible

Angela Clark (angela.clark01@polk-fl.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In looking at our school data we identified that our ESE,ELL and Black/African American subgroups needed additional supports implemented to generate improvement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase the level proficiency for the identified subgroups as well as their learning gains on the EOC, FSA, and Access for ELL exams. Improvement in these areas will also increase the graduation rate among these students.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will regularly monitor the achievements and growth of these subgroups through STAR data as well as data from the formative quarterly assessments for Math, Biology, US History and Env. Science as well as teacher created common assessments.

Person responsible for monitoring outcome:

Franklin Smith (franklin.smith@polk-fl.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We will provide professional development on ESE and ELL classroom strategies which will be very consistent with the reading strategies that we are implementing across curriculum. We will also conduct sensitivity trainings through our professional development plan and train all staff so that classroom teachers can have more information on their ESE students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

With so many resources at a teacher's disposal between FOCUS, Performance matters, and more, it is easy to feel overwhelmed and not sure of where to get your information. Intentional and specific training will provide information of how to identify and then support the students who need it most in our classrooms. After identifying the need, action plans can be developed for interventions.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify the platforms and database for staff training. Using the platforms, teachers will identify the students who require interventions.

Person Responsible Angela Clark (angela.clark01@polk-fl.net)

Staff will recommend/identify students who have needs beyond the classroom. Staff will work to obtain resources to support the physical, socio-economic needs through Community Partnerships.

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

Students who require additional academic interventions will be able to receive additional support and tutoring.

Person Responsible Francesca Littleman (francesca.littleman@polk--fl.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Ridge Community High School is making great strides in building a positive school culture. We continue to implement new initiatives to build on positive school culture. We will continue to improved our campus wide PBIS structure for classroom management. A teacher discipline flowchart has been developed and will be introduced to the staff during pre planning week to explain typical classroom management strategies that should be implemented in every classroom campus wide. We are also creating several committees for students and staff to serve together for a more unified voice. These committees will address multiple topics from Technology to Closet and Food Pantry. Hopefully participation in committees will foster communication and collaboration between students and faculty. We are also looking to improve communication. On a large campus communication can prove to be a difficult task. We need to better promote our school app along with social media to promote the positive happenings on our campus. We need to also provide a source of feedback for our parents and community members in which we serve.

We need to increase awareness and participation from our parents. We are going to continue to hold our SAC meeting virtually as well as in person and have a plan in place to actively recruit parents to join. Lastly we want to recognize and reward student achievement consistently. So through PBIS as well as our "Culture Committee" we will identify and create rewards for our students to motivate them towards success. We have also made several improvements to the look of our campus as well for the upcoming school year to promote pride and ownership of the great school that we have and the expectations we hold for our student body. Banners and signage have been purchased to promote our academic initiatives as well as promoting school spirit.

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

Everyone involved in and around the school is responsible for promoting a positive culture and environment. We will have teacher, students, and parents participating in the survey of our culture and ways in which it could improve.

Teachers will serve on committees with students to discuss ways in which we could improve school culture and pride.

We will raise participation in our SAC committee by actively recruiting parents to participate. Tables will be set up at home sporting events to recruit parents to participate.

We will begin a clothes closet and food pantry for our students and community that will be staffed by our teachers to provide support for the families that we serve.

We will also have a teacher support committee led by our New Teacher Ambassadors serving all teachers to hopefully assist with serving a high need clientele in an uncertain world.