

Polk County Public Schools

Ridge Community High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	25

Ridge Community High School

500 ORCHID DR, Davenport, FL 33837

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Clark, Angela	Principal	Oversee overall operations of the school; collaborate to establish an environment that is conducive to learning and provides for the safety and well-being of the student body and staff
Johnson, Karen	Assistant Principal	Oversee CTE/Dual Enrollment/Fine Arts and curriculum development; provide data analysis and interpretation for the leadership team, school staff, and community stakeholders; collaborate to establish an environment that is conducive to learning and provides for the safety and well-being of the student body and staff
Robinson, Amanda	Assistant Principal	Oversee high needs students (including ESE and ESOL) and curriculum development; collaborate to establish an environment that is conducive to learning and provides for the safety and well-being of the student body and staff
Lewis, Gregory	Assistant Principal	Oversee discipline and content areas of Science and Social Studies; collaborate to establish an environment that is conducive to learning and provides for the safety and well-being of the student body and staff
Hackett, Joshua	Assistant Principal	Oversee and address issues with attendance; collaborate to establish an environment that is conducive to learning and provides for the safety and well-being of the student body and staff
Babers, Danielle	Reading Coach	Support ELA and reading
Smith, Franklin	Other	Behavior Interventionist; track data for high needs students; monitor behavior plans and the subsequent implementations for success
Santiago, Joseph	Dean	assist in the maintaining of a safe environment for learning; track discipline data on students
Smith, Brittany	Administrative Support	oversee response to data and curriculum support
Santiago, Alexander	Math Coach	Oversee math teachers to include curriculum and data tracking
Patel, Chirag	Teacher, K-12	Math Department Chair; work as a liaison between the Instructional Leadership Team and the math department; provide input and feedback as needed
Randazzo, Joseph	Teacher, K-12	English Department Chair; work as a liaison between the Instructional Leadership Team and the English department; provide input and feedback as needed

Name	Position Title	Job Duties and Responsibilities
Holt, Phillip	Teacher, K-12	Music Teacher; work as a liaison between the Instructional Leadership Team and the fine arts department; provide input and feedback as needed
Morgan, Andrew	Dean	dean of students; assist in the maintaining of a safe environment for learning; track discipline data on students
Holliday, Felicia	Other	Student Success Coach; oversee strategies and implementations for at-risk students
Ittleman, Francesca	Teacher, K-12	Biology Teacher; work as a liaison between the Instructional Leadership Team and the science department; provide input and feedback as needed
Keefer, Kaitlyn	Teacher, Career/ Technical	Early Childhood Education Teacher; work as a liaison between the Instructional Leadership Team and the CTE department; provide input and feedback as needed
Workman, Lamarius	Teacher, Career/ Technical	JROTC Senior Instructor; work as a liaison between the Instructional Leadership Team and the JROTC & Leadership department; provide input and feedback as needed
Smith, Johelene	Assistant Principal	Oversee Math and provide support in curriculum development and implementation of interventions; collaborate to establish an environment that is conducive to learning and provides for the safety and well-being of the student body and staff

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders were invited to attend a meeting to review the SIP, collected data points, and discuss the goals for the upcoming year. The information that was gathered was used in the development of the goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP goals and progress towards meeting the goals will be monitored quarterly for adjustments as warranted by data collected during the period. Revisions will be made as necessary after the review.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	668
One or more suspensions	0	0	0	0	0	0	0	0	0	379
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	239
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	392
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	369

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Students with two or more indicators	0	0	0	0	0	0	0	0	0	1072
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The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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Students retained two or more times	0	0	0	0	0	0	0	0	0	31
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Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
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The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Students with two or more indicators	0	0	0	0	0	0	0	0	0	
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The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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Students retained two or more times	0	0	0	0	0	0	0	0	0	
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II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	38	50	38	41	51	33		
ELA Learning Gains				49			35		
ELA Lowest 25th Percentile				42			28		
Math Achievement*	20	24	38	22	35	38	12		
Math Learning Gains				36			13		
Math Lowest 25th Percentile				44			19		
Science Achievement*	52	50	64	57	26	40	47		
Social Studies Achievement*	49	50	66	57	39	48	52		
Middle School Acceleration					41	44			
Graduation Rate	80	84	89	90	52	61	89		
College and Career Acceleration	36	54	65	32	55	67	31		
ELP Progress	50	40	45	48			36		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	34	Yes	4	
AMI				
ASN	53			
BLK	41			
HSP	45			
MUL	44			
PAC				
WHT	53			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	36	Yes	3	
AMI				
ASN	69			
BLK	38	Yes	2	
HSP	48			
MUL	56			
PAC				
WHT	51			
FRL	44			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			20			52	49		80	36	50
SWD	14			15			24	26		11	7	54
ELL	19			13			32	29		33	7	50
AMI												
ASN	53										1	
BLK	26			18			49	46		30	6	
HSP	34			20			52	49		34	7	47
MUL	42			29							3	
PAC												
WHT	41			27			59	56		47	6	
FRL	31			19			50	46		36	7	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	38	49	42	22	36	44	57	57		90	32	48
SWD	15	34	35	13	33	44	30	36		85	4	29
ELL	16	38	35	11	34	52	31	19		87	25	48
AMI												
ASN	55	64								85	73	
BLK	38	46	37	19	27	13	54	49		92	28	20
HSP	38	50	43	21	39	55	56	54		88	30	51
MUL										91	20	
PAC												
WHT	42	52	44	30	38	40	61	75		91	39	
FRL	34	47	43	20	35	44	52	54		88	28	42

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	35	28	12	13	19	47	52		89	31	36
SWD	13	25	24	15	21	26	30	36		92	3	30
ELL	10	23	24	9	20	25	32	24		93	20	36
AMI												
ASN	69	45								100	73	
BLK	29	35	29	5	7	13	36	45		90	19	42
HSP	29	32	26	11	14	21	45	49		90	28	35
MUL	36	42								94	44	
PAC												
WHT	49	47	41	22	17	17	63	66		83	40	
FRL	31	33	25	10	11	19	45	44		86	21	36

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	34%	40%	-6%	50%	-16%
09	2023 - Spring	31%	39%	-8%	48%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	37%	-19%	50%	-32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	37%	-11%	48%	-22%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	50%	0%	63%	-13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	49%	-2%	63%	-16%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Although learning gains were not part of assessment data due to the changes in testing, we continue to be stagnant or declining on our achievement levels. We have seen drops in ELA achievement and no gain in Math Achievement. This year also saw declines in Biology and US History. We also see that our subgroups of students in our ESE, ELL and Black and African American populations need additional support and intervention.

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

The greatest decline from the prior year achievement was in the subject of US History which decreased 10 points. Attributing factors include ELA achievement levels since this test is heavy in content reading.

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

The greatest gap compared to the state average is in Geometry achievement. Factors that contribute to this gap include teacher turnover, vacancies, and unplanned teacher leave of absences. The 2023 school year was impacted the greatest in instructional delivery by those unforeseen absences. The next highest gaps occur in ELA achievement and Algebra achievement which again were impacted by the teacher shortage.

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

The area with improvement was Acceleration Success showing a slight improvement of 4 points. We were able to provide more opportunities for testing for students over prior year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest concern is in the absences of both students and teachers. Additionally, the consistent number of students who fall below grade level in the achievement.

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

Our highest priorities for school improvement are in the achievement levels for: ELA, Math, Biology, and US History with an intentional focus on learning gains.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data collected during SBI walks and Instructional Reviews indicate the need for a focus on the fidelity in the implementation of the Learning Arc Construction Framework.

Measurable Outcome:

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

By the end of the first semester, the percent positive for each area will increase from the the baseline data collected during the 2022-2023 school year. The data collected during the 2022-2023 school indicated a growth in the implementation of the Standards Focus Boards (73.33%) and in Instructional Delivery (80%). The area of greatest need is the Appropriate use of Formative and Summative Assessments.

Monitoring:

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

The outcome will be monitored through reviewing the data from weekly walks as reviewed during the leadership team meetings.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented is the strategic implementation of use of the Standards-Based Instructional tool to collect data on the components of the Learning Arc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This will increase the opportunities for equivalent experiences for students that reflect the high stakes testing and mastery of standards based instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create plan for scheduled SBI walks and review

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

By When: 8/11/2023

Review and reflect on data from SBI walks

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

By When: Ongoing

Adjust the planning of topics and professional development to address the of areas of weakness of the Learning Arc steps as identified by the data collected

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

By When: ongoing

Identify classrooms that have ESE, ELL, and black males for monitoring the implementation of the learning arc.

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

By When: September 2023

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our historical school data indicates that our ESE, ELL, and Black/African American subgroups need 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.

By the end of the school year, the level of proficiency for the identified subgroups as well as their learning gains on all tested exams will increase by 5 percentage points. Improvement in these areas will also impact the graduation rate of these students.

Monitoring:

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

Student progress will be monitored through quarterly assessments, common assessments, Response To Data results (pre, mid, and post cycle), PM1, and PM2.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on data collected, targeted students will be selected for inclusion in interventions such as RTD, tutoring, and boot camps. Students identified as ESE, ELL, and black males will be recommended for interventions specific to their areas of deficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing the data collection tools, i.e., FOCUS, Performance Matters, etc., intentional and specific training will provide information of how to identify and support the students who need it most in the classrooms. After identifying the need, action plans can be developed for interventions.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 level of intervention required to demonstrate learning gains or achievement level for all students while ensuring the ESSA subgroups of ESE, ELL, and black males are included.

Person Responsible: Karen Johnson (karen.johnson@polk-fl.net)

By When: End of Semester 1

Implement interventions for each level of need through Response to Data, tutoring, and boot camps.

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

By When: January 2024

Monitor student performance through data collection during each cycle of intervention.

Person Responsible: Karen Johnson (karen.johnson@polk-fl.net)

By When: Ongoing during Quarter 3

Create and implement of 65-day plan for intensified interventions prior to Spring assessments

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

By When: January-April 2024

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school has experienced a high number of teachers leaving the profession to take employment in the private sector. At the end of the 2022-2023 school year, we had over 35 vacancies to fill--which includes new positions received due to student population growth. This impacts all areas of the school in both staff morale and student achievement.

Measurable Outcome:

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

By the end of the 2023-2024 school year, the number of staff retained will be 90% (180).

Monitoring:

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

This area of focus will be monitored through job postings on RHS and the Intent to Return forms collected at the end of the school year.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

By creating positive work environment that values the input of all staff and recognizing the efforts of the staff, overall job performance and satisfaction will improve. Offering an opportunity to identify concerns and open dialogue among staff will increase the ownership of the decisions made for the improvement of the school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Recognition and acknowledgement of a job well done provides motivation and job satisfaction which in turn will impact student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Distribute a culture survey to all staff at midyear and end of the school year.

Person Responsible: Karen Johnson (karen.johnson@polk-fl.net)

By When: August 2023

Develop a monthly recognition for staff reinforcing positive actions.

Person Responsible: Gregory Lewis (gregory.lewis@polk-fl.net)

By When: ongoing

Review data for vacancies and staff attendance to make decisions on staffing, interventions, and high needs areas to determine effectiveness of strategies to encourage staff retention.

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

By When: ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

- Complete the Comprehensive Needs Assessment
- Utilize Data Com to support CNA
- Meet with stakeholders to identify the areas of improvement
- Set goals based on feedback
- Attend Summer Leadership Academy to learn of district initiatives
- Identify Action Steps to achieve goals
- Receive feedback from Regional and Office of School Transformation
- Make adjustments throughout the school year as needed based on data

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

- School webpage = <https://ridgecommunityhigh.polkschoolsfl.com/titleone/>
- PEN Notebook located in front office
- Schoolology resources
- Parent/Family/Community Input Meetings
- Title I Annual Meeting

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building Capacity Events: Mission Transition, School Showcase, JROTC Parent Night, Open House, FAFSA Night, Acceleration Night

Professional Development for Staff

School webpage = <https://ridgecommunityhigh.polkschoolsfl.com/titleone/>

Annual meeting

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Academic Coaches--Math, Literacy, and Instructional

Student Success Coaches

Behavior Interventionist

Tutoring

Response to Data

Professional Development for Staff

Dual Enrollment course offerings

Partnership with Polk State College

Satellite campus for Polk State College

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Mental Health First Aid Training for all staff

Individual counseling

Group counseling

School consultations

School psychologist on site

Collaboration with Social Workers, Peace River, local hospitals

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Dual enrollment during the school day

Career academies

Partnership with Ridge Technical College

Building Capacity activities--School Showcase, college visits, etc.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PBIS
 RTI
 MTSS
 Behavior interventionist
 Student Success Coaches
 Mental Health Counselors
 School Counselors
 Deans

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

PLCs to improve instruction and data
 Data Com
 RTD
 CBA for Title I
 PCPS Recruitment Program

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes