East Ridge Middle School

2014-15 School Improvement Plan

East Ridge Middle School

13201 EXCALIBUR RD, Clermont, FL 34711

http://lake.k12.fl.us/erm

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	50%

Alternative/ESE Center	Charter School	Minority
No	No	49%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Partnering closely with the community we serve, our mission at East Ridge Middle School is to intentionally motivate, inspire, and educate students in an environment that values individualized learning. We will strive to provide a positive, safe, and resource-filled learning experience that will encourage life-long learning and thoughtful citizenship in a modern, global society.
However, we have narrowed our mission statement to highlight three words; intentionally educate students.

Provide the school's vision statement

Pursuing Perfection for Global Success!
Our Beliefs:
Student learning is our school's chief priority, and the commitment to continuous improvement is imperative for our school to produce confident, self-directed, life-long learners.
Parents, community, teachers, and administrators share the responsibility for producing responsible, trustworthy, productive, respectful citizens.
Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
A positive school environment, that enhances mutual respect among students and staff, is essential for fostering healthy self-esteem and integrity.
A safe and physically comfortable environment promotes student learning.
Curriculum and instructional practices should incorporate activities that promote critical thinking and decision-making as essential skills.
A variety of instructional approaches and methods should be presented to support and facilitate learning in a meaningful context.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At East Ridge Middle School, we believe that all students should have an adult on campus to whom they can always go. Typically, this is the student's advisory. They are with their advisor at the end of every day. During advisory time, the students are engaged in getting to know you activities, cultural awareness, relationship building and organizational skills opportunities.
During our Career Research and Decision-Making course, every student will build their skills in anti-bullying techniques, learning styles, self-awareness, and team-building.

Describe how the school creates an environment where students feel safe and respected before, during and after school

East Ridge Middle's priority is to ensure student safety by creating a safe and comfortable learning enviornment. Safety policies and procedures are clearly oulined for teachers and students and a variety of different drills are conducted on a regular basis throughout the school year. Protocols are in place to help ensure student safety, that include bullying protocols. In addition, students are made aware of resources available at school including guidance counselors, the school Deputy, grade level administrators and counseling services.
Positive Behavior Support is implemented capus-wide and encourages students to be polite and respectful on a daily basis as an East Ridge Middle Spartan. Discipline policies and procedures are

also in place school-wide to help maintain a positive learning environment for all students throughout the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

East Ridge Middle School has a Positive Behavior Support (PBS) system in place school-wide with the mission to create a school environment that promotes strong Spartan Pride among students, faculty and staff through effective use of a Positive Behavioral Support system. The goal of PBS is to minimize lost instructional time and to minimize behavioral incidents on an individual as well as, campus-wide scale. As such, the administrative and PBS team have developed a multi-faceted approach to teaching positive behavior. PBS at East Ridge Middle includes a small number of clear expectations: Be Prompt; Be Prepared; Be Polite; Be Productive; and Be Proud. All students are taught the expectations, teachers implement and model the appropriate behavior, individual students are recognized for demonstrating positive behaviors throughout the school day and emergency and dangerous situation procedures are in place. Data is collected and tracked every four weeks and shared with faculty at least once every nine weeks.

East Ridge Middle School implements an agenda comment system for all students on campus. Agenda comments along with student expectations, are clearly outlined for parents and students in their agendas and this helps minimize loss of instructional time. Teachers maintain an agenda comment tracking log, that is collected by administration every nine weeks to ensure the system is being implemented with fidelity. ? ?

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

East Ridge Middle School has a guidance department with one guidance counselor per grade level. We provide counseling through guidance as well as referrals to counseling outside of school, mentoring, check in check out invterventions, MTSS, and ESE services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our early warning system, available on one of our data storing warehouses (DecisionEd), includes the indicators below as well as others we can filter for as needed. In addition to the minimum requirements, we add tardies, early check outs, and homeless as areas we regularly check.

The principal pulls an EWS report bi-weekly and shares it with each administrator. These reports are sorted by teacher and school. The grade-level administrator then shares the report with their teachers at their grade level.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	0	0	
One or more suspensions	7	2	9
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	1	1	2
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	4	1	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our MTSS (Multi-Tiered System of Support) is designed to assist all students. However, students with two or more indicators on the EWS are targeted to receive additional support and attention to include, data chats, homework assistance at lunch, and a credit recovery probram for students who failed one course so that they can make it up on-line during the school day and still stay with their cohort.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

To increase the parental involvement by making our families aware of volunteer opportunities within the school and attain a minimum of three volunteer hours per enrolled student.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The principal is a member of a very active South Lake Chamber of commerce and one assistant principa is a member of the educational committee for the chamber.
We are business partners with BJs, Walmart at King's Ridge, and hold many spirit nights at local restaurants.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McDaniel, Charles	Principal
Slack, Catherine	Assistant Principal
Hauff, Stephanie	Assistant Principal
Sidoruk, Jamie	Assistant Principal
Kleinschnitz, Theresa	Teacher, ESE
Griner, Kim	Instructional Coach
Lott, Erica	Instructional Coach
Nichols, Christy	Teacher, K-12
Anderson, Karen	Teacher, K-12
Weissman, Lynnea	Teacher, K-12
Wolfe, Brittany	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Assistant Principals attend each meeting and monitor the problem solving process during each of the meetings and serve as a resource for scheduling and strategic purposes. They also monitor the completion of all of the student services paperwork. Through classroom walk-throughs, they monitor the implementation of the interventions to insure fidelity.
The guidance counselor brings all the important information to each meeting and gathers the resources needed to make decisions. The counselor creates the agenda and runs the meetings. They also serve as a liaison for the problem solving team between RtI meetings when questions about interventions or data collection arise.
The teacher's role is to bring first-hand account of the student's problem areas, outcomes of the on-going interventions and ideas and suggestions that facilitate the problem solving process.
The support staff (psychologist, ESE School Specialist) will bring their expertise when called upon to discuss students that may be in or be considered for tier 3.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The function of the Leadership Team is to remain abreast of current district MTSS procedures and processes; incorporate those processes into school-based procedures; facilitate monthly MTSS meetings to identify and implement action plans to address academic and behavioral concerns of students; and to articulate with elementary and high feeder schools to ensure sustainability of Tier 2 and 3 supports.

Since every student in middle school starts out in Tier 1, the first indicators of unsuccessful students are usually noticed by the teachers. They meet at least weekly in teams to discuss any student showing indicators that may lead to further review. Minutes of the meeting are sent to the principal who reads them and puts them in a share folder for archiving. In addition, each member of the leadership team has access to the Early Warning System data that can highlight students that may not be immediately noticeable as a Tier 2 candidate. Once suspected, any member of the team can complete the MTSS form and collect the data necessary to indicate a possible need for additional support. It is the teachers' responsibility to collect and document the data needed to move forward. The school-based MTSS Leadership Team meets with each grade level at least one day per month to discuss student concerns. The guidance counselors facilitate the meetings with the grade level assistant principal. Documented concerns and supporting data are reviewed to determine at which tier academic and/or behavioral issues should be addressed. All facets of each meeting are documented electronically. Problem hypothesis for all MTSS tier 2 and tier 3 students are developed and documented by the MTSS team and progress monitoring by the teachers is brought back to the next MTSS meeting for further discussion. If a student progresses to tier 3 the ESE department becomes directly involved in the MTSS process.

Parents are notified with MTSS summaries that are reviewed at follow-up meetings with guidance counselors when new support plans are implemented and/or updated. Throughout the month the counselors coordinate with the administration, team leaders, department heads and the Literacy Leadership Team for continual monitoring of all tier 2 and tier 3 students

Next, we are holding morning math and Language Arts/Writing tutoring sessions from 8:00-9:00 two days a week. One of our math teachers will be working with level 1 and 2 students until testing while a language arts teacher will be working with the level 1 and 2 students in reading and writing. Furthermore, we will be offering students an opportunity to catch up on one class via a virtual program held on our campus using E2020. In this way, students can move up to the next level with their cohort while making up a missed class.

Finally, we will be offering a summer school program for grade forgiveness using Edgenuuity. With all this additional help and extended hours, we know that our students will have the best opportunities to continue to succeed and be "College and Career" ready.

The following personnel will be needed for each program:
o Morning Tutoring: two to four teachers based on the students who sign up
o AVID Tutors: 3 per period (they may be the same tutors all day)
o Summer School: 1 teacher to oversee the program (set up, daily monitoring, and overseeing the testing) 25 hours
o The only extra materials we will need are the licenses for the Edgenuity program for summer school program.
o Transportation will be provided by the parents.

We will be able to measure the results by the data collected from benchmark testing, FCAT results, Florida Assessment and the success rate from Edgenuity.

In addition, Title 1 money is used to arrange for early-morning tutoring for homeless students. This program runs approximately 6 weeks with tutoring two days a week.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ardena Lewis	Parent
Charles McDaniel	Principal
Lisa O'Neil	Business/Community
Indra Persad	Parent
Frances Rodriguez	Teacher
Michele Sheldon	Parent
Nadine Titus-Grant	Parent
Lynnea Weissman	Teacher
Brian Zollweg	Parent
Felix Cabrera	Education Support Employee
Emily Figureroa	Education Support Employee
Nadia Kooma	Parent
Kim Griner	Teacher
Andrea Thompson	Teacher
Kevin Adkisson	Parent
Stephanie Reynders	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the July SAC meeting, the data from last years school improvement plan was presented to the SAC with an explanation of the results of each goal.
While last year's plan was well-created and thoughtful, it was felt that there were too many goals listed to be able to concentrate on what was most important, Reading, Writing, Math.
This year's goals will be more streamlined to allow everyone to focus on the new Florida State Standards and the EOCs that will given for each course.

Development of this school improvement plan

Each school employee on the SAC has a major role in developing the goals, strategies, and problem solving for the SIP. Following the review of data with the SAC that includes test data and survey results, thoughts and ideas are brought forth as Problem Solving/Decision-Making is used to brainstorm a direction. Once the SIP is in draft form, it is brought back to the SAC for tentative approval and modification, if needed.

Preparation of the school's annual budget and plan

The annual budget and plan is outlined by the principal and bookkeeper in late July and presented to the SAC in early August. However, much of the funds that come from Supplemental Academic Instruction (SAI) dollars are not known until mid-August. The plan for these funds will be brought before the SAC at the earliest meeting in September.
At the September meeting, the budget (including the SAI $) is once again presented to the SAC for their input and information. If there are concerns, they are expressed and worked through at this meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We have no funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Wolfe, Brittany	Teacher, K-12
Griner, Kim	Instructional Coach
Powell, Jayme	Teacher, K-12
Dean, Sherry	Teacher, K-12
Weissman, Lynnea	Teacher, K-12
Nichols, Christy	Teacher, K-12
Richard, Annemarie	Teacher, K-12
Clark, Melody	Teacher, K-12
Montgomery, Anne	Teacher, K-12
Dorn, Krystal	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

For the 2014-15 school year, the LLT will be actively involved in providing support for our students by modeling strategies for the teachers to help with instruction.
The LLT will also support the Scripps National Spelling Bee by organizing and hosting the school-wide spelling bee.
The LLT will support the Superintendent's Reading Challenge here at ERM.
The LLT will write bi-monthly articles for the ERM newsletter to inform students, parents, and the community of reading strategies to use at home and at school.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

ERMS is piloting a program for Innovative Professional Development in conjunction with the Gates Foundation to create more collaborative time for teachers. By using the Blended Learning Model as allowed by FSS #1003.499 in the core classes, we were able to create a PLUS team of teachers who will pull out students from the core classes 2 days a month allowing six teachers (by department) to hold up to 18 full days of collaborative planning during the year.
Using the Literacy Design Collaborative (LDC) (Marilyn Crawford), the teachers will learn to unpact the

Florida Standards, create mini tasks, macro tasks, assignments, and common assessments while conducting Lesson Studies of the mini tasks they created together.

By doing this, our teachers will have an incredible advantage of understanding the depth of knowledge that each standard will require so that ALL of our students are better prepared for the Florida Standards Assessment and ultimately better prepared for a Career, College, and 21st Century Skills.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Use Soft-Search software to find the most qualified applicants --Bookkeeper/Principal
2. Use appropriate screener questions and interview questions-- Administrative Interviewer
3. Make reference calls to previous principals (directors) -- Administrator/Bookkeeper
4. Assign mentors -- Dr. Slack, AP
5. Use appropriate coaching techniques-- All Administrators
6. Create an Innovative Professional Development system where new teachers can learn the standards and be better prepared to teach students more quickly.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each teacher new to the district is assigned a mentor who will meet with them weekly. Initial certification teachers will also have District coaches meet with them periodically as needed to insure that they understand the curriculum, district and school processes and procedures.

This year, we have 12 new teachers to ERMS: Their mentor is a member of their curriculum department and is listed in parentheses

George Patages, ELA (Greg Siergiej)
Cynthia Vangas, ELA (Jenay Freeman)
Matt Gould, Math (Karen Anderson)
Chrissy Hardy, Math (Cheryl Manganiello)
Taylor Arsenault, Math (Sonya Moskel)
Chandler Levit, Science (Lynnea Weissman)
Mark Rondeau, Math (Karen Anderson)
Cathy Friedrich, ELA (Brittany Wolfe)
Sean Ellingham, Soc. Studies (Heather Tomlin)
Eric Cathers, Tech Ed. (Emily VanWey-Schell)
Cathy Spanier, ASD (Theresa Kleinschnitz)
Fawn Leavy, EBD (Cathy McTigue)
Neftali Rodriguez (Christy Nichols)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Math and ELA teachers were sent to a district training that outlined the new Florida State Standards in detail, emphasizing the difference from previous standards and explaining the rigor of the new. Recurring standards outlined in the ELA standards, with an emphasis on writing, will be embedded across all subject areas.

Teachers will enhance and differentiate instructional strategies in an effort to engage students in the rigorous curriculum based on the standards, goals, and initiatives for each department.

Teachers will have more opportunities for professional collaboration since they will now meet twice monthly for the entire day. Entire departments will meet once per semseter to plan vertically. Additionally, professional development opportunites have been created monthly for interdisciplinary planning.

A Florida Standards Teacher was hired to assist the school community in providing stimulating, scientific research-based educational activities aligned to the new standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Benchmark test results along with Penda Learning reports help determine areas of weakness so that teachers may provide supplement material/assistance for targeted students

Using the benchmark test results,teachers are able to create learning centers based on ability personally assisting those that are struggling while challenging the high-achievers.

Assessment data allows us to put programs in place such as our intensive reading double block or 1 period. We implement learning strategies classes, ESE grade level core classes, support facilitation and co-teach services to meet the diverse needs of students/students having difficulty.

As instructional leaders, administration complete walkthroughs on a regular basis and provide teachers with feedback/data chats allowing them to see what areas of instruction within the classroom are growth areas as well as strengths.

Teachers/students tracking student progress allows teachers to appropriately differentiate instruction to meet the needs of all students based on their scale score in relation to the learning goal.

PBS/Agenda comment data allows us to look at implementing a variety of strategies to ensure the maximum amount of instructional time is provided for students on a daily basis.

Data used to determine student understanding and mastery of a skill is gathered in a number of ways in the classroom. Pretests, Quizzes, Tests, personal student rating with scale scores given both verbally and written are the most common. Teachers provide small group instruction (where our blending learning and BYOT will make this easier!), homogeneous groups so the teacher can easily differentiate assignments and spend more time with the groups where all students are lower, or heterogeneous groups so the students can take on leadership roles and model their understanding for the lower students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 3,600

We have morning tutoring two days a week from 8:00am until 9:00. Any student in need can attend ELA or Math tutoring.

Strategy Rationale

By offering tutoring twice a week, the students will be able to keep up with the rest of their classmates.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sidoruk, Jamie, sidorukj@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The tutors keep track of each of the students by using the LBAs for a pre-assessment as well as a post assessment. In addition, grades in the subject are used to determine growth.

Strategy: Summer Program

Minutes added to school year: 0

Students use Edgenuity as a credit-recovery program to make up one core class during the summer

Strategy Rationale

Students who stay with their cohorts are more likely to graduate than those that do not.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Powell, Jayme, powellj@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Number of students who successfully complete the program and earn a core credit during the summer

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

NA

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our Teacher/Advisors meet with each student in their advisory to discuss their grades and future. We have a CAPE academy for Business where students can be industry certified when they leave 8th grade. In addition, we use AVID school-wide to promote college and career readiness.
Also, our students complete a Personal Education Plan (PEP) during career planning.
In addition to the above, we have created a Career Research and Decision-Making course taught by our PLUS team throughout the year. This curriculum will include, but not be limited to, Research Methodology, Writing, Learning Styles, Self-Awareness, Anti-Bullying, Digital Citizenry, and WICOR Strategies (AVID), and Public Speaking.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

We have one industry-certified course of study in Business that will have the students certified by the time they are promoted from 8th grade.
We are a National Demonstration School for AVID (Advancement Via Individualized Determination), a system that prepares students to be college-ready by helping them become and stay organized and by bringing in college students as tutors and guest speakers to encourage them to think ahead. Our technology class incorporates math along with robotic technology for a number of careers.
Our 8th graders take part in a career planning component as a unit in their U.S. History class.
In addition, all students 6-8, take part in a college and career planning activity created by our AVID teachers, and create a portfolio that will follow them from grade to grade. At the end of their 8th grade year, the portfolio is given to the student to take to high school.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We have the AVID system that has proven successful in preparing students for postsecondary education. In addition, we are using Springboard (r) and AVID strategies campus-wide to help prepare students to be College and Career Ready.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

This year, we have become a Bring Your Own Technology school. As such, we are encouraging students to use their technology for research and appropriate collaboration. In this way, the students will be better prepared to use their technology at the high school level and beyond.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

Strategic Goals Summary

G1. To increase the use of technology during classroom instruction.

G2. 74% of students in grades 6-8 will score at proficiency or above in Writing as evidenced by performance on the 2015 Florida Standards Assessment.

G3. In grades 6-8, 75% of the students will score at proficiency or above on the 2015 Florida Standards Assessment in Reading.

G4. 54% of students with disabilities in grades 6-8 will score on grade level or above on the 2015 Florida Standards Assessment in reading.

G5. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2014-15 school year.

G6. 99 percent or more of Algebra 1 and Algebra 1 Honors students will pass the 2015 Algebra 1 EOC exam.

G7. 85% of the Students in Civics will pass the end of course exam.

G8. 79% or more of students in grades 6-8 will score at proficiency or above in Mathematics as evidenced by performance on 2015 Florida Standards Assessment.

G9. Substantiated incidents of bullying will be reduced by 30% as determined by data collected from Student Information System (Skyward) for the 2014-2015 school year.

G10. 57% of students with disabilities in grades 6-8 will score at proficiency or above on the 2015 Florida Standards Assessment in math.

G11. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase the use of technology during classroom instruction. `1a`

🔍 G048489

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- The Bring Your Own Device Program. Personalized Learning. Plus Time Planning. Training on Blended Learning Best Practices.

Targeted Barriers to Achieving the Goal `3`

- Not all teachers have the most up to date technology.

- Teachers need time to plan lessons that infuse technology in a Blended Learning Classroom.

Plan to Monitor Progress Toward G1. `8`

Throughout the year, we will examine student work samples, school/district assessment data, teacher lesson plans and survey feedback from our stakeholder groups regarding the implementation of the BYOD program.

Person Responsible

Charles McDaniel

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

School and district assessments, student work samples, stakeholder feedback, lesson plans.

G2. 74% of students in grades 6-8 will score at proficiency or above in Writing as evidenced by performance on the 2015 Florida Standards Assessment. `1a`

🔍 G040807

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Students will be givien additional assistance in writing techniques, WICOR strategies, PLUS Team and Innovative Professional Development for teachers

Targeted Barriers to Achieving the Goal `3`

- Students not receiving enough relevant writing practice across the curriculum.

Plan to Monitor Progress Toward G2. `8`

Student work samples will be collected and analyzed

Person Responsible

Kim Griner

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student work samples

G3. In grades 6-8, 75% of the students will score at proficiency or above on the 2015 Florida Standards Assessment in Reading. `1a`

G039091

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal `2`

- Provide hands-on learning, blended learning, lesson plans, PLUS Team support

Targeted Barriers to Achieving the Goal `3`

- Students are not experiencing text complexity resulting in lack of language skills and higher vocabulary

Plan to Monitor Progress Toward G3. `8`

Student grades, assessments

Person Responsible

Charles McDaniel

Schedule

On 6/4/2015

Evidence of Completion

School data from teachers, state assessment data

G4. 54% of students with disabilities in grades 6-8 will score on grade level or above on the 2015 Florida Standards Assessment in reading. `1a`

🔑 G038874

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	54.0

Resources Available to Support the Goal `2`

- Intensive reading classes, learning strategies, support facilitation, literacy coach, Florida Standards coach, Language Arts teachers, Achieve 3000, co-teach classrooms, and MetaMetrics.

Targeted Barriers to Achieving the Goal `3`

- Students time on task and engaged in research-based instruction

Plan to Monitor Progress Toward G4. `8`

Student data collection

Person Responsible

Theresa Kleinschnitz

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

FAIR, Achieve 3000, class scores, assessent scores

G5. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2014-15 school year. `1a`

🔑 G035663

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	

Resources Available to Support the Goal `2`

- School disicpline plan, agenda comments, Positive Behavior Support, advisory, LEAPS lessons, PLUS Team

Targeted Barriers to Achieving the Goal `3`

- New teachers to Lake County and/or East Ridge Middle School may be unfamiliar with PBS and/or agenda comments.

Plan to Monitor Progress Toward G5. `8`

Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards.

Person Responsible

Stephanie Hauff

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards. The number of suspensions (in and out of school) should decrease by ten percent.

G6. 99 percent or more of Algebra 1 and Algebra 1 Honors students will pass the 2015 Algebra 1 EOC exam. `1a`

🔍 G035664

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	99.0

Resources Available to Support the Goal `2`

- PENDA, Algebra EOC Practice utilizing Algebra Nation, AVID, Springboard Program
-

Targeted Barriers to Achieving the Goal `3`

- Barriers include increased complexity and rigor and well as abstract nature of algebraic concepts.

Plan to Monitor Progress Toward G6. `8`

PENDA Usage Reports

Person Responsible
Charles McDaniel

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Student Progress Reports

G7. 85% of the Students in Civics will pass the end of course exam. `1a`

🔍 G035667

Targets Supported `1b`

Indicator	Annual Target
	85.0

Resources Available to Support the Goal `2`
- County-created benchmark tests

Targeted Barriers to Achieving the Goal `3`
- Civics teachers are working with a curriculum that they only have one year experience teaching.

Plan to Monitor Progress Toward G7. `8`

Monitor and discuss implementation of resources shared at PLC

Person Responsible
Christy Nichols

Schedule
Biweekly, from 9/5/2014 to 6/4/2015

Evidence of Completion
PLC minutes and sign in sheets

G8. 79% or more of students in grades 6-8 will score at proficiency or above in Mathematics as evidenced by performance on 2015 Florida Standards Assessment. `1a`

🔍 G035671

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	79.0

Resources Available to Support the Goal `2`
- AVID, PENDA, mathematical practice rigor rubric, Mathematics Flip Book, FCAT Explorer

Targeted Barriers to Achieving the Goal `3`
- Transition to Florida Standards curriculum.

Plan to Monitor Progress Toward G8. `8`

Review class grades, lesson plans, LBAs, FCIMs, and EWS data

Person Responsible
Jamie Sidoruk

Schedule
Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion
Lesson plans, FCIM mini-assessments, EWS data and grades on eSembler

G9. Substantiated incidents of bullying will be reduced by 30% as determined by data collected from Student Information System (Skyward) for the 2014-2015 school year. 1a

G035674

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	30.0

Resources Available to Support the Goal 2

- Plus Team teachers will be using thier instrucitonal time to teach students about bullying on campus. They will utilize socratic seminars, quick writes, technology, and think, pair, share techniques in thier lesson planning. This school -wide plan will be implemented to help reduce the occurrences of bullying-type incidents and provide a systematic method for reporting of incidents. Also, students can use the "Speak Out" hotline to anonymously report incidents of bullying.

Targeted Barriers to Achieving the Goal 3

- Students do not know what behaviors constitute bullying and both the students and teachers need tools to handle bullying situations, whether they are the victim, witness, or adult.

Plan to Monitor Progress Toward G9. 8

Incidents of substantiated bullying through discipline referrals and guidance referrals. Also, data from Positive Behavior Support will be disaggregated.

Person Responsible
Stephanie Hauff

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
A 30% decrease in the number of occurrences of substantiated bullying as per data from AS400. Also, increased signatures of PBS BINGO cards will demonstrate implementation of the lesson/ curriculum.

G10. 57% of students with disabilities in grades 6-8 will score at proficiency or above on the 2015 Florida Standards Assessment in math. `1a`

`G035677`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - SWD	57.0

Resources Available to Support the Goal `2`

- PENDA Learning, ESE intensive math classes as needed, intensive math, support facilitation, inclusion, consultation, Learning Strategies class as needed, math tutoring twice a week before school, math advisories, and MobiMath.

Targeted Barriers to Achieving the Goal `3`

- Students may have limited access to technology outside of school

- Students have difficulty with organization

Plan to Monitor Progress Toward G10. `8`

Progress monitoring to ensure fidelity, data collection, IEP goal monitoring through benchmarks, report cards, progress reports

Person Responsible

Theresa Kleinschnitz

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Florida Standards Assessment Scores, mini-assessments, iep checks, report cards

G11. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0. `1a`

🔍 G035678

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0

Resources Available to Support the Goal `2`

- All students will have the opportunity to participate in at least one lab per week in science classes 6 – 8th grade.

- All students will complete at least 10 hours of Penda per grading period.

- Science teachers will engage in 14 hours of PLC/staff development per month.

- Science teachers will embed writing into tests, homework, and labs.

- Science teachers will scaffold with thinking maps, CRISS strategies, and hands on activities for ELL and ESE students.

- Science teachers will use AVID strategies and the Interactive Notebook.

Targeted Barriers to Achieving the Goal `3`

- Students are unable to complete inquiry based activities due to no internet access.

- Students lack writing skills to complete labs and homework

- Not all science teachers are AVID trained

Plan to Monitor Progress Toward G11. `8`

Will look for evidence of collaboration on lab based activities.

Person Responsible
Charles McDaniel

Schedule
Biweekly, from 9/5/2014 to 6/4/2015

Evidence of Completion
PLC meeting minutes, PD360 Records, Lab write ups, Mini LBAs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase the use of technology during classroom instruction. `1`

🔑 G048489

G1.B1 Not all teachers have the most up to date technology. `2`

🔑 B120955

G1.B1.S1 Initiate and sustain a Bring Your Own Device Program at East Ridge Middle School. `4`

🔑 S132889

Strategy Rationale

All students will have access to technology in the classroom for participation in Blended Learning instruction

Action Step 1 `5`

Develop, implement and monitor a Bring Your Own Device Program at East Ridge Middle School. East Ridge Middle School's BYOD Program will also be monitored and connected through the Positive Behavior Support Plan (PBS).

Person Responsible

Jamie Sidoruk

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans, project-based lessons, Blended Learning lessons, personalized learning lessons, Plus Time/PLC meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Bring Your Own Technology Program for East Ridge Middle School

Person Responsible

Charles McDaniel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Parent/Teacher surveys, Lesson Plans, Plus Planning Meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

A Bring Your Own Technology Program at East Ridge Middle School

Person Responsible

Charles McDaniel

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Parent/Teacher Surveys, Student Surveys.

G1.B2 Teachers need time to plan lessons that infuse technology in a Blended Learning Classroom. 2

B121195

G1.B2.S1 Create a master schedule that allows teachers more time to collaborate and plan rigorous lessons that infuse technology in the classroom. 4

S133171

Strategy Rationale

Teachers will plan rigorous and relevant lessons that are blended with technology to maximize student success in the classroom.

Action Step 1 5

Implement a Blended Learning Model of Instruction in all core areas of curriculum.

Person Responsible

Charles McDaniel

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Master Schedule, Lesson Plans, Project Based Lessons, Personalized Learning Lessons, Plus Time Planning.

Action Step 2 5

Create a master schedule that allows more time for teacher planning.

Person Responsible

Catherine Slack

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher Planning Schedule, IPD Training Schedule. Lesson Plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Blended Learning is taking place in the classrooms

Person Responsible

Charles McDaniel

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Informal Walkthrough Data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Teacher Planning Time

Person Responsible

Catherine Slack

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, IPD Planning Schedule, Teacher Planning Schedule.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Blended Learning strategies in the classroom

Person Responsible

Charles McDaniel

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Parent Surveys, Teacher Surveys.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Teacher Planning Time

Person Responsible

Catherine Slack

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, IPD Agenda Minutes, Planning Schedule.

G2. 74% of students in grades 6-8 will score at proficiency or above in Writing as evidenced by performance on the 2015 Florida Standards Assessment. `1`

🔍 G040807

G2.B1 Students not receiving enough relevant writing practice across the curriculum. `2`

🔍 B098844

G2.B1.S1 Students will receive instruction on how to provide supporting details relevant to the assessment `4`

🔍 S110537

Strategy Rationale

By learning how to provide supporting details, each student should be able to write at a more rigorous level.

Action Step 1 `5`

Through PLCs, IPD, and PLUS team, teachers will learn strategies to implement in their lessons and provide opportunities for students to demonstrate better writing.

Person Responsible

Brittany Wolfe

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Student work samples

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Observations, work samples

Person Responsible

Kim Griner

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Student Work

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Lessons will be observed, and student work will be analyzed for growth in the area of providing supporting details.

Person Responsible

Kim Griner

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student will show gains in the area of providing support within their writing

G3. In grades 6-8, 75% of the students will score at proficiency or above on the 2015 Florida Standards Assessment in Reading. 1

🔍 G039091

G3.B1 Students are not experiencing text complexity resulting in lack of language skills and higher vocabulary 2

🔍 B094031

G3.B1.S1 Students will interact with complex texts in content area classes, read more non-fiction text, use CRISS strategies, work with DOK Levels 4

🔍 S105152

Strategy Rationale

Teachers will continue to implement strategies in their classrooms, work with the PLUS Team for support, and effective lesson plans

Action Step 1 5

Teachers will continue to implement CRISS strategies in their classrooms.

Person Responsible

Kim Griner

Schedule

On 6/4/2015

Evidence of Completion

Lesson Plans

Action Step 2 5

Teachers will use LDC (Literacy Design Collaborative) to create mini task that are taught at a DOK 3 or 4.

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 9/1/2014

Evidence of Completion

Mini tasks presented to principal after each IPD session

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Reviewing lesson plans and student progress monitoring

Person Responsible

Charles McDaniel

Schedule

On 6/4/2015

Evidence of Completion

Florida State Assessment scores

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Student growth on assessments

Person Responsible

Charles McDaniel

Schedule

On 6/4/2015

Evidence of Completion

Florida Assessment Test

G4. 54% of students with disabilities in grades 6-8 will score on grade level or above on the 2015 Florida Standards Assessment in reading. 1

🔑 G038874

G4.B1 Students time on task and engaged in research-based instruction 2

🔑 B093499

G4.B1.S1 Intensive reading classes for students with below grade level reading scores, Achieve 3000 and progress monitoring 4

🔑 S104543

Strategy Rationale

These intensive reading program will provide students with direct support on a regular basis.

Action Step 1 5

Implementation of progress monitoring, Achieve 3000, various research based strategies, blended learning

Person Responsible

Theresa Kleinschnitz

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

student grades, progress reports, data collection, student progress

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

ESE teacher, reading teacher conferences, data collection

Person Responsible

Theresa Kleinschnitz

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data collection including student grades, Achieve 3000 results, teacher notes, lesson plans, teacher logs and schedules

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Providing instructional techniques to keep sudent engagement high during instruction

Person Responsible

Theresa Kleinschnitz

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance data, including grades, work completion, FAIR data and Achieve 3000 data

G5. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2014-15 school year. `1`

🔑 G035663

G5.B1 New teachers to Lake County and/or East Ridge Middle School may be unfamiliar with PBS and/or agenda comments. `2`

🔑 B085476

G5.B1.S1 Provide new teachers with professional learning opportunities through professional learning communities, mentors and an instructional coach. All teachers will be expected to implement Positive Behavior Support and agenda comments. `4`

🔑 S096140

Strategy Rationale

Action Step 1 `5`

Training on the use of agenda comments and using PBS BINGO cards.

Person Responsible

Schedule

Monthly, from 9/3/2014 to 6/6/2015

Evidence of Completion

Agenda comments will be tracked and submitted quarterly. PBS BINGO cards will be submitted every four weeks.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Appropriate use of signature cards for PBS (monitor inflation/under-signing patterns). Also, look for trends in agenda comments through data aggregation.

Person Responsible

Stephanie Hauff

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Appropriate use of signature cards for PBS (monitor inflation/under-signing patterns). Also, look for trends in agenda comments through data aggregation.

Person Responsible

Stephanie Hauff

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards.

G5.B1.S2 Provide student rewards for positive behavior. 4

S096141

Strategy Rationale

Action Step 1 5

Reward students who get a Bingo or total card "Black-out."

Person Responsible

Schedule

Evidence of Completion

Data base of bingos and "black-outs."

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Review data of bingo cards as well as referral data

Person Responsible

Schedule

Evidence of Completion

Reduced referals and increased bingo card successes

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G5.B1.S3 Every student will be required to maintain an agenda planner and have it at all times on campus. 4

S096142

Strategy Rationale

Action Step 1 5

Purchase Agendas

Person Responsible

Schedule

Evidence of Completion

New planners by July

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

check planners in advisory

Person Responsible

Schedule

Evidence of Completion

data turned in to grade level admin

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G6. 99 percent or more of Algebra 1 and Algebra 1 Honors students will pass the 2015 Algebra 1 EOC exam.
1

G035664

G6.B1 Barriers include increased complexity and rigor and well as abstract nature of algebraic concepts.
2

B085477

G6.B1.S1 Employ PENDA Learning to reinforce algebraic concepts and for EOC practice. 4

S096143

Strategy Rationale

PENDA is a proprietary program designed with Florida Standards in mind to assist students in thinking about their thinking in a fun and web-based way.

Action Step 1 5

Assign EOC practice from PENDA.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 6/6/2015

Evidence of Completion

Student records on PENDA. Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Check lesson plans for advanced planning to increase rigor.

Person Responsible

Catherine Slack

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, mini tasks, observations, and common assessments

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Algebra 1 EOC

Person Responsible

Karen Anderson

Schedule

On 5/1/2015

Evidence of Completion

100% Algebra 1 students pass the Algebra 1 EOC.

G6.B1.S2 Employ Springboard Program `4`

🔑 S096144

Strategy Rationale

Springboard is a more rigorous method of teaching math that forces students to think more deeply about their responses.

Action Step 1 `5`

Use Springboard cooperative learning activities that work to teach concepts.

Person Responsible

Karen Anderson

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Observation PLC discussion

Plan to Monitor Fidelity of Implementation of G6.B1.S2 `6`

Springboard Activities

Person Responsible

Schedule

Evidence of Completion

Documentation in Lesson Plans Observation

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Algebra 1 EOC

Person Responsible

Schedule

Evidence of Completion

Results of Algebra 1 EOC

G7. 85% of the Students in Civics will pass the end of course exam. `1`

`G035667`

G7.B1 Civics teachers are working with a curriculum that they only have one year experience teaching. `2`

`B085481`

G7.B1.S1 Share resources from the internet that will help civics teachers develop rigorous lessons that will increase test scores `4`

`S096150`

Strategy Rationale

By collaborating on a weekly basis for an entire day, the teachers will be better able to create meaningful lessons for the students.

Action Step 1 `5`

Through Department PLC, the Social Studies teachers will share resources to help Civics teachers create rigorous lessons.

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

PLC minutes and sign in sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Encourage teachers to share out success or need for improvement when implementing resources shared in PLC

Person Responsible

Christy Nichols

Schedule

Biweekly, from 8/29/2014 to 6/4/2015

Evidence of Completion

PLC minutes and sign in sheets

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Monitor implementation of strategies and resources

Person Responsible

Christy Nichols

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

PLC minutes and sign in sheets

G8. 79% or more of students in grades 6-8 will score at proficiency or above in Mathematics as evidenced by performance on 2015 Florida Standards Assessment. 1

G035671

G8.B1 Transition to Florida Standards curriculum. 2

B085489

G8.B1.S1 Innovative professional development 4

S096159

Strategy Rationale

By collaborating with other math teachers on a bi-weekly basis for full-day iPD, the teachers will be able to create more meaningful math lessons

Action Step 1 5

Use C2 Connection Cards to address FLSS and use the Benchmark task cards and Blueprints to address NGSSS that are not covered in FLSS

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Documented in Lesson Plans

Action Step 2 5

Teachers to attend staff development day to learn how to use the C2 connection cards and math content area workshops

Person Responsible

Karen Anderson

Schedule

Monthly, from 9/11/2014 to 6/4/2015

Evidence of Completion

mini-assessment data, grades, Florida Standards Assessment

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Check Lesson Plans

Person Responsible

Jamie Sidoruk

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson plans ckeck list

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Walkthroughs

Person Responsible

Jamie Sidoruk

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Walkthrough spreadsheet and weekly newsletter

G9. Substantiated incidents of bullying will be reduced by 30% as determined by data collected from Student Information System (Skyward) for the 2014-2015 school year. [1]

G035674

G9.B1 Students do not know what behaviors constitute bullying and both the students and teachers need tools to handle bullying situations, whether they are the victim, witness, or adult. [2]

B085495

G9.B1.S1 Plus Team teachers will collaborate and plan to implement a bully proofing curriculum. Plus Team teachers will implement grade-specific lessons on handling bullying throughout the year. [4]

S096166

Strategy Rationale

Students who participate in this program will have a better understanding on what bullying looks like on campus. Students will also be educated on how to handle bullying situations on campus as well as the knowledge on how to report bullying if it occurring on campus.

Action Step 1 [5]

Plus Team teachers will be trained on how to implement Bullying Curriculum in their lesson planning. Plus Team teachers will then implement the lesson during instructional time.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Implementation of grade-specific lessons on bullying with the entire student population.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 [6]

Incidents of substantiated bullying through discipline referrals and guidance referrals. Also, data from Positive Behavior Support will be disaggregated.

Person Responsible

Jamie Sidoruk

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

A reduced number of occurrences of substantiated bullying as per data from AS400. Also, increased signatures of PBS BINGO cards will demonstrate implementation of the lesson/ curriculum.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Incidents of substantiated bullying through discipline referrals and guidance referrals. Also, data from Positive Behavior Support will be disaggregated.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

A reduced number of occurrences of substantiated bullying as per data from AS400. Also, increased signatures of PBS BINGO cards will demonstrate implementation of the lesson/ curriculum.

G10. 57% of students with disabilities in grades 6-8 will score at proficiency or above on the 2015 Florida Standards Assessment in math. `1`

`G035677`

G10.B1 Students may have limited access to technology outside of school `2`

`B085502`

G10.B1.S1 Tutoring twice a week before school, learning strategies class as needed, ESE intensive math class as needed, PENDA Learning, math advisories, inclusion classes for math, support facilitation classes for math, technology available at school `4`

`S096173`

Strategy Rationale

This will allow students access to technology they may not have at home.

Action Step 1 `5`

Progress monitoring, data charts, Educator Access Plus, report card/progress report grades, IEP goal monitoring, ESE progress reports, math scores, FCAT, PENDA Learning scores

Person Responsible

Theresa Kleinschnitz

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

FCAT scores, report card grades, course completion

Plan to Monitor Fidelity of Implementation of G10.B1.S1 `6`

Progress monitoring, data charts, eSembler, report card/progress report grades, IEP goal monitoring, ESE progress reports, math scores, FCAT, PENDA Learning scores

Person Responsible

Theresa Kleinschnitz

Schedule

Every 2 Months, from 10/14/2014 to 6/4/2015

Evidence of Completion

FCAT scores, report card grades, course completion and mastery of IEP goals

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Progress monitoring, data charts, eSembler, report card/progress report grades, IEP goal monitoring, ESE progress reports, math scores, FCAT, PENDA Learning scores

Person Responsible

Theresa Kleinschnitz

Schedule

Quarterly, from 10/14/2014 to 6/4/2015

Evidence of Completion

FCAT scores, report card grades, course completion and mastery of IEP goals

G10.B2 Students have difficulty with organization 2

🔍 B085503

G10.B2.S1 Learning strategies classroom, advisories, cooperative grouping, manipulatives, Cornell Notes, binder checks, inclusion classes, support facilitation classes, mnemonics, IEP goals 4

🔍 S096174

Strategy Rationale

Action Step 1 5

Learning strategies, data chats, progress monitoring, IEP benchmark progress, ESE progress reports, report cards, inclusion and support facilitation services, tutoring, advisories

Person Responsible

Schedule

Evidence of Completion

FCAT scores, course completion, mastery of IEP goals and benchmarks

Plan to Monitor Fidelity of Implementation of G10.B2.S1 6

Learning strategies, data chats, progress monitoring, IEP benchmark progress, ESE progress reports, report cards, inclusion and support facilitation services, tutoring, advisories

Person Responsible

Schedule

Evidence of Completion

FCAT scores, course completion, mastery of IEP goals and benchmarks

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 [7]

Learning strategies, data chats, progress monitoring, IEP benchmark progress, ESE progress reports, report cards, inclusion and support facilitation services, tutoring, advisories

Person Responsible

Schedule

Evidence of Completion

FCAT scores, course completion, mastery of IEP goals and benchmarks

G11. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0. [1]

🔍 G035678

G11.B1 Students are unable to complete inquiry based activities due to no internet access. [2]

🔍 B085504

G11.B1.S1 Students will be given opportunity to complete online activities in class and during advisory [4]

🔍 S096175

Strategy Rationale

Students will all need to complete online assignments with blended learning strategies and may not have access at home.

Action Step 1 [5]

Teachers will plan and implement at least one authentic inquiry based lab per class per week.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Penda data Edmodo Socrative Moodle

Action Step 2 `5`

Edmodo and Socrative Training

Person Responsible

Brittany Wolfe

Schedule

Quarterly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Edmodo accounts

Plan to Monitor Fidelity of Implementation of G11.B1.S1 `6`

Will check lesson plans and lab documentation forms.

Person Responsible

Lynnea Weissman

Schedule

Weekly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Lesson plans and lab documentation forms will be kept on file for 1 years time.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

Will calculate percentage of students achieving level 3 or higher

Person Responsible

Stephanie Hauff

Schedule

Quarterly, from 10/31/2014 to 6/15/2015

Evidence of Completion

75% of students will have scored a 3 or higher.

G11.B2 Students lack writing skills to complete labs and homework 2

🔍 B097941

G11.B2.S1 Students will be allowed to use thinking maps as a writing aid. 4

🔍 S109270

Strategy Rationale

Students will need to write on FCAT and EOC's. Students need to be able to explain concepts in their own words.

Action Step 1 5

Students will use thinking maps to scaffold their writing

Person Responsible

Lynnea Weissman

Schedule

Weekly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Student work

G11.B3 Not all science teachers are AVID trained 2

🔍 B097942

G11.B3.S1 Teachers will help each other master AVID strategies during PLC time. 4

🔍 S109271

Strategy Rationale

All teachers should be using the Interactive Student Notebook correctly.

Action Step 1 5

Teachers will learn AVID strategies during PLC time.

Person Responsible

Lynnea Weissman

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B3.S1 `6`

Teachers will become familiar with the AVID system.

Person Responsible

Lynnea Weissman

Schedule

Monthly, from 9/10/2014 to 6/4/2015

Evidence of Completion

Evidence of WICOR being used in every classroom. Interactive Notebooks and Cornell notes

Plan to Monitor Effectiveness of Implementation of G11.B3.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	Training on the use of agenda comments and using PBS BINGO cards.		9/3/2014	Agenda comments will be tracked and submitted quarterly. PBS BINGO cards will be submitted every four weeks.	6/6/2015 monthly
G5.B1.S2.A1	Reward students who get a Bingo or total card "Black-out."		Data base of bingos and "black-outs."	once	
G5.B1.S3.A1	Purchase Agendas		New planners by July	once	
G6.B1.S1.A1	Assign EOC practice from PENDA.		9/2/2014	Student records on PENDA. Lesson Plans	6/6/2015 weekly
G6.B1.S2.A1	Use Springboard cooperative learning activities that work to teach concepts.	Anderson, Karen	8/18/2014	Lesson Plans Observation PLC discussion	6/4/2015 quarterly
G7.B1.S1.A1	Through Department PLC, the Social Studies teachers will share resources to help Civics teachers create rigorous lessons.		8/29/2014	PLC minutes and sign in sheets	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.A1	Use C2 Connection Cards to address FLSS and use the Benchmark task cards and Blueprints to address NGSSS that are not covered in FLSS		8/28/2014	Documented in Lesson Plans	6/4/2015 one-time
G9.B1.S1.A1	Plus Team teachers will be trained on how to implement Bullying Curriculum in their lesson planning. Plus Team teachers will then implement the lesson during instructional time.	Sidoruk, Jamie	8/18/2014	Implementation of grade-specific lessons on bullying with the entire student population.	6/4/2015 monthly
G10.B1.S1.A1	Progress monitoring, data charts, Educator Access Plus, report card/progress report grades, IEP goal monitoring, ESE progress reports, math scores, FCAT, PENDA Learning scores	Kleinschnitz, Theresa	9/2/2014	FCAT scores, report card grades, course completion	6/4/2015 weekly
G10.B2.S1.A1	Learning strategies, data chats, progress monitoring, IEP benchmark progress, ESE progress reports, report cards, inclusion and support facilitation services, tutoring, advisories		FCAT scores, course completion, mastery of IEP goals and benchmarks	once	
G11.B1.S1.A1	Teachers will plan and implement at least one authentic inquiry based lab per class per week.		8/25/2014	Lesson Plans Penda data Edmodo Socrative Moodle	5/29/2015 weekly
G4.B1.S1.A1	Implementation of progress monitoring, Achieve 3000, various research based strategies, blended learning	Kleinschnitz, Theresa	8/18/2014	student grades, progress reports, data collection, student progress	6/4/2015 daily
G3.B1.S1.A1	Teachers will continue to implement CRISS strategies in their classrooms.	Griner, Kim	8/18/2014	Lesson Plans	6/4/2015 one-time
G11.B2.S1.A1	Students will use thinking maps to scaffold their writing	Weissman, Lynnea	8/29/2014	Lesson Plans Student work	5/29/2015 weekly
G11.B3.S1.A1	Teachers will learn AVID strategies during PLC time.	Weissman, Lynnea	8/25/2014		5/29/2015 monthly
G2.B1.S1.A1	Through PLCs, IPD, and PLUS team, teachers will learn strategies to implement in their lessons and provide opportunities for students to demonstrate better writing.	Wolfe, Brittany	8/18/2014	Lesson Plans, Student work samples	6/5/2015 weekly
G1.B1.S1.A1	Develop, implement and monitor a Bring Your Own Device Program at East Ridge Middle School. East Ridge Middle School's BYOD Program will also be monitored and connected through the Positive Behavior Support Plan (PBS).	Sidoruk, Jamie	9/2/2014	Teacher lesson plans, project-based lessons, Blended Learning lessons, personalized learning lessons, Plus Time/PLC meetings.	5/29/2015 quarterly
G1.B2.S1.A1	Implement a Blended Learning Model of Instruction in all core areas of curriculum.	McDaniel, Charles	9/2/2014	Master Schedule, Lesson Plans, Project Based Lessons, Personalized Learning Lessons, Plus Time Planning.	5/29/2015 quarterly
G8.B1.S1.A2	Teachers to attend staff development day to learn how to use the C2 connection cards and math content area workshops	Anderson, Karen	9/11/2014	mini-assessment data, grades, Florida Standards Assessment	6/4/2015 monthly
G11.B1.S1.A2	Edmodo and Socrative Training	Wolfe, Brittany	8/27/2014	Edmodo accounts	6/4/2015 quarterly
G3.B1.S1.A2	Teachers will use LDC (Literacy Design Collaborative) to create mini task that are taught at a DOK 3 or 4.		9/1/2014	Mini tasks presented to principal after each IPD session	9/1/2014 biweekly
G1.B2.S1.A2	Create a master schedule that allows more time for teacher planning.	Slack, Catherine	9/2/2014	Teacher Planning Schedule, IPD Training Schedule. Lesson Plans.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Throughout the year, we will examine student work samples, school/district assessment data, teacher lesson plans and survey feedback from our stakeholder groups regarding the implementation of the BYOD program.	McDaniel, Charles	9/1/2014	School and district assessments, student work samples, stakeholder feedback, lesson plans.	5/29/2015 quarterly
G1.B1.S1.MA1	A Bring Your Own Technology Program at East Ridge Middle School	McDaniel, Charles	9/2/2014	Parent/Teacher Surveys, Student Surveys.	5/29/2015 quarterly
G1.B1.S1.MA1	Bring Your Own Technology Program for East Ridge Middle School	McDaniel, Charles	9/2/2014	Parent/Teacher surveys, Lesson Plans, Plus Planning Meetings.	5/29/2015 monthly
G1.B2.S1.MA1	Blended Learning strategies in the classroom	McDaniel, Charles	9/2/2014	Parent Surveys, Teacher Surveys.	5/29/2015 quarterly
G1.B2.S1.MA2	Teacher Planning Time	Slack, Catherine	9/2/2014	Lesson Plans, IPD Agenda Minutes, Planning Schedule.	5/29/2015 quarterly
G1.B2.S1.MA1	Blended Learning is taking place in the classrooms	McDaniel, Charles	9/2/2014	Lesson Plans, Informal Walkthrough Data	5/29/2015 quarterly
G1.B2.S1.MA3	Teacher Planning Time	Slack, Catherine	9/2/2014	Lesson Plans, IPD Planning Schedule, Teacher Planning Schedule.	5/29/2015 quarterly
G2.MA1	Student work samples will be collected and analyzed	Griner, Kim	8/18/2014	Student work samples	6/5/2015 quarterly
G2.B1.S1.MA1	Lessons will be observed, and student work will be analyzed for growth in the area of providing supporting details.	Griner, Kim	8/18/2014	Student will show gains in the area of providing support within their writing	6/5/2015 quarterly
G2.B1.S1.MA1	Observations, work samples	Griner, Kim	8/18/2014	Lesson Plans, Student Work	6/5/2015 quarterly
G3.MA1	Student grades, assessments	McDaniel, Charles	8/18/2014	School data from teachers, state assessment data	6/4/2015 one-time
G3.B1.S1.MA1	Student growth on assessments	McDaniel, Charles	8/18/2014	Florida Assessment Test	6/4/2015 one-time
G3.B1.S1.MA1	Reviewing lesson plans and student progress monitoring	McDaniel, Charles	8/18/2014	Florida State Assessment scores	6/4/2015 one-time
G4.MA1	Student data collection	Kleinschnitz, Theresa	8/18/2014	FAIR, Achieve 3000, class scores, assessent scores	6/4/2015 biweekly
G4.B1.S1.MA1	Providing instructional techniques to keep sudent engagement high during instruction	Kleinschnitz, Theresa	8/18/2014	Student performance data, including grades, work completion, FAIR data and Achieve 3000 data	6/4/2015 weekly
G4.B1.S1.MA1	ESE teacher, reading teacher conferences, data collection	Kleinschnitz, Theresa	8/18/2014	Data collection including student grades, Achieve 3000 results, teacher notes, lesson plans, teacher logs and schedules	6/4/2015 weekly
G5.MA1	Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards.	Hauff, Stephanie	9/30/2014	Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards. The number of suspensions (in and out of school) should decrease by ten percent.	6/4/2015 quarterly
G5.B1.S1.MA1	Appropriate use of signature cards for PBS (monitor inflation/under-signing patterns). Also, look for trends in agenda comments through data aggregation.	Hauff, Stephanie	9/30/2014	Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards.	6/4/2015 quarterly
G5.B1.S1.MA1	Appropriate use of signature cards for PBS (monitor inflation/under-signing patterns). Also, look for trends in agenda comments through data aggregation.	Hauff, Stephanie	9/30/2014	Data will be collected and graphed every quarter for agenda comments and every four weeks for PBS BINGO cards.	6/4/2015 quarterly
G5.B1.S2.MA1	[no content entered]			once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S2.MA1	Review data of bingo cards as well as referral data		Reduced referals and increased bingo card successes	once	
G5.B1.S3.MA1	[no content entered]			once	
G5.B1.S3.MA1	check planners in advisory		data turned in to grade level admin	once	
G6.MA1	PENDA Usage Reports	McDaniel, Charles	8/18/2014	Student Progress Reports	6/4/2015 quarterly
G6.B1.S1.MA1	Algebra 1 EOC	Anderson, Karen	5/1/2015	100% Algebra 1 students pass the Algebra 1 EOC.	5/1/2015 one-time
G6.B1.S1.MA1	Check lesson plans for advanced planning to increase rigor.	Slack, Catherine	9/2/2014	Lesson Plans, mini tasks, observations, and common assessments	6/4/2015 weekly
G6.B1.S2.MA1	Algebra 1 EOC		Results of Algebra 1 EOC	one-time	
G6.B1.S2.MA1	Springboard Activities		Documentation in Lesson Plans Observation	one-time	
G7.MA1	Monitor and discuss implementation of resources shared at PLC	Nichols, Christy	9/5/2014	PLC minutes and sign in sheets	6/4/2015 biweekly
G7.B1.S1.MA1	Monitor implementation of strategies and resources	Nichols, Christy	9/1/2014	PLC minutes and sign in sheets	6/4/2015 biweekly
G7.B1.S1.MA1	Encourage teachers to share out success or need for improvement when implementing resources shared in PLC	Nichols, Christy	8/29/2014	PLC minutes and sign in sheets	6/4/2015 biweekly
G8.MA1	Review class grades, lesson plans, LBAs, FCIMs, and EWS data	Sidoruk, Jamie	9/30/2014	Lesson plans, FCIM mini-assessments, EWS data and grades on eSembler	6/4/2015 quarterly
G8.B1.S1.MA1	Walkthroughs	Sidoruk, Jamie	9/2/2014	Walkthrough spreadsheet and weekly newsletter	6/4/2015 weekly
G8.B1.S1.MA1	Check Lesson Plans	Sidoruk, Jamie	9/2/2014	Lesson plans ckeck list	6/4/2015 weekly
G9.MA1	Incidents of substantiated bullying through discipline referrals and guidance referrals. Also, data from Positive Behavior Support will be disaggregated.	Hauff, Stephanie	8/18/2014	A 30% decrease in the number of occurrences of substantiated bullying as per data from AS400. Also, increased signatures of PBS BINGO cards will demonstrate implementation of the lesson/ curriculum.	6/4/2015 quarterly
G9.B1.S1.MA1	Incidents of substantiated bullying through discipline referrals and guidance referrals. Also, data from Positive Behavior Support will be disaggregated.		8/18/2014	A reduced number of occurrences of substantiated bullying as per data from AS400. Also, increased signatures of PBS BINGO cards will demonstrate implementation of the lesson/curriculum.	6/4/2015 quarterly
G9.B1.S1.MA1	Incidents of substantiated bullying through discipline referrals and guidance referrals. Also, data from Positive Behavior Support will be disaggregated.	Sidoruk, Jamie	8/18/2014	A reduced number of occurrences of substantiated bullying as per data from AS400. Also, increased signatures of PBS BINGO cards will demonstrate implementation of the lesson/curriculum.	6/4/2015 quarterly
G10.MA1	Progress monitoring to ensure fidelity, data collection, IEP goal monitoring through benchmarks, report cards, progress reports	Kleinschnitz, Theresa	9/8/2014	Florida Standards Assessment Scores, mini-assessments, iep checks, report cards	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G10.B1.S1.MA1	Progress monitoring, data charts, eSembler, report card/progress report grades, IEP goal monitoring, ESE progress reports, math scores, FCAT, PENDA Learning scores	Kleinschnitz, Theresa	10/14/2014	FCAT scores, report card grades, course completion and mastery of IEP goals	6/4/2015 quarterly
G10.B1.S1.MA1	Progress monitoring, data charts, eSembler, report card/progress report grades, IEP goal monitoring, ESE progress reports, math scores, FCAT, PENDA Learning scores	Kleinschnitz, Theresa	10/14/2014	FCAT scores, report card grades, course completion and mastery of IEP goals	6/4/2015 every-2-months
G10.B2.S1.MA1	Learning strategies, data chats, progress monitoring, IEP benchmark progress, ESE progress reports, report cards, inclusion and support facilitation services, tutoring, advisories		FCAT scores, course completion, mastery of IEP goals and benchmarks	once	
G10.B2.S1.MA1	Learning strategies, data chats, progress monitoring, IEP benchmark progress, ESE progress reports, report cards, inclusion and support facilitation services, tutoring, advisories		FCAT scores, course completion, mastery of IEP goals and benchmarks	once	
G11.MA1	Will look for evidence of collaboration on lab based activities.	McDaniel, Charles	9/5/2014	PLC meeting minutes, PD360 Records, Lab write ups, Mini LBAs	6/4/2015 biweekly
G11.B1.S1.MA1	Will calculate percentage of students achieving level 3 or higher	Hauff, Stephanie	10/31/2014	75% of students will have scored a 3 or higher.	6/15/2015 quarterly
G11.B1.S1.MA1	Will check lesson plans and lab documentation forms.	Weissman, Lynnea	9/5/2014	Lesson plans and lab documentation forms will be kept on file for 1 years time.	6/4/2015 weekly
G11.B3.S1.MA1	[no content entered]			one-time	
G11.B3.S1.MA1	Teachers will become familiar with the AVID system.	Weissman, Lynnea	9/10/2014	Evidence of WICOR being used in every classroom. Interactive Notebooks and Cornell notes	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase the use of technology during classroom instruction.

G1.B1 Not all teachers have the most up to date technology.

G1.B1.S1 Initiate and sustain a Bring Your Own Device Program at East Ridge Middle School.

PD Opportunity 1

Develop, implement and monitor a Bring Your Own Device Program at East Ridge Middle School. East Ridge Middle School's BYOD Program will also be monitored and connected through the Positive Behavior Support Plan (PBS).

Facilitator

Mr. Charles McDaniel, Mrs. Erica Lott

Participants

All teachers

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

G1.B2 Teachers need time to plan lessons that infuse technology in a Blended Learning Classroom.

G1.B2.S1 Create a master schedule that allows teachers more time to collaborate and plan rigorous lessons that infuse technology in the classroom.

PD Opportunity 1

Implement a Blended Learning Model of Instruction in all core areas of curriculum.

Facilitator

Mr. Charles McDaniel

Participants

All Teachers

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

G2. 74% of students in grades 6-8 will score at proficiency or above in Writing as evidenced by performance on the 2015 Florida Standards Assessment.

G2.B1 Students not receiving enough relevant writing practice across the curriculum.

G2.B1.S1 Students will receive instruction on how to provide supporting details relevant to the assessment

PD Opportunity 1

Through PLCs, IPD, and PLUS team, teachers will learn strategies to implement in their lessons and provide opportunities for students to demonstrate better writing.

Facilitator

Department Chairs

Participants

Each Department

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G3. In grades 6-8, 75% of the students will score at proficiency or above on the 2015 Florida Standards Assessment in Reading.

G3.B1 Students are not experiencing text complexity resulting in lack of language skills and higher vocabulary

G3.B1.S1 Students will interact with complex texts in content area classes, read more non-fiction text, use CRISS strategies, work with DOK Levels

PD Opportunity 1

Teachers will continue to implement CRISS strategies in their classrooms.

Facilitator

TBA

Participants

New Teachers who have not had Project CrISS training

Schedule

On 6/4/2015

PD Opportunity 2

Teachers will use LDC (Literacy Design Collaborative) to create mini task that are taught at a DOK 3 or 4.

Facilitator

Jennifer Frentress from TimeWise

Participants

All Core and PLUS teachers

Schedule

Biweekly, from 9/1/2014 to 9/1/2014

G4. 54% of students with disabilities in grades 6-8 will score on grade level or above on the 2015 Florida Standards Assessment in reading.

G4.B1 Students time on task and engaged in research-based instruction

G4.B1.S1 Intensive reading classes for students with below grade level reading scores, Achieve 3000 and progress monitoring

PD Opportunity 1

Implementation of progress monitoring, Achieve 3000, various research based strategies, blended learning

Facilitator

Various facilitators depending on the activity

Participants

All teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G5. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2014-15 school year.

G5.B1 New teachers to Lake County and/or East Ridge Middle School may be unfamiliar with PBS and/or agenda comments.

G5.B1.S1 Provide new teachers with professional learning opportunities through professional learning communities, mentors and an instructional coach. All teachers will be expected to implement Positive Behavior Support and agenda comments.

PD Opportunity 1

Training on the use of agenda comments and using PBS BINGO cards.

Facilitator

Leadership Team, PBS Coach

Participants

Leadership Team, Instructional Coach, PBS Coach

Schedule

Monthly, from 9/3/2014 to 6/6/2015

G6. 99 percent or more of Algebra 1 and Algebra 1 Honors students will pass the 2015 Algebra 1 EOC exam.

G6.B1 Barriers include increased complexity and rigor and well as abstract nature of algebraic concepts.

G6.B1.S1 Employ PENDA Learning to reinforce algebraic concepts and for EOC practice.

PD Opportunity 1

Assign EOC practice from PENDA.

Facilitator

Nina Kuhn, Pendaleaning

Participants

All math and science teachers

Schedule

Weekly, from 9/2/2014 to 6/6/2015

G6.B1.S2 Employ Springboard Program

PD Opportunity 1

Use Springboard cooperative learning activities that work to teach concepts.

Facilitator

District Academic Services

Participants

New 8th grade math teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

G7. 85% of the Students in Civics will pass the end of course exam.

G7.B1 Civics teachers are working with a curriculum that they only have one year experience teaching.

G7.B1.S1 Share resources from the internet that will help civics teachers develop rigorous lessons that will increase test scores

PD Opportunity 1

Through Department PLC, the Social Studies teachers will share resources to help Civics teachers create rigorous lessons.

Facilitator

Christy Nichols

Participants

Social Studies Teachers

Schedule

On 6/5/2015

G8. 79% or more of students in grades 6-8 will score at proficiency or above in Mathematics as evidenced by performance on 2015 Florida Standards Assessment.

G8.B1 Transition to Florida Standards curriculum.

G8.B1.S1 Innovative professional development

PD Opportunity 1

Use C2 Connection Cards to address FLSS and use the Benchmark task cards and Blueprints to address NGSSS that are not covered in FLSS

Facilitator

Math Teachers

Participants

Math teachers

Schedule

On 6/4/2015

PD Opportunity 2

Teachers to attend staff development day to learn how to use the C2 connection cards and math content area workshops

Facilitator

Academic Services and Department Chair

Participants

Math teachers

Schedule

Monthly, from 9/11/2014 to 6/4/2015

G9. Substantiated incidents of bullying will be reduced by 30% as determined by data collected from Student Information System (Skyward) for the 2014-2015 school year.

G9.B1 Students do not know what behaviors constitute bullying and both the students and teachers need tools to handle bullying situations, whether they are the victim, witness, or adult.

G9.B1.S1 Plus Team teachers will collaborate and plan to implement a bully proofing curriculum. Plus Team teachers will implement grade-specific lessons on handling bullying throughout the year.

PD Opportunity 1

Plus Team teachers will be trained on how to implement Bullying Curriculum in their lesson planning. Plus Team teachers will then implement the lesson during instructional time.

Facilitator

Mr. Jamie M. Sidoruk, Mrs. Stephanie Hauff, Dr. Catherine Slack

Participants

Bullying Proof Team Members, bully-proof committee, Plus Team

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G11. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.

G11.B1 Students are unable to complete inquiry based activities due to no internet access.

G11.B1.S1 Students will be given opportunity to complete online activities in class and during advisory

PD Opportunity 1

Teachers will plan and implement at least one authentic inquiry based lab per class per week.

Facilitator

Mrs. Weissman and others as needed

Participants

All Science Teachers 6 - 8

Schedule

Weekly, from 8/25/2014 to 5/29/2015

PD Opportunity 2

Edmodo and Socrative Training

Facilitator

Brittany Wolfe

Participants

All teachers

Schedule

Quarterly, from 8/27/2014 to 6/4/2015

G11.B2 Students lack writing skills to complete labs and homework

G11.B2.S1 Students will be allowed to use thinking maps as a writing aid.

PD Opportunity 1

Students will use thinking maps to scaffold their writing

Facilitator

Erica Lott, Rob Dye

Participants

Science Teachers

Schedule

Weekly, from 8/29/2014 to 5/29/2015

G11.B3 Not all science teachers are AVID trained

G11.B3.S1 Teachers will help each other master AVID strategies during PLC time.

PD Opportunity 1

Teachers will learn AVID strategies during PLC time.

Facilitator

Erica Lott

Participants

Science Department

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 2: 74% of students in grades 6-8 will score at proficiency or above in Writing as evidenced by performance on the 2015 Florida Standards Assessment.	8,000
Goal 5: The number of in-school and out-of-school suspensions will be reduced by 10% for the 2014-15 school year.	1,000
Grand Total	**9,000**

Goal 2: 74% of students in grades 6-8 will score at proficiency or above in Writing as evidenced by performance on the 2015 Florida Standards Assessment.		
Description	**Source**	**Total**
B1.S1.A1 - Collaboration Funds	Other	8,000
Total Goal 2		**8,000**

Goal 5: The number of in-school and out-of-school suspensions will be reduced by 10% for the 2014-15 school year.		
Description	**Source**	**Total**
B1.S1.A1 - Internal Accounts	Other	1,000
Total Goal 5		**1,000**