

Florida Department of Education
PROGRESS REPORTS
November 11th, January 27th, and April 28th

School Name & District:

Date:

Principal:

RHS

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	Describe for each section below what progress the school has made toward accomplishing its school improvement goals. Provide data or other evidence to support the progress to date, including the extent and effect of implementation of strategies identified in the SIP. Upon the retirement of Mr. Ronnie Wilkes, RHS had a shift in positions. Mr. John Westmoreland became the Vice Principal and Mr. Robert Feltner became the Assistant Principal. The entire team holds Master's Degrees and Instructional Leadership training through Clay District Schools. Most recently, collegial conversations relating to school climate and data-driven decision making have been facilitated at the Schultz Center in Jacksonville, FL. Literacy training and teacher performance training have been an integral part of the Administrative focus.
QUALIFIED, HIGH QUALITY TEACHERS	Ridgeview's faculty consists of 125 full-time teachers of which 10 are Nationally Board Certified Teachers. The Level of Education attained by the faculty is as follows: Bachelor's Degree: 88 Master's Degrees: 36 Education Specialist Degree: 1 There are 22 new teachers at Ridgeview High School for the 2005 ~ 2006 school year. All are highly qualified or in a qualification program to attain their Florida State certification. (Please see below for Mentoring Programs)
SCHOOL MATCH	Not Applicable
TEACHER MENTORING	New Teachers are paired with either a veteran teacher or a Nationally Board Certified teacher, and in some cases, both. The Peer Teacher is responsible for assisting, mentoring, monitoring, evaluating and consulting with the new teacher. Tracking and review of all required portfolio material is an integral part of these programs.

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<p>SCHOOL WIDE IMPROVEMENT MODEL</p>	<p>Many programs and efforts have been implemented this year to refocus all participants' goals on achieving the highest grades from our student population. RHS started the year with a "Formula 409" (in recognition of our 2005 FCAT score) social, dinner, presentation, and Guidance Department opportunity for Level I/II students. Many families were in attendance and this effort set up a basis for better communication during the school year. A stronger Enrichment/Cross Curricular program is in place to emphasize FCAT skills through the school year. Math, English, Science and Social Sciences were the focus of two of the NINE week periods with Foreign Language, Music and various other programs making up the 3rd period. Additional reviews of Level I/II students' progress by Guidance Counselors have been instituted. The "Panther Parents" program was modified from a sport based program to one that aligned mentors with Level I/II students. This additional focus and interest has generated enthusiasm throughout the campus to achieve an even higher score for 2006 FCAT results.</p>
<p>EXTENDED LEARNING OPPORTUNITIES</p>	<p>The National Honor Society (NHS) has offered after school tutoring since the 3rd week of this school year. This learning opportunity is coordinated with Mrs. Stanilonis, a Guidance Counselor and members of the NHS who have volunteered for this program. Approximately 20 to 40 students are taking advantage of this offering Monday through Thursday. RHS has also instituted a "7th" period, a half credit program on Critical Thinking Skills taught by Dr. Lynn Owen which is an all-purpose elective to assist students in increasing GPA averages, making up credits and improving FCAT test taking skills. There are currently approximately 25 students in this program, which meets on Monday, Tuesday, Thursday and Friday.</p>
<p>READING {Evidence of progress in Reading}</p>	<p>Reading teachers teach the reading skills/benchmarks and then give a skills' exit exam. If students do not demonstrate mastery at 85% or higher, then they are re-taught the skills and retested. This cycle continues until mastery is demonstrated and then the student is allowed to move on to the next skill. Students also complete an FCAT diagnostic test at the beginning of the year to illustrate where they are performing on each of the reading benchmarks. They are given a similar test again at the semester break to check their progress on these skills. Overall performance is analyzed and weaknesses determined to more stringently focus on those skills. The actual FCAT in Feb/March is the final formal test.</p>

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MATHEMATICS {Evidence of progress in Mathematics}	The Mathematics teachers are utilizing the following activities in their classrooms to provide evidence of progress: FCAT Activities for bell work; Pre-testing and post-testing in all subjects; Critical thinking activities: Reading graphs; Comparing news articles to their level of knowledge; Enrichment Activities; Discovery and Hands on Activities; Standardized Chapter Test and Exams; Class and Research projects.
WRITING {Evidence of progress in Writing}	“Writing in the Content Area” is being used in many classes throughout RHS in the form of Journal keeping. Clay Writes is administered in August and November and grades are compared to previous FCAT grades. Strengths and weaknesses are analyzed and areas of concern are focused on. A video of how to analyze essays is shown to build the ability to “self-grade” as students progress through a written exercise. Strong emphasis is placed on a pre-writing plan using the Graphic Organizer.
SCIENCE {Evidence of progress in Science}	The Science teachers are utilizing the following activities in their classrooms to provide evidence of progress: FCAT Activities for bell work; Pre-testing and post-testing in all subjects; Critical thinking activities: Reading graphs; Comparing science related newspaper articles to their level of knowledge; Enrichment Activities Laboratory Write Ups; Experiments and Hands on Activities; Standardized Chapter Test and Exams; Class Projects, Science Fair participation and Research projects.
REVISIONS OR UPDATES	Minor administrative updates and revisions are made throughout the school year. No additional programs or staff modifications have taken place.