

East Ridge Middle School



2015-16 School Improvement Plan

East Ridge Middle School

13201 EXCALIBUR RD, Clermont, FL 34711

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	49%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	43
Technical Assistance Items	46
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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.

Activities that promote critical thinking and decision-making are essential skills to curriculum and instructional practices.

To support and facilitate learning in a meaningful context, a variety of instructional approaches and methods are vital.

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 it is important for all students to have an adult on campus to whom they can always go. Typically, this is the student's advisor. They are with their advisor each Monday morning for 15 minutes. During advisory time, the students are engaged in "getting to know you" activities, cultural awareness, relationship building and organizational skills opportunities.

While attending class with our PLUS teachers, every student will build their skills in anti-bullying techniques, learning styles, self-awareness, team-building, WICOR strategies, literacy, numeracy and STEM.

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 environment. Safety practices and procedures are clearly outlined 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. This year all students are required to carry and display their

i.d. any time they are on campus.

Positive Behavior Support is implemented campus-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.

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, volunteer mentoring, check in check out interventions, MTSS, and ESE services. In addition, this year three of our leaders have established programs called Distinguished Gentlemen and Leading Ladies. This program is specifically tailored to meet the needs of at risk eighth grade boys and girls, who have previously had multiple discipline referrals. The leaders act as mentors to the students. They meet weekly to discuss issues that they are facing and work together to change the way these individuals are seen by their peers and adults on campus. In the past year, these specific students were leaders for the wrong reasons. This year, those same students' leadership skills are harnessed in a productive way, partaking in community and school service projects and dressing for success. The school leaders are accompanied by outside speakers who meet with the students, relate to them, while building their self-worth and capacity for beneficial social relations.

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
	6	7	8	
Attendance below 90 percent	20	19	20	59
One or more suspensions	13	53	60	126
Course failure in ELA or Math	1	5	2	8
Level 1 on statewide assessment	43	43	44	130
Retention	1	5	2	8
Level 1 on statewide math assessment	78	64	69	211

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 program 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 principal is a member of the educational committee for the chamber.

We are business partners with BJ's, both local Walmarts, Publix, Target, Chick-Fil-A, Flippers, and many

other businesses in the area. These businesses continue to support us by offering us special deals and holding Spirit Nights where our school receives a percentage of the evening's proceeds.

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:

Name	Title
McDaniel, Charles	Principal
Slack, Catherine	Assistant Principal
Sidoruk, Jamie	Assistant Principal
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
Sochocki, Eric	Assistant Principal

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 ensure 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.

We will be opening the media center two days a week at 8:00 for students who do not have access to computers or printers at home. This will also give students a chance to check out more books.

We will be offering students an opportunity to catch up on one class via a virtual program held on our campus using Edenuity. In this way, students can move up to the next level with their cohort while making up a missed class. This will be a program held on Saturday's following the first semester of school.

Finally, we will be offering a summer school program for grade forgiveness using Edgenuity. 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:

- *Media Specialist to open the media center at 8:00 am on Tuesdays and Thursdays.

- *AVID Tutors: 4 per period (they may be the same tutors all day)

- *Summer School: 1 teacher to oversee the program (set up, daily monitoring, and overseeing the testing) 25 hours

- *The only extra materials we will need are the licenses for the Edgenuity program for summer school program.

- *Transportation will be provided by the parents.

- *This year, we will be offering a grade forgiveness program called Saturday school where students can attend school for multiple Saturdays after the first semester and use Edgenuity to bring up a failing grade from the first semester.

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:

Name	Stakeholder Group
Charles McDaniel	Principal
Lisa O'Neil	Business/Community
Michelle Sheldon	Parent
Felix Cabrera	Education Support Employee
Kim Griner	Teacher
Andrea Thompson	Teacher
Kevin Adkisson	Parent
Stephanie Reynders	Parent
Tim Moses	Parent
Anjanette Essen	Parent
Erica Lott	Teacher
Janet Pace	Education Support Employee
Christine Pike	Parent
J. Scott Ward	Teacher
Nadia Kooma	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 End of Course Exams (if required by the State).

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

Last year, we received a donation from a parent of \$3000. It was used to assist with the purchase of student planners. Other than that, we were not allocated any funds for SAC last year.

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:

Name	Title
Wolfe, Brittany	Teacher, K-12
Griner, Kim	Instructional Coach
Montgomery, Anne	Teacher, K-12
Anderson, Karen	Teacher, K-12
Levit, Chandler	Teacher, K-12
Sochocki, Eric	Assistant Principal
Young, Margaret	Teacher, K-12
McTigue, Cathy	Instructional Media
Ellingham, Sean	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

For the 2015-2016 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 Bill and Melinda Gates Foundation to create more collaboration time for teachers during the school day. 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, Eleanor Daugherty, and Vicki Phillips), the teachers will learn to unpack the Florida Standards, create mini tasks, macro tasks, assignments, modules and common assessments while conducting Lesson Studies of the 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. This year, we have applied for and received a \$20,000 planning grant to find out what we can about Personalized Learning for teachers and students. If successful, we may have the opportunity in the 2016-17 school year to re-design how students and teachers learn.

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 but only 8 who are new to our district. Their mentor is a member of their curriculum department and is listed in parentheses.

Jenel D'Allensandro (Weissman)

Katie Lewis (Clark)

Margaret Young (Griner)

Mindy Straley (Jenkins)

Bret Bartosh (Dye)

Martha Guerre (Lott)

Jennifer Bougie (Nichols)

Brenda Stallion (VanWey-Schell)

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 standards.

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 semester to plan vertically.

Additionally, professional development opportunities 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.

ERMS is a pilot school for Innovative Professional Development. Using the principles of School by Design (Amplify), we are able to carve out 18 days of collaborative planning for each core teacher. By using Blended Learning based on Florida Statutes 1003.498 and 1002.321, we were able to create a team of six teachers whose job is to continue rigorous lessons for our students while their core teacher is collaborating with other department members to create rigorous lessons using the system of Literacy Design Collaborative or Math Design Collaborative. (See LDC.org and MDC.org)

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 reading class. We implement learning strategies classes, ESE grade level core classes, support facilitation and co-teach services to meet the diverse needs of students who are having difficulty.

As instructional leaders, administrators complete walkthroughs on a regular basis and provide teachers with feedback through data chats allowing them to see which 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/LiveSchool(r) 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 and use blending learning and BYOD to make this more engaging. Students may be placed in homogeneous groups so the teacher can easily differentiate assignments and spend more time with each group according to their need. Students will also be grouped so that students ready to take on more responsibility can do so by assisting struggling 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

Many teachers have volunteered their time to tutor students before school. Students may attend as often as they choose when the teachers are available.

Strategy Rationale

By offering tutoring, 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: Weekend Program

Minutes added to school year: 2,400

Saturday Academic School held 10 Saturdays after the 1st semester using 2 teachers and Edgenuity to help students repair one core subject that they failed the first semester.

Strategy Rationale

Students who are successful in this program are more likely to pass and stay with their cohort.

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

How many students were invited to attend, how many actually attended, and how many were successful in repairing their grade of a core class.

Strategy: Summer Program

Minutes added to school year: 4,800

Students use Edgenuity as a course-repair program to make up one core class during the summer. Students may come up the school on Monday and/or Wednesday morning from 8-12 for assistance or to test. The rest of the program is a web-based personalized learning program that can be done at home.

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

Wolfe, Brittany, wolfeb@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

This past year we had 34 assigned to the summer program of which 30 attended. Of the 30 that attended, 28 successfully completed the repair program and passed the course.

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

Starting with the incoming 6th graders, we hold a parent night in May and invite all of the incoming students and their parents to attend. We have a presentation about the school, our expectations, and school practices and then our AVID students take the parents and students on a tour of the campus. During the first two days of the school year, the students stay with their advisor and learn all about lockers, locks, hall passes, appropriate use of technology, the Code of Student Conduct, and take care of any paperwork. By the third day, they begin attending all of their classes.

For the rising 9th graders, preparing them to think through difficult situations and stand on their own is one of the best support systems we can provide. Along with being academically ready to attend the high school, our students learn as much as we can teach them about listening for understanding, cyber safety, and perseverance.

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, Technology Education, and Culinary, where students can earn industry certification before they leave 8th grade.

In addition, we use the AVID System school-wide to promote college and career readiness.

Also, our students complete a Personal Education Plan (PEP) during career planning.

Furthermore, we have created PLUS modules taught by our PLUS team throughout the year. These modules will include, but not be limited to, Research Methodology, Writing, Learning Styles, Self-Awareness, Anti-Bullying, Digital Citizenry, WICOR Strategies (AVID), and Public Speaking. In addition, all 7th and 8th grade students take the PSAT paid for by the Florida Partnership.

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

We have three industry-certified courses of study in Business, Technology Education, and Culinary that can 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 grade 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 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 past year, we became a Bring Your Own Device 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 appropriately at the high school level and beyond.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** East Ridge Middle School will consistently provide rigorous lessons in all content areas to prepare all learners for college, careers and beyond.
- G2.** ERMS will maintain a safe campus for all learners.
- G3.** ERMS will create learners competent in the use of real world technology and tools.

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. East Ridge Middle School will consistently provide rigorous lessons in all content areas to prepare all learners for college, careers and beyond. 1a

G071143

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0
Instructional Minutes	60120.0
Algebra I FSA EOC Pass Rate	95.0
ELA Achievement District Assessment	70.0
Science Achievement - Satisfactory or Above	60.0
Highly Effective Teachers (Performance Rating)	10.0

Resources Available to Support the Goal 2

- LDC.org
- Khan Academy
- PENDA
- Achieve 3000
- Algebra Nation
- Moby Max

Targeted Barriers to Achieving the Goal 3

- New standards and blueprints that teachers must learn in order to prepare rigorous lessons.
- Closing the achievement gap takes a systems approach.

Plan to Monitor Progress Toward G1. 8

Hard Data: student and teacher attendance, standardized test scores, student discipline (in-school and out of school suspensions), Soft Data: Stakeholder surveys

Person Responsible

Charles McDaniel

Schedule

Quarterly, from 8/24/2015 to 6/30/2016

Evidence of Completion

A report card of the data above will be created.

G2. ERMS will maintain a safe campus for all learners. 1a

G071144

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
1+ Suspensions Grade 06	10.0
1+ Suspensions Grade 07	40.0
1+ Suspensions Grade 08	45.0
Students exhibiting two or more EWS indicators (Total)	20.0
School Climate Survey - Parent	85.0

Resources Available to Support the Goal 2

- PBS
- LiveSchool(r)
- Internal Account

Targeted Barriers to Achieving the Goal 3

- Identifying students and staff as those belonging to our school
- Keeping up with PBS points for reward or consequences
- Making sure students are in attendance
- Maintaining a Bully-Free school

Plan to Monitor Progress Toward G2. 8

By improving the attendance rate, number of students earning honor roll status, reducing office referrals, and in and out of school suspensions, we can conclude that our PBS is having a positive effect on the school culture.

Person Responsible

Lynnea Weissman

Schedule

Quarterly, from 10/23/2015 to 6/3/2016

Evidence of Completion

We will collect attendance, office referrals, in and out of school suspensions, and honor roll data.

G3. ERMS will create learners competent in the use of real world technology and tools. 1a

G071145

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0
Algebra I FSA EOC Pass Rate	95.0
Instructional Minutes	60000.0
Teacher attendance rate	95.0

Resources Available to Support the Goal 2

- Bill and Melinda Gates Foundation planning grant for personalized learning for students
- Bill and Melinda Gates Foundation grant for Innovative professional development (IPD)
- Timewise, Inc as a consultant for IPD and personalized learning

Targeted Barriers to Achieving the Goal 3

- Technology is changing so fast that it is hard for teachers and students to keep up.
- Teachers never seem to have enough time to collaborate and plan for rigorous lessons.
- Creating a master schedule that will support collaborative professional development during the school day without losing course content and rigor.
- Students learn in different ways and at different times. Meeting the needs of all students from acceleration and beyond to academic repair is necessary to close the achievement gap.

Plan to Monitor Progress Toward G3. 8

Standardized test scores and the PSAT will be the monitored for success.

Person Responsible

Eric Sochocki

Schedule

Annually, from 1/29/2016 to 6/10/2016

Evidence of Completion

Standardized tests and EOCs will be reviewed for student growth.

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. East Ridge Middle School will consistently provide rigorous lessons in all content areas to prepare all learners for college, careers and beyond. **1**

 **G071143**

G1.B1 New standards and blueprints that teachers must learn in order to prepare rigorous lessons. **2**

 **B185631**

G1.B1.S1 Through the use of Blended Learning and the principles of School by Design, we were able to carve out 6 teachers who became a PLUS team. The PLUS team will continue rigorous teaching of students whose core teachers are using the time for in-school collaboration 18 times a year during the school day. **4**

 **S197025**

Strategy Rationale

By giving teachers the time to collaborate, plan rigorous lessons, do lesson studies with authentic student work, the lessons they create will be rigorous enough to meet the Florida Standards.

Action Step 1 **5**

The PLUS team will create a rigorous curriculum to use during iPD days.

Person Responsible

Erica Lott

Schedule

Monthly, from 7/1/2015 to 9/30/2015

Evidence of Completion

Lesson plans will be collected as well as authentic mini tasks with student work.

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

Leadership will collect student work and the LDC module or mini-task from which it came to ensure that the teachers' lessons include the appropriate rigor and recursive standards.

Person Responsible

Erica Lott

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

LDC modules and/or mini-tasks will be collected after each iPD session and reviewed for fidelity and rigor.

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

A report card of monitoring data will be created and checked quarterly.

Person Responsible

Charles McDaniel


Schedule

Quarterly, from 8/24/2015 to 6/30/2016

Evidence of Completion

This report card will include hard and soft data such as: Student Attendance, Teacher Attendance, Student Discipline (in-school and out of school suspensions), Student Engagement, Rigorous Lessons as determined by LDC, quarterly Stakeholder surveys, and Standardized Tests.

G1.B2 Closing the achievement gap takes a systems approach. 2

 B185632

G1.B2.S1 Maintain our National Demonstration School for AVID status. 4

 S197026

Strategy Rationale

Through the AVID system, we are closing the achievement gap and will continue to blend this system with others on campus for student success and college readiness.

Action Step 1 5

Continue as an AVID National Demonstration School.

Person Responsible

Janice Spencer

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

We will continue to progress to institutional status on all 11 essentials of AVID.

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

Meet monthly with the school site team to review the 11 essentials and wins and worries about AVID.

Person Responsible

Janice Spencer

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Each month members of the site team present one or two of the 11 essential elements and the artifacts that help determine our level of implementation.

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

Host site visits and open houses from AVID center and other AVID schools.

Person Responsible

Janice Spencer

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Follow up reports and survey responses from site visits and open houses will be used to demonstrate and document effectiveness. In addition standardized test scores of AVID students will be used to determine growth.

G2. ERMS will maintain a safe campus for all learners. 1

 G071144

G2.B1 Identifying students and staff as those belonging to our school 2

 B185633

G2.B1.S1 Being across from the high school comes with a concern that not all students on our campus attend ERMS. In addition, we no longer use paper agenda planners to keep track of PBS agenda comments. 4

 S197027

Strategy Rationale

By requiring all students to carry and display a picture student i.d., it will help our campus become more secure. Also, we will be using a web-based program (LiveSchool) to keep track of agenda comments both positive and negative.

Action Step 1 5

All students will carry and display a picture student i.d.

Person Responsible

Catherine Slack

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

G2.B2 Keeping up with PBS points for reward or consequences **2**

 B185634

G2.B2.S1 The use of Positive Behavior Support (PBS) comes with a cost of rewards. **4**

 S197028

Strategy Rationale

By appropriately rewarding students for positive behavior, research has shown that positive behaviors will increase.

Action Step 1 **5**

Use of LiveSchool to keep track of PBS points and increase parent communication.

Person Responsible

Lynnea Weissman

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Total number of positive and negative points will be listed quarterly for teachers and students.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administrators will monitor the points weekly for each of the teachers they evaluate.

Person Responsible

Catherine Slack

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Spreadsheets listing each of the students and total points as well as the number of positive and negative points given by each teacher will be created and reviewed quarterly while student points will be reviewed weekly.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Discipline and attendance data will be reviewed for effectiveness of the program

Person Responsible

Lynnea Weissman


Schedule

Quarterly, from 10/16/2015 to 6/3/2016


Evidence of Completion

Attendance percentage, number of office referrals, in and out of school suspensions, and honor roll will be tracked each quarter.

G2.B3 Making sure students are in attendance 2

 B185635

G2.B3.S1 Maintain or improve our attendance rate. 4

 S197029

Strategy Rationale

Students learn best when they are in attendance.

Action Step 1 5

Reward students for perfect attendance.

Person Responsible

Charles McDaniel

Schedule

Triannually, from 11/5/2015 to 5/5/2016

Evidence of Completion

Research perfect attendance on Skyward.

G2.B4 Maintaining a Bully-Free school 2

 B185636

G2.B4.S1 Teach the Anti-Bullying lessons through our PLUS teachers. 4

 S197030

Strategy Rationale

By teaching through the PLUS teachers, all students will have the opportunity to learn the lessons without taking core teaching time.

Action Step 1 5

Each of the PLUS teachers will teach the anti-bullying curriculum to their students.

Person Responsible

Jamie Sidoruk

Schedule

Biweekly, from 9/28/2015 to 10/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Teachers' lesson plans will be reviewed by their assessor to ensure proper planning and follow through of the program.

Person Responsible

Jamie Sidoruk

Schedule

Weekly, from 9/7/2015 to 10/30/2015

Evidence of Completion

Lesson plans and classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Track numbers of complaints and incidences of confirmed bullying

Person Responsible

Jamie Sidoruk


Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Number of complaints and number of confirmed incidences of bullying

G2.B4.S3 Create a Distinguished Gentlemen/Leading Ladies program. 4

 S197032

Strategy Rationale

By working positively with at-risk 8th grade students, they learn to become positive leaders on campus rather than

Action Step 1 5

Create a program to help at-risk 8th grade students rise above their previous experiences and problems.

Person Responsible

Eric Sochocki

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

The number of discipline referrals for this group will decrease.

Person Responsible

Eric Sochocki

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Number of referrals, number of days absent, and number of in-school and out of school suspensions

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

The program sponsors will meet with these students as needed and then celebrate with a weekly lunch provided by one of our business partners.

Person Responsible

Eric Sochocki

Schedule

Weekly, from 9/4/2015 to 6/3/2016


Evidence of Completion

Discipline data, grade point average data, student survey

G3. ERMS will create learners competent in the use of real world technology and tools. 1

 G071145

G3.B1 Technology is changing so fast that it is hard for teachers and students to keep up. 2

 B185637

G3.B1.S1 Continue our Bring Your Own Device Program 4

 S197033

Strategy Rationale

By creating and maintaining a system of BYOD, the students will have enough new technology to learn how to learn how to learn (Daggett, W. 1989)

Action Step 1 5

ERMS will continue the BYOD program.

Person Responsible

Catherine Slack

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Number of devices used by students during the academic day

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

Teachers will keep track of the number of students who use their own technology on blended learning days.

Person Responsible

Jamie Sidoruk

Schedule

Every 3 Weeks, from 10/8/2015 to 5/20/2016

Evidence of Completion

A spreadsheet will be created by the leadership team that the teachers can use to input and keep track of the number of students who use their own technology during blended learning days.

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

Students will be more engaged while using appropriate technology during their lessons.

Person Responsible

Eric Sochocki

Schedule

Monthly, from 10/8/2015 to 5/20/2016

Evidence of Completion

Teachers will use an on-line survey to determine the students' perception of engagement.

G3.B2 Teachers never seem to have enough time to collaborate and plan for rigorous lessons. 2

 B185638

G3.B2.S1 Create collaborative time for teachers using a PLUS team of teachers to off-load the students.

4

 S197034

Strategy Rationale

By giving the core teachers 18 full days of collaborative plan time during the school day, they will be able to create more rigorous lessons to better prepare our students for 21st century skills including college and careers.

Action Step 1 5

Create a system of Innovative Professional Development.

Person Responsible

Charles McDaniel

Schedule

Biweekly, from 7/1/2015 to 5/27/2016

Evidence of Completion

Artifacts from iPD sessions using LDC to include mini tasks and/or assignments and student work

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

After each iPD day, each grade level department will create and turn in a copy of their mini task or assignment along with student work examples that show evidence of work aligned to the Florida Standards.

Person Responsible

Erica Lott

Schedule

Biweekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Authentic student work derived from the rigorous mini task or assignment created with the LDC system

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Lesson study of the student work will prove student growth and understanding.

Person Responsible

Erica Lott


Schedule

Biweekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

A comparison of high, middle, and low student work will help the teachers create rigorous lessons tied to the Florida Standards.

G3.B5 Creating a master schedule that will support collaborative professional development during the school day without losing course content and rigor. **2**

 B185641

G3.B5.S1 Create a master schedule that will include a PLUS team so that the core teachers will have sufficient time to collaborate during the school day to create rigorous lessons tied to the Florida Standards. **4**

 S197035

Strategy Rationale

By giving teachers the time to plan together during the school day, they will be able to conduct lesson studies of student work and create valuable and rigorous lessons to meet the Florida Standards.

Action Step 1 **5**

Use Blended Learning as a way to create a PLUS team of teachers to off-load the students while their core teachers plan rigorous lessons tied to the Florida Standards.

Person Responsible

Erica Lott

Schedule

Biweekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B5.S1 **6**

Use the State of Florida Blended Learning statutes as a way to help create an innovative professional development system. (FS. 1003.498 and 1002.321)

Person Responsible

Catherine Slack

Schedule

Biweekly, from 7/1/2015 to 5/27/2016

Evidence of Completion

The master schedule will be the evidence that a PLUS team was created to help the core teachers find time to collaborate during the school day.

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Class size will increase as a result of iPD and PLUS.

Person Responsible

Catherine Slack

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

The numbers of students in the core classes must be kept as low as possible while still creating a PLUS team.

G3.B6 Students learn in different ways and at different times. Meeting the needs of all students from acceleration and beyond to academic repair is necessary to close the achievement gap. 2

 B185642

G3.B6.S1 Research and create a plan for personalized learning for students that will allow our students to learn at their own pace, place, and time in a competency-based system. 4

 S197036

Strategy Rationale

Not all students learn the same way and it is our responsibility to discover and implement a system that will work for all learners.

Action Step 1 5

ERMS will become a school of personalized learning.

Person Responsible

Catherine Slack

Schedule

Weekly, from 9/1/2015 to 3/1/2016

Evidence of Completion

By the end of February 2016, we will have written a plan for personalized learning for students that will be approved by our School Board and funded by the Bill and Melinda Gates Foundation for the next 4 years.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Since we are in the planning stages, visiting other schools who have already implemented personalized learning for students and attending conventions is the best way to learn about personalized learning.

Person Responsible

Catherine Slack

Schedule

Weekly, from 9/1/2015 to 3/1/2016

Evidence of Completion

The completed and successful PL plan will be the evidence of success.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

The Spartan Select Team for PL will meet as needed to create a viable plan for personalized learning.

Person Responsible

Catherine Slack

Schedule

Weekly, from 9/1/2015 to 3/1/2016

Evidence of Completion

After each school visit or conference attended, the Spartan Select Team will present its findings to the leadership team and then to the faculty at the general faculty meeting each month.

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
G1.B1.S1.A1	The PLUS team will create a rigorous curriculum to use during iPD days.	Lott, Erica	7/1/2015	Lesson plans will be collected as well as authentic mini tasks with student work.	9/30/2015 monthly
G1.B2.S1.A1	Continue as an AVID National Demonstration School.	Spencer, Janice	7/1/2015	We will continue to progress to institutional status on all 11 essentials of AVID.	6/30/2016 monthly
G2.B1.S1.A1	All students will carry and display a picture student i.d.	Slack, Catherine	8/24/2015		6/9/2016 daily

Lake - 0080 - East Ridge Middle School - 2015-16 SIP
East Ridge Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Use of LiveSchool to keep track of PBS points and increase parent communication.	Weissman, Lynnea	8/24/2015	Total number of positive and negative points will be listed quarterly for teachers and students.	6/3/2016 weekly
G2.B3.S1.A1	Reward students for perfect attendance.	McDaniel, Charles	11/5/2015	Research perfect attendance on Skyward.	5/5/2016 triannually
G2.B4.S1.A1	Each of the PLUS teachers will teach the anti-bullying curriculum to their students.	Sidoruk, Jamie	9/28/2015		10/30/2015 biweekly
G2.B4.S3.A1	Create a program to help at-risk 8th grade students rise above their previous experiences and problems.	Sochocki, Eric	9/1/2015		6/3/2016 weekly
G3.B1.S1.A1	ERMS will continue the BYOD program.	Slack, Catherine	8/24/2015	Number of devices used by students during the academic day	6/3/2016 daily
G3.B2.S1.A1	Create a system of Innovative Professional Development.	McDaniel, Charles	7/1/2015	Artifacts from iPD sessions using LDC to include mini tasks and/or assignments and student work	5/27/2016 biweekly
G3.B5.S1.A1	Use Blended Learning as a way to create a PLUS team of teachers to off-load the students while their core teachers plan rigorous lessons tied to the Florida Standards.	Lott, Erica	8/31/2015		5/27/2016 biweekly
G3.B6.S1.A1	ERMS will become a school of personalized learning.	Slack, Catherine	9/1/2015	By the end of February 2016, we will have written a plan for personalized learning for students that will be approved by our School Board and funded by the Bill and Melinda Gates Foundation for the next 4 years.	3/1/2016 weekly
G1.MA1	Hard Data: student and teacher attendance, standardized test scores, student discipline (in-school and out of school suspensions), Soft Data: Stakeholder surveys	McDaniel, Charles	8/24/2015	A report card of the data above will be created.	6/30/2016 quarterly
G1.B1.S1.MA1	A report card of monitoring data will be created and checked quarterly.	McDaniel, Charles	8/24/2015	This report card will include hard and soft data such as: Student Attendance, Teacher Attendance, Student Discipline (in-school and out of school suspensions), Student Engagement, Rigorous Lessons as determined by LDC, quarterly Stakeholder surveys, and Standardized Tests.	6/30/2016 quarterly
G1.B1.S1.MA1	Leadership will collect student work and the LDC module or mini-task from which it came to ensure that the teachers' lessons include the appropriate rigor and recursive standards.	Lott, Erica	8/24/2015	LDC modules and/or mini-tasks will be collected after each iPD session and reviewed for fidelity and rigor.	6/3/2016 monthly
G1.B2.S1.MA1	Host site visits and open houses from AVID center and other AVID schools.	Spencer, Janice	7/1/2015	Follow up reports and survey responses from site visits and open houses will be used to demonstrate and document effectiveness. In addition standardized test scores of AVID students will be used to determine growth.	6/30/2016 semiannually
G1.B2.S1.MA1	Meet monthly with the school site team to review the 11 essentials and wins and worries about AVID.	Spencer, Janice	7/1/2015	Each month members of the site team present one or two of the 11 essential elements and the artifacts that help determine our level of implementation.	6/30/2016 monthly
G2.MA1	By improving the attendance rate, number of students earning honor roll status, reducing office referrals, and in and out of school suspensions, we can	Weissman, Lynnea	10/23/2015	We will collect attendance, office referrals, in and out of school suspensions, and honor roll data.	6/3/2016 quarterly

Lake - 0080 - East Ridge Middle School - 2015-16 SIP
East Ridge Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	conclude that our PBS is having a positive effect on the school culture.				
G2.B2.S1.MA1	Discipline and attendance data will be reviewed for effectiveness of the program	Weissman, Lynnea	10/16/2015	Attendance percentage, number of office referrals, in and out of school suspensions, and honor roll will be tracked each quarter.	6/3/2016 quarterly
G2.B2.S1.MA1	Administrators will monitor the points weekly for each of the teachers they evaluate.	Slack, Catherine	8/31/2015	Spreadsheets listing each of the students and total points as well as the number of positive and negative points given by each teacher will be created and reviewed quarterly while student points will be reviewed weekly.	6/3/2016 weekly
G2.B4.S1.MA1	Track numbers of complaints and incidences of confirmed bullying	Sidoruk, Jamie	8/24/2015	Number of complaints and number of confirmed incidences of bullying	6/3/2016 annually
G2.B4.S1.MA1	Teachers' lesson plans will be reviewed by their assessor to ensure proper planning and follow through of the program.	Sidoruk, Jamie	9/7/2015	Lesson plans and classroom walkthrough data	10/30/2015 weekly
G2.B4.S3.MA1	The program sponsors will meet with these students as needed and then celebrate with a weekly lunch provided by one of our business partners.	Sochocki, Eric	9/4/2015	Discipline data, grade point average data, student survey	6/3/2016 weekly
G2.B4.S3.MA1	The number of discipline referrals for this group will decrease.	Sochocki, Eric	9/1/2015	Number of referrals, number of days absent, and number of in-school and out of school suspensions	6/3/2016 daily
G3.MA1	Standardized test scores and the PSAT will be monitored for success.	Sochocki, Eric	1/29/2016	Standardized tests and EOCs will be reviewed for student growth.	6/10/2016 annually
G3.B1.S1.MA1	Students will be more engaged while using appropriate technology during their lessons.	Sochocki, Eric	10/8/2015	Teachers will use an on-line survey to determine the students' perception of engagement.	5/20/2016 monthly
G3.B1.S1.MA1	Teachers will keep track of the number of students who use their own technology on blended learning days.	Sidoruk, Jamie	10/8/2015	A spreadsheet will be created by the leadership team that the teachers can use to input and keep track of the number of students who use their own technology during blended learning days.	5/20/2016 every-3-weeks
G3.B2.S1.MA1	Lesson study of the student work will prove student growth and understanding.	Lott, Erica	8/31/2015	A comparison of high, middle, and low student work will help the teachers create rigorous lessons tied to the Florida Standards.	5/27/2016 biweekly
G3.B2.S1.MA1	After each iPD day, each grade level department will create and turn in a copy of their mini task or assignment along with student work examples that show evidence of work aligned to the Florida Standards.	Lott, Erica	8/31/2015	Authentic student work derived from the rigorous mini task or assignment created with the LDC system	5/27/2016 biweekly
G3.B5.S1.MA1	Class size will increase as a result of iPD and PLUS.	Slack, Catherine	8/24/2015	The numbers of students in the core classes must be kept as low as possible while still creating a PLUS team.	5/27/2016 daily
G3.B5.S1.MA1	Use the State of Florida Blended Learning statutes as a way to help create an innovative professional development system. (FS. 1003.498 and 1002.321)	Slack, Catherine	7/1/2015	The master schedule will be the evidence that a PLUS team was created to help the core teachers find time to collaborate during the school day.	5/27/2016 biweekly
G3.B6.S1.MA1	The Spartan Select Team for PL will meet as needed to create a viable plan for personalized learning.	Slack, Catherine	9/1/2015	After each school visit or conference attended, the Spartan Select Team will present its findings to the leadership team and then to the faculty at the general faculty meeting each month.	3/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B6.S1.MA1	Since we are in the planning stages, visiting other schools who have already implemented personalized learning for students and attending conventions is the best way to learn about personalized learning.	Slack, Catherine	9/1/2015	The completed and successful PL plan will be the evidence of success.	3/1/2016 weekly

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 Opportunities

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

G1. East Ridge Middle School will consistently provide rigorous lessons in all content areas to prepare all learners for college, careers and beyond.

G1.B1 New standards and blueprints that teachers must learn in order to prepare rigorous lessons.

G1.B1.S1 Through the use of Blended Learning and the principles of School by Design, we were able to carve out 6 teachers who became a PLUS team. The PLUS team will continue rigorous teaching of students whose core teachers are using the time for in-school collaboration 18 times a year during the school day.

PD Opportunity 1

The PLUS team will create a rigorous curriculum to use during iPD days.

Facilitator

TimeWise and LCSB Professional Development Department

Participants

All ELA, SCI, SS teachers, Math, and Leadership Team

Schedule

Monthly, from 7/1/2015 to 9/30/2015

G1.B2 Closing the achievement gap takes a systems approach.

G1.B2.S1 Maintain our National Demonstration School for AVID status.

PD Opportunity 1

Continue as an AVID National Demonstration School.

Facilitator

AVID Center

Participants

Coordinator and multiple teachers

Schedule

Monthly, from 7/1/2015 to 6/30/2016

G2. ERMS will maintain a safe campus for all learners.

G2.B2 Keeping up with PBS points for reward or consequences

G2.B2.S1 The use of Positive Behavior Support (PBS) comes with a cost of rewards.

PD Opportunity 1

Use of LiveSchool to keep track of PBS points and increase parent communication.

Facilitator

Lynnea Weissman

Participants

All teachers and parents

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G3. ERMS will create learners competent in the use of real world technology and tools.

G3.B1 Technology is changing so fast that it is hard for teachers and students to keep up.

G3.B1.S1 Continue our Bring Your Own Device Program

PD Opportunity 1

ERMS will continue the BYOD program.

Facilitator

LCS Innovative Learning Specialists

Participants

All teachers

Schedule

Daily, from 8/24/2015 to 6/3/2016

G3.B2 Teachers never seem to have enough time to collaborate and plan for rigorous lessons.

G3.B2.S1 Create collaborative time for teachers using a PLUS team of teachers to off-load the students.

PD Opportunity 1

Create a system of Innovative Professional Development.

Facilitator

Timewise and LCS Professional Development

Participants

All core teachers and administration

Schedule

Biweekly, from 7/1/2015 to 5/27/2016

G3.B5 Creating a master schedule that will support collaborative professional development during the school day without losing course content and rigor.

G3.B5.S1 Create a master schedule that will include a PLUS team so that the core teachers will have sufficient time to collaborate during the school day to create rigorous lessons tied to the Florida Standards.

PD Opportunity 1

Use Blended Learning as a way to create a PLUS team of teachers to off-load the students while their core teachers plan rigorous lessons tied to the Florida Standards.

Facilitator

Timewise, Inc. and LCS Professional Development department

Participants

Core teachers and Administration

Schedule

Biweekly, from 8/31/2015 to 5/27/2016

Technical Assistance Items

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

G3. ERMS will create learners competent in the use of real world technology and tools.

G3.B6 Students learn in different ways and at different times. Meeting the needs of all students from acceleration and beyond to academic repair is necessary to close the achievement gap.

G3.B6.S1 Research and create a plan for personalized learning for students that will allow our students to learn at their own pace, place, and time in a competency-based system.

PD Opportunity 1

ERMS will become a school of personalized learning.

Facilitator

Timewise (Jennifer Frentress)

Participants

Spartan Team for Personalized Learning (a select group of teacher volunteers on campus)

Schedule

Weekly, from 9/1/2015 to 3/1/2016

Budget

Budget Data

1	G1.B1.S1.A1	The PLUS team will create a rigorous curriculum to use during iPD days.				\$0.00
2	G1.B2.S1.A1	Continue as an AVID National Demonstration School.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0080 - East Ridge Middle School	General Fund		\$10,000.00
			Notes: \$8,000 for tutors and \$2,000 for Summer Institute an Pathways training			
3	G2.B1.S1.A1	All students will carry and display a picture student i.d.				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000		0080 - East Ridge Middle School	General Fund		\$700.00
			Notes: cost of id cards, film, and lanyards			
4	G2.B2.S1.A1	Use of LiveSchool to keep track of PBS points and increase parent communication.				\$4,000.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0080 - East Ridge Middle School	School Improvement Funds		\$4,000.00
			Notes: We are a pilot for LiveSchool(r), a web-based program that will allow teachers to keep track of positive and negative points relating to student behavior. It also has a parent portal so parents can see the points at any time.			
5	G2.B3.S1.A1	Reward students for perfect attendance.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0080 - East Ridge Middle School	Other		\$300.00
			Notes: Funds from fundraiser to reward students for perfect attendance.			
6	G2.B4.S1.A1	Each of the PLUS teachers will teach the anti-bullying curriculum to their students.				\$0.00
7	G2.B4.S3.A1	Create a program to help at-risk 8th grade students rise above their previous experiences and problems.				\$0.00
8	G3.B1.S1.A1	ERMS will continue the BYOD program.				\$0.00
9	G3.B2.S1.A1	Create a system of Innovative Professional Development.				\$0.00
10	G3.B5.S1.A1	Use Blended Learning as a way to create a PLUS team of teachers to off-load the students while their core teachers plan rigorous lessons tied to the Florida Standards.				\$0.00
11	G3.B6.S1.A1	ERMS will become a school of personalized learning.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0080 - East Ridge Middle School	Other		\$20,000.00
			Notes: Gates Foundation Planning Grant			
Total:						\$35,000.00