East Ridge High School

2015-16 School Improvement Plan

East Ridge High School

13322 EXCALIBUR RD, Clermont, FL 34711

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	56%

School Grades History

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

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

To promote a culture that is academically and physically safe for all students to learn and to become productive members of society.

Provide the school's vision statement

When we enter this campus, we are...
1 Knight: Working Together
1 Knight: Striving for Excellence
1 Knight: Bold in Character, Empowered with Strength
1 Knight: Determined to be the Very Best that we can be
1 Knight: Accepting the Challenge to move ERHS from Good to Great!

School Environment

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

Storming the Castle: STC provides the students, and staff the opportunity to learn about each others backgrounds and experiences in a safe environment. Members participate in team building activities and discussions that promote "1 Knight" mentality.
SGA: Teacher Appreciation Week The student government organization heads up teacher appreciation week, but finding sponsors for each of the five days.
ESE -Highlighting Individuals with Disabilities - The Exceptional Student Education department highlights individuals with disabilities on the announcements and bulletin boards throughout campus.
Foreign Language Week - The Foreign Language Department highlights a variety of countries and their cultures on the announcements and bulletin boards during Foreign Language week. They translate the announcements and different activities into different languages for exposure to students and teachers.

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

Duty Rosters - Teachers have a duty station before after school and during transitions that allows students easy access to adults during non - class time.
SRO -School Resource Deputies (2) - the school resource deputies travel the campus to provide extra campus supervision during the school day. This allows students and teachers the opportunity to feel safe and build a positive relationship with law enforcement .
Administrators (7)- The administration is visible before and after school, during transitions, and during lunches. This allows the students the opportunity to report any concerns face to face and build a positive relationship with administration.
Bullying Box - The students have the opportunity to use the anonymous bullying box located, outside building one, to report any bullying or harassment issues that may be occurring at East Ridge High School.

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

Each Student receives the Lake County Schools Code of Conduct which is reviewed at the beginning of the school year. ERHS students also receive a student handbook which covers school expectations. This student handbook addresses areas that range from arrival on campus to pep rally expectations.

PBS- East Ridge High School has a PBS system to celebrate teacher, staff and student successes. We recognize student, teacher, and athletes of the month with a luncheon. We have out Knights Armor, Accept Responsibility, Respect yourself and ERHS, Maintain your motivation and overcome obstacles and reflect on decisions, which are guiding principals for positive interaction. Teachers use social contracts instead of class rules to guide teacher and student interaction in the classroom.

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

Black and Gold Cross- The Black and Gold Cross is a student run organization which assists students in a need. They provide the students clothing, food, home and school supplies in an anonymous manner.

AVID -AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

Mentoring - Take Stock In Children - The Take Stock in Children Program provides mentoring for students who have the goal of attending college. Students are selected in the 8th grade based on criteria and assigned a mentor from the community.

Guidance Express- Guidance Express provides the students of ERHS access to guidance counselor every day, The students have the opportunity to speak with a guidance counselor, pick up forms, due schedule changes and make appointments during the lunch time.

Tutoring Programs;Homeless Tutoring.

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

Leadership Team utilizes our EWS which covers High School Indicators for the state and statistics on graduation.

Students who miss 10% or more available instructional time

Students in the 9th grade with one or more absences within first 20 days

Students in 9th grade who fail two or more courses in any subject

Students whose grade point average is less than a 2.0

*Students who receive one or more suspensions, whether in school or out of school

*Students who fail English Language Arts or Mathematics

*Students with a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics:

Reading - Total Tested 9th, 10th grade 1139 Level 1: 17.8%

Math - Algebra 1-9th Grade 338 Tested Level 1: 52.4%

Geometry -Total tested 584 Level 1: 25.5%

Algebra 2: Total tested 411 Level 1: 36%

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
	9	10	11	12	
Attendance below 90 percent	170	168	167	160	665
One or more suspensions	49	53	36	39	177
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	157	147	4	0	308

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Teacher/ Administrator Mentoring
Guidance Counselors
Parent Conferences
Attendance Contracts
MTSS
E2020 Placement
Social Services provided by District
Juniors/Seniors at risk graduation data charts

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

Increase parent involvement:
"Meet the Knights" - ERHS Curriculum Night-Monitor through sign-in-sheets and parent surveys extend the time for parents to visit classrooms.
School Advisory Council Meetings-Advertise meetings on school website and School Messenger
Athletic and Academic Boosters- advertise membership and meeting dates
Grade Level Meetings with parents
Skyward - parents can view student grades and teacher lesson plans.
AVID Nights - informing parents about our AVID Program
AP Night is an informational session that provides a better understanding of the AP Program from enrollment to college credit.

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

Principal is an active member of the local South Lake Chamber and the Lake County Schools Educational Foundation
South Lake Educational Foundation-Mr. Balkaran, Assistant Principal represents ERHS at monthly meetings.
Black and Gold Cross solicits donations from local community organizations and churches
Business Owners are members of the ERHS SAC
Athletic Teams work at Nursing Homes, provide back-packs to under represented students, providing summer camps, and partner with Elementary School to support reading initiatives.

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
Lueallen, Julie	Principal
Frazier, Brent	Assistant Principal
Frana, Melissa	Assistant Principal
Feld, Charles	
Christensen, Gary	Teacher, K-12
Cuebas, Myra	Teacher, K-12
McGriff, Lucressie	Teacher, K-12
Mollet, Grant	Teacher, K-12
Santo, Vince	Teacher, K-12
Shaffer, Craig	Teacher, K-12
Stalma, Jonathan	Teacher, K-12
Balkaran, Brent	Assistant Principal
Keaveny, Stacy	Assistant Principal
Williams, Jeffrey	

Duties

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

Julie Lueallen, Principal: Supports the use of data-based decision making strategies, assures implementation of MTSS and will ensure adequate professional development is in place for the staff.
Brent Frazier, Assistant Principal: Will set times, dates, and agendas for meetings, ensure team members are contributing, refers to action plan and ensures utilization of data to support student meetings.
Patty Pearson, Guidance Counselor- Provides information of services and expertise in assessments and interventions with students. Liaison with the community and families in support of student success and achievement.
Jaclyn Brierly, ESE Specialist: Will collect data on students and will provide best practices

collaboration with general education teachers. Will assist with development of instructional strategies for Tier 3 Instruction.

Renee Hoskinson, Literacy Coach-Data Master: Provide in-depth guidance on K-12 Reading Plan. Will collect and analyze data for the RtI and PBS Teams. Will also support the implementation of Tier Intervention Plans and provide instructional support to general education teachers.

Nicole Marconi, ESE Teacher; Coral Hanson, ESE Teacher: Will participate in student data collection, will assist with instructional strategies for Tier 3 Instruction. Will collaborate with general education teachers.

Charles Feld, Assistant Principal-MTSS/PBS Coaches will develop, lead and evaluate with RtI/PBS Team the school standards and programs. Will identify patterns of student need and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection, and analysis.

Rebecca Dargis, School Psychologist: Will help in the interpretation analysis of data collected. Will provide support for interventions as well as professional development and technical assistance.

General education teachers who will provide information about curriculum and will participate in data collection and will collaborate with other teachers in the implementation of Tier 1-3 instruction in an as needed basis. Laura Rembert, Reading, Maria Rodriguez-Vargas-ELL/Language Arts, Nicole Moses-Science, Betty Howard-Math, Grant Mollett-Social Studies.

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

CORE INSTRUCTION - Weekly classroom walkthroughs utilizing the ERHS Rigor Sheets, TEAM Evaluation, and Florida Standards
Literacy Design Collaborative
FCIM- Utilizing the Plan-Do-Check-Act
Task Cards- Higher Order Questions
Curriculum Maps and Blue Prints
CBC - Scales and Rubrics
iPD-Innovative Professional Development
Personalized Learning
RESOURCE ALLOCATIONS- Discretionary Funding is based on FTE and provided via the District. ERHS utilizes several different funding sources to provide a curriculum that prepares students for College or Career. Those funding sources are as follows:
SAI Funding - Provides dollars for Level 1 and 2 Reading Students - Items purchases with funding: Achieve 3000, Leveled Reading Books, Transportation, ACT/SAT Preparation, Year Round Tutoring
AP Funding- East Ridge High School has an "Open" Enrollment Policy in AP resulting in over 730 students taking one or more AP Classes as our school.
IDEA Funding- East Ridge High is an "Inclusion" School. Funding provides classroom iPads, relevant and rigorous apps, resource materials to meet the diverse learning modalities of students and necessary student and teacher materials.
iPD-Innovative Professional Development funding to support student success and provide time for purposeful
teacher collaboration on a regular basis.
TEACHER SUPPORT- The team will be responsible for and participate in the problem solving, research on best practices, evaluation of programs and implementation and decision -making strategies. Classroom teachers will be involved in the RtI Meetings as necessary.
SMALL GROUP and INDIVIDUAL STUDENT NEEDS- Will be met through analyzing data on a weekly basis. Individual students will be monitored for progress in reaching benchmarks. Where there is risk of student(s) not meeting benchmarks, the team will collaborate and build a consensus on the

best strategies to increase achievement.
Title X Homeless funds will be utilized to assist with homeless students who are in need of tutoring. This fund will also support our homeless students with transportation and school supplies.
Supplemental Academic Instruction (SAI)- Utilize funding to provide a year-long and summer tutoring program that supports level 1 and 2 students in passing academic courses and EOC's.
Anti-Bullying Programs
Capturing Kids Hearts is a Leadership Class focused on growing student leaders through awareness and anti-bullying
Bullying Boxes- for anonymous information which is investigated by administration
Anti-Bullying -"Self Awareness Week"
"Storming the Castle"
Leap Lessons regarding cyber-bullying
CTE -Increased student industry certification opportunities through the addition of two new programs- Engineering and AG-Tech.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julie Robinson-Lueallen	Principal
Tracy Everett	Education Support Employee
Angela House	Education Support Employee
Yemeko Fountain	Teacher
Laura Bushwitz	Teacher
Tessine Moses	Teacher
Joseph Prather	Teacher
Carol Colvin	Parent
Linette Pellitier	Parent
Nancy Strodes	Parent
Stephanie Walters	Business/Community
Citra Bradshaw	Student
Patti Pearson	Teacher

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

The SAC reviews the SIP every September and has access to it through out the year. They are able to make recommendations for continual improvement through out the school year.

Development of this school improvement plan

Analyze, discuss, and approve School Improvement Plan
Approve SAC Funding to support College and Career Readiness- Academic Grants

Preparation of the school's annual budget and plan

The SAC reviews each school budget with the principal and makes recommendations to the principal. They oversee their SAC budget and make recommendations for changes they would like to see occur.

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

School Improvement funds were not allocated 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
Lueallen, Julie	Principal
Hoskinson, Renee	Instructional Coach
Marconi, Nicole	Teacher, K-12
Christensen, Gary	Teacher, K-12
Keaveny, Stacy	Guidance Counselor
McGriff, Lucressie	Teacher, K-12
Mollet, Grant	Teacher, K-12
Santo, Vince	Teacher, K-12
Shaffer, Craig	Teacher, K-12
Stalma, Jonathan	Teacher, K-12
Frazier, Brent	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is the implementation of the East Ridge High School-Wide Literacy Plan with an emphasis on the Florida Standards (Recursive Standards). The Literacy Leadership Team will identify and discuss reading curriculum including materials and resources. The focus will be on increasing the performance of all subgroups in reading and school wide literacy strategies; hence preparing students for college and career readiness.

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

iPD-ERHS is utilizing the Innovative Professional Development model this is key to achieving and supporting student success as it allows teachers time for purposeful collaboration on a regular basis. Common Planning- Master Schedule provided for common planning times for like content areas.

Wednesday Early Release - provides time for teachers to attend Faculty, Department or Content Meetings.

LDC Modules call for teachers to work cross content to plan lessons.

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

STRATEGY # 1

Induction into Knighthood Orientation Program - New Teachers set up with highly effective teachers. These teachers are highly effective with student relationships and student achievement.

PERSON RESPONSIBLE

Brent Frazier - Assistant Principal

Tessine Moses - Language Arts/Student Leadership Teacher

STRATEGY # 2

PLC - New Teachers (0-3 years) - Provides answers to questions and concerns related to day to day operations, TEAM Assessment, Data Chats (student, teacher, and parent) and support in specified curriculum area.

PERSONS RESPONSIBLE

Administration - All Administrators

STRATEGY # 3

Mentee Teachers and District Staff - assist in successful completion of the District Teachers Orientation Program. Involves completion of portfolio and professional development.

PERSONS RESPONSIBLE

Jeffery Williams- Assistant Principal / TQR

New Teachers

District Staff

STRATEGY # 4

Mentee Teacher assigned an Associate Teacher Mentor- Provides new teachers answers to questions and concerns related to day to day operations and curriculum needs.

PERSONS REPONSIBLE

Assistant Principals

Department Chairs

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

Knights Mentoring Program

Carla Colombo Synthia Marrero-Conti Nurse Assisting

Rosemary Demott Vince Santo Acting I

Kimberly Dipietro Jason Lashbrook French I/II

Jared Frick Craig Shaffer Liberal Arts Math II

James Gelin Roger Stine EBD

Angelica Gomez Coral Hanson IND

Nathan Gonzalez Coral Hanson Support Fac./LA

Alec Lockhart Wendy Land Chemistry/Honors/AP

Carly Long Karen Marvich Eng. II

Joel Mesha Jonathan Stalma AVID/Eng. I

Julie Polish Nicole Maconi IND

Sewak Rampersaud Tabitha Zangre Eng. I

Jason Robinson Mayra Cuebas Care & Prevention/B-Ball

Greg Russo Mary McCann Hope

Tracey Sansbury Patti Pearson Guidance

Tracey Thaden Grant Molllett World History

Duane Updike Tricia Murphy MCR/LAM II

Heather Winkler Renee Hoskinson Eng.I/Intensive Reading
RATIONALE-Mentees New to School/ Mentors-Teacher Leaders, Academic Achievement, Positive
Relationships
PLANNED ACTIVITIES- Weekly PLC that involves TEAM Assessment, Data Chats, Lesson Study, and
Peer to Peer Review

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

District Scope and Sequence/Curriculum Blueprints are followed by all teachers and monitored by
Administration on daily CWT's.
Florida Standards Coach and Literacy Coach are committed to supporting classroom teachers
through the Florida 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

LDC-Literacy Design Collaborative- 44 ERHS Instructional Staff Members were trained in
LDC.Utilizing the LDC Frame work to merge the new Florid Standards with important content
standard -fostering coherence in teaching
both. The LDC strategy lays out the literacy design first and then allows teachers to add their content
on top of a solid literacy foundation. All returning ERHS Instructional Staff Members are being trained
in LDC receiving on-going PD in LDC (mini-task). The mini-task are scaffold and sequenced to
support students from remediation to enrichment levels.
Innovative Professional Development (iPD) - East Ridge High School believes that a key to achieving
and supporting student success is allowing time for purposeful teacher collaboration on a regular
basis. with the implementation of the new Florida Standards, East Ridge High School teachers are
going to unite in creating common lesson, mini tasks, and spend time analyzing student work. By
doing so, teachers will develop a deeper understanding of areas of improvement needed in core
instruction and opportunities to celebrate student success
Power Plus Team- Leadership from East Ridge HS, Lake Minneola HS, and South Lake HS have
joined forces to develop a "Power Plus Team that will be supporting teachers within these schools.
The Power Plus Team will
provide CWT Data, support teachers in unwrapping the Florida Standards, creating mini-task, and
analyzing student work and creating common assessments.
ERHS will utilize AVID Strategies to support student understanding of the new Florida Standards
School-Wide AVID WICOR Strategies with a focus on Cornell Notes, Socratic Seminars, and AVID
Reading
Personalized Learning- ERHS recieved the initial grant to begin the planning phase for
implementating PL school wide. A team of teacher leaders will travel to visit schools that are
implementing Personalized Learning and bring best practices back to include in ERHS PL plan. All
Algebra 1 and Geomentry teachers are implementing Personalized learning in their classrooms this
year.

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: Extended School Day
Minutes added to school year:

Classes provided to students who are not on grade level or who have failed a core class.
These classes are offered through the following: Direct Instruction, E2020 Program, On-line (Edmodo).
E2020 Instruction is also offered during the school day in the core academic areas.

Strategy Rationale

Students fall behind in the number of required credits. We like to capture this data by grade level and provide the students an opportunity prior to their senior year thus keeping them on track for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Feld, Charles, feldc@lake.k12.fl.us

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

Courses Passed
Students on Grade Level
Graduation Rates

Strategy: Extended School Day
Minutes added to school year:

Create large blocks of time for teacher collaboration and PD.

Strategy Rationale

ERHS believes that the key to achieving and supporting student success is allowing time for purposeful teacher collaboration on a regular basis. Teachers will utilize this time to create common lessons, mini-task and spend time analyzing student work.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Lueallen, Julie, robinson-lueallenj@lake.k12.fl.us

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

CWT Data, student work, lesson plans, common assessments

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

East Ridge High School provides an orientation for each grade level in August prior to the start of each school year. The freshman class receives a more in depth version of the orientation including campus tours and interaction with teachers and student government representatives. The prior spring the guidance counselors and administrator attend an orientation at each of the feeder middle schools to help students register for classes, which is followed up with a parent night to go over the same material.
Sophomore, Junior and Senior classes have additional opportunities to attend class meeting and college and career nights throughout the school year that allows the opportunity to meet with guidance counselors and college representatives.

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

Increase enrollment and eligibility for AP courses/Increase performance rate in AP courses.
Utilize PERT scores to increase awareness of further opportunities in postsecondary study.
Informing parents of preparations that need to be made for a student to have college and/or career success by offering parent information nights for each grade level.
Publishing in print and on the website, all information needed to make postsecondary plans.
Continuing the AVID Program that will address the needs of first generation students and encourage them to seek admission and acceptance to a four year university.
Encourage college visits by university admissions representatives.
Utilization of Choices and the use of Florida Virtual School Campus for preparation and planning for college.
Increasing CTE within the academics and student industry certification opportunities for credits.
All Juniors will take the SAT provided by College Board.

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

Each Academy has created Interdisciplinary projects to incorporate all or most of the subject areas in order to provide students with real life problems and examples in effort to show integration of various subject matters and the real world. ERHS houses 14 CTE Programs of which 12 programs provide students the ability to earn an industry certification before graduating high school. East Ridge High School offers the following certification programs: Agritechnology, Allied Health Assisting, Applied Cyber Security, Auto Collision Repair and Refinishing, Business Management and Analysis, Culinary Arts, Early Childhood Education, Engineering Pathways, International Business, Marketing Management and Entrepreneurial Principals, Nursing Assistant and Television Production.

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

East Ridge High School added a new CTE program in 2015 -2016 school year, Pathways to Engineering which has begun to integrate CTE with academic courses. The Pathways of Engineering courses require students to be involved in higher level Math courses. This program has grown exponentially over the past three years. The continuing programs of Allied Health Assisting and Nursing Assistant introduce students to concepts from biology and anatomy and physiology. Agritechnology satisfies a high school science credit due to the science and math concepts which are cornerstones in this area of study. Lastly the Applied Cybersecurity program focuses on network security, cryptographic systems, and recovery of attacked programs. Mathematics is naturally embedded within this program.

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

According to the 2012 High School Feedback Report 54.8% of the East Ridge High School 2011 Graduates completed a college preparatory curriculum. Respectively, the percent of graduates who took the SAT/ACT/CPT and scored at or above the college-level cut scores were the following: Math 70.4%, Reading 86.7%, Writing 87.0%, All three subjects 69.3%. The report also indicates that approximately 51.4% of the East Ridge High School 2012 graduates enrolled in a Florida public postsecondary institution.

East Ridge High School will institute the following strategies to improve the student readiness for public postsecondary success:

Expand the college/university presentations to the Junior Class

Transition to the Common Core Standards

Partner with Lake Sumter Community College to market the College Financial Aid Night.

Encourage more participation in Advanced Placement and Dual Enrollment courses when registering students.

CTE Teachers will educate students/parents on Bright Futures and Gold Seal opportunities.

Provide opportunities for students to review college websites through ADAPT activities.

Provide a page on the school website for FAQ's regarding access to college/university enrollment expectations.

Invite former East Ridge High School graduates who have a demonstrated successful transition to postsecondary education to speak to Junior and Senior Classes.

Continue to offer/expand CTE Programs that offer students the opportunity to earn Industry Certifications in the students chosen career field, for which they can receive postsecondary articulated credit

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:
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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

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

Strategic Goals Summary

G1.   East Ridge High School will increase the readiness of students and staff during emergency situations.

G2.   East Ridge High School will increase the number of student computer stations in each core content classroom thus supporting our goal of preparing all students for college or career.

G3.   East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum.

G4.   East Ridge High School will increase proficiency in math by implementing Personalized Learning and AVID WICOR Strategies.

G5.   East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module).

G6.   East Ridge High School will increase the number of students who are College and Career Ready by improving core instruction.

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 High School will increase the readiness of students and staff during emergency situations.
`1a`

🔍 G071461

Targets Supported `1b`

Indicator	Annual Target
Effective+ Administrators	20.0

Resources Available to Support the Goal `2`

- Utilize Lake County Schools Emergency Response & Crisis Management Go Kit

- Practice Lock-Down Drills and Tornado Drills

- Train teachers on the proper procedures for Lock-Down and Tornado Drills

Targeted Barriers to Achieving the Goal `3`

- Making Substitutes aware of Lock-Down Procedures and Tornado Drills

Plan to Monitor Progress Toward G1. `8`

Review the Drill Schedule Report or East Ridge High School and the After Action Report in Administrative Team Meetings .

Person Responsible
Charles Feld

Schedule
Monthly, from 8/22/2015 to 5/22/2016

Evidence of Completion
The administrative team agenda.

G2. East Ridge High School will increase the number of student computer stations in each core content classroom thus supporting our goal of preparing all students for college or career. 1a

🔍 G071462

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- ERHS available computer stations
- On-Site ILS

Targeted Barriers to Achieving the Goal 3

- Funding to supply student computer stations for all core content classrooms.

Plan to Monitor Progress Toward G2. 8

CWT's - Inventory

Person Responsible
Julie Lueallen

Schedule
On 5/29/2016

Evidence of Completion
Spreadsheet on number of student computers in each core content classroom

G3. East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum. `1a`

🔍 G071463

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal `2`

- Storming the Castle Events

- One on one Guidance from Administrators and Counselors

- LCSB Code of Student Conduct / ERHS Student Handbook

- Implementation of bullying prevention material into Hope and PE Curriculum

Targeted Barriers to Achieving the Goal `3`

- Number of students able to participate in Capturing Kids Hearts/Leadership Class

Plan to Monitor Progress Toward G3. `8`

Monitor Discipline Referrals involving Bullying

Person Responsible
Charles Feld

Schedule
On 5/29/2016

Evidence of Completion
Record of Bullying Incidents

G4. East Ridge High School will increase proficiency in math by implementing Personalized Learning and AVID WICOR Strategies. 1a

🔍 G071464

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	60.0
Math Gains	
Geometry EOC Pass Rate	75.0
Math Lowest 25% Gains	
Algebra II EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- Florida Standards Coach

- District Scope and Sequence (Flip book)

- AVID Tutorials

- Personalized Learning grant training

- Curriculum Blueprint

- Algebra Nation

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of Florida Standards

- Training on Personalized Learning

Plan to Monitor Progress Toward G4. 8

CWT

Person Responsible
Julie Lueallen

Schedule
Weekly, from 8/27/2015 to 5/27/2016

Evidence of Completion
Lesson Study-PLC, Student work, CWT Data

G5. East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module). `1a`

Targets Supported `1b`

🔍 G071465

Indicator	Annual Target
AMO Reading - All Students	
Bio I EOC Pass	86.0
AMO Reading - ELL	
AMO Reading - SWD	
U.S. History EOC Pass	85.0

Resources Available to Support the Goal `2`

- Florida Literacy Design Collaborative Association provided training, materials and supplies to 44 ERHS Instructors.

- The Gates Foundation provided the framework for Innovative Professional Development (iPD) for all ERHS Instructional Staff.

- Common Assessments

- Developmental Language Arts Course

- Inclusion Model/Support Facilitation

- Lesson Study model

Targeted Barriers to Achieving the Goal `3`

- Limited funding for iPD - funding will not provide collaborative time for all instructional staff

Plan to Monitor Progress Toward G5. `8`

Instructional staff will develop LDC Modules that align with the Florida Standards.

Person Responsible
Julie Lueallen

Schedule
Annually, from 8/27/2015 to 5/29/2016

Evidence of Completion
Completed and approved Module by the State LDC Association.

G6. East Ridge High School will increase the number of students who are College and Career Ready by improving core instruction. 1a

🔍 G071466

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0
College Readiness Reading	85.0
College Readiness Mathematics	85.0

Resources Available to Support the Goal 2

- Open enrollment to Advanced Placement Courses.

- 12 CTE Programs that offer Industry Certification Exams.

- A large variety of Advanced Placement Course Offerings.

- Florida Standards Coach hired and available to support teachers in core instruction.

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in instruction and assessments.

- Students are having difficulty reading at the level of required industry texts.

- Lack of background knowlege in testable areas.

- Improving the pass rate of AP Exams while implementing an open access plan.

Plan to Monitor Progress Toward G6. 8

Use of content area meetings to discuss increased use of industry texts in reading and writing activities.

Person Responsible
Julie Lueallen

Schedule
Monthly, from 9/9/2015 to 6/3/2016

Evidence of Completion
DA rigor sheets due to administrator after each content meeting.

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 High School will increase the readiness of students and staff during emergency situations. 1

🔍 G071461

G1.B2 Making Substitutes aware of Lock-Down Procedures and Tornado Drills 2

🔍 B186252

G1.B2.S1 Teachers will develop a detailed description of lock-down drills and tornado procedures high - lighted in the emergency sub plans 4

🔍 S197635

Strategy Rationale

The substitutes will have access to the emergency sub plans which we will be able to be quickly accessed in the case of an emergency.

Action Step 1 5

Teachers develop the emergency sub plans and high light the procedures for safety emergencies.

Person Responsible

Charles Feld

Schedule

Monthly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Teacher Sub Plan Book

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

East Ridge High School Safety Administrator will check emergency lesson plans monthly and meet with any subs if they have questions.

Person Responsible

Charles Feld

Schedule

Monthly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Individual teacher emergency sub plans.

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

Drills will be conducted and time will be evaluated after each drill.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/21/2015 to 6/5/2016

Evidence of Completion

The drill schedule report for East Ridge High School and the after action report for each drill and incident.

G2. East Ridge High School will increase the number of student computer stations in each core content classroom thus supporting our goal of preparing all students for college or career. 1

🔑 G071462

G2.B1 Funding to supply student computer stations for all core content classrooms. 2

🔑 B186253

G2.B1.S1 Look at all school budgets to determine available funding to support purchasing student computer stations. 4

🔑 S197636

Strategy Rationale

Students need access to on-line resources to better prepare for success on the Florida Standards.

Action Step 1 5

Continual process of reviewing school budgets for additional funding to support technology goal.

Person Responsible

Julie Lueallen

Schedule

Monthly, from 8/18/2015 to 8/18/2016

Evidence of Completion

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

Monthly budget meeting with bookkeeper

Person Responsible

Julie Lueallen

Schedule

On 5/29/2016

Evidence of Completion

Copy of each budget

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

CWT by administrations that document the utilization of the computers

Person Responsible

Julie Lueallen

Schedule

On 5/29/2016

Evidence of Completion

CWT Schedule / Graduation Rate

G3. East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum. `1`

G071463

G3.B1 Number of students able to participate in Capturing Kids Hearts/Leadership Class `2`

B186256

G3.B1.S1 Leadership Students will provide a Self Awareness Week for the entire student body `4`

S197637

Strategy Rationale

This will provide anti-bullying awareness for all students at ERHS.

Action Step 1 `5`

Leadership students will plan and put on Self Awareness week activities.

Person Responsible

Charles Feld

Schedule

On 10/16/2015

Evidence of Completion

Self Awareness week agenda

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

Mr. Feld will work with Leadership class to monitor fidelity

Person Responsible

Charles Feld

Schedule

On 10/16/2015

Evidence of Completion

The agenda from the self awareness week.

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

Administration will meet with the leadership students to ensure the activities are planned and implemented.

Person Responsible

Charles Feld

Schedule

On 10/16/2015

Evidence of Completion

Self Awareness agenda

G4. East Ridge High School will increase proficiency in math by implementing Personalized Learning and AVID WICOR Strategies. [1]

🔑 G071464

G4.B1 Teacher understanding of Florida Standards [2]

🔑 B186258

G4.B1.S1 Hired a Florida Standards Math Coach [4]

🔑 S197639

Strategy Rationale

Provide daily support on the implementation of the Math Standards

Action Step 1 [5]

Florida Standards Coach will collaborate with math teachers

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/24/2015 to 5/29/2016

Evidence of Completion

District Benchmark Testing, Teacher Lesson Plans, PLC Schedule

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

CWT's and TEAM Evaluation

Person Responsible

Julie Lueallen

Schedule

Weekly, from 9/2/2015 to 5/29/2016

Evidence of Completion

CWT Data

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

Classroom Walkthroughs

Person Responsible

Brent Frazier

Schedule

Weekly, from 8/27/2015 to 5/27/2016

Evidence of Completion

PLC-Lesson Study, Benchmark Assessments, and Student Work

G4.B4 Training on Personalized Learning `2`

🔑 B186261

G4.B4.S1 Training on the implementation of Personalized Learning will be ongoing throughout the year. `4`

🔑 S197641

Strategy Rationale

In order to effectively implement Personalized Learning teachers must be provided with proper training

Action Step 1 `5`

The Personalized learning team will travel to select schools in order to observe best practices and bring them back to train others.

Person Responsible

Brent Frazier

Schedule

On 5/17/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B4.S1 `6`

Personalized learning will be monitoring through the TEAM evaluations system and CWT data.

Person Responsible

Brent Frazier

Schedule

On 5/25/2016

Evidence of Completion

TEAM and CWT walkthrough data.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

PL implementation will be monitored by the leadership team using data from Classroom walkthroughs

Person Responsible

Brent Frazier

Schedule

On 5/24/2016

Evidence of Completion

CWT data

G5. East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module). 1

G071465

G5.B1 Limited funding for iPD - funding will not provide collaborative time for all instructional staff 2

B186262

G5.B1.S1 Utilize iPD Schedule and early release Wednesday's and common planning for collaborative planning 4

S197642

Strategy Rationale

More time for teachers to collaborate on lesson study.

Action Step 1 5

Provide a iPD calendar with focused content meeting dates and times to instructional staff.

Person Responsible

Julie Lueallen

Schedule

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

Evidence of Completion

ERHS Lesson Study Templates

Action Step 2 5

Innovative Professional Development provided on LDC Modules.

Person Responsible

Julie Lueallen

Schedule

On 6/19/2016

Evidence of Completion

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

Administration will collect departmental ERHS Lesson Study Templates throughout the school year.

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/27/2015 to 5/27/2016

Evidence of Completion

ERHS Lesson Study Template and LDC Templates

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

Administration will monitor student outcomes through LDC.

Person Responsible

Julie Lueallen

Schedule

Quarterly, from 9/1/2015 to 6/5/2016

Evidence of Completion

Exemplar student products

G6. East Ridge High School will increase the number of students who are College and Career Ready by improving core instruction. [1]

🔍 G071466

G6.B1 Lack of rigor in instruction and assessments. [2]

🔍 B186267

G6.B1.S1 Increased use of informational and industry text incorporated daily. [4]

🔍 S197643

Strategy Rationale

New Florida Standards require an increase in reading informational text.

Action Step 1 [5]

Minimum bi-weekly reading and writing activities using industry texts to improve overall skills in a CTE specific setting.

Person Responsible

Schedule

On 5/29/2016

Evidence of Completion

Walkthrough data to indicate appropriate strategy needed.

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

Walk-throughs

Person Responsible

Julie Lueallen

Schedule

On 5/29/2016

Evidence of Completion

Walk-through data indicating use of appropriate strategy.

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

We will create a Recursive Standards Calendar to support informational reading school-wide.

Person Responsible

Julie Lueallen

Schedule

On 5/29/2016

Evidence of Completion

Student writing products

G6.B1.S2 Incorporation of thinking maps and assessments based on industry tested areas. `4`

🔑 S197644

Strategy Rationale

Supports critical thinking (visual)

Action Step 1 `5`

Increased rigor within written and practical examinations.

Person Responsible

Charles Feld

Schedule

On 6/2/2016

Evidence of Completion

Student completion and preparation for industry certification

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

CWT data will be used to monitor fidelity and that data will be shared with Staff.

Person Responsible

Charles Feld

Schedule

On 5/31/2016

Evidence of Completion

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

CWT data will be used by leadership team and support given when needed.

Person Responsible

Charles Feld

Schedule

On 6/2/2016

Evidence of Completion

G6.B1.S3 Florida Standards Coach will provide training in deconstructing standards and skills students need to successfully master a standard. `4`

🔑 S197645

Strategy Rationale

Teachers need support in what the new Florida Standards are actually requiring students to master.

Action Step 1 `5`

PLC created that focuses on deconstructing standards

Person Responsible

Renee Hoskinson

Schedule

On 5/29/2016

Evidence of Completion

Lesson Plans, Mini Task

Plan to Monitor Fidelity of Implementation of G6.B1.S3 `6`

CWT and team data

Person Responsible

Julie Lueallen

Schedule

On 6/2/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 `7`

CWT and TEAM data

Person Responsible

Julie Lueallen

Schedule

On 6/2/2016

Evidence of Completion

G6.B2 Students are having difficulty reading at the level of required industry texts. `2`

🔑 B186268

G6.B2.S1 Increased use of informational and industry text incorporated daily. `4`

🔑 S197647

Strategy Rationale

Action Step 1 `5`

Reading and writing activities using industry texts to improve their overall skills in a CTE specific setting.

Person Responsible

Melissa Frana

Schedule

Monthly, from 8/18/2015 to 5/29/2016

Evidence of Completion

Walkthrough data to indicate appropriate strategy needed.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

Walk-throughs

Person Responsible

Julie Lueallen

Schedule

On 6/2/2016

Evidence of Completion

Walk-through data which indicates use of appropriate strategies.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Use of content area meetings to discuss increased use of industry texts in reading and writing activities

Person Responsible

Julie Lueallen

Schedule

On 6/2/2016

Evidence of Completion

DA rigor sheets due to administrator after each content meeting.

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.B2.S1.A1	Teachers develop the emergency sub plans and high light the procedures for safety emergencies.	Feld, Charles	8/18/2015	Teacher Sub Plan Book	6/5/2016 monthly
G2.B1.S1.A1	Continual process of reviewing school budgets for additional funding to support technology goal.	Lueallen, Julie	8/18/2015		8/18/2016 monthly
G3.B1.S1.A1	Leadership students will plan and put on Self Awareness week activities.	Feld, Charles	10/12/2015	Self Awareness week agenda	10/16/2015 one-time
G4.B1.S1.A1	Florida Standards Coach will collaborate with math teachers	Lueallen, Julie	8/24/2015	District Benchmark Testing, Teacher Lesson Plans, PLC Schedule	5/29/2016 weekly
G4.B4.S1.A1	The Personalized learning team will travel to select schools in order to observe best practices and bring them back to train others.	Frazier, Brent	9/14/2015		5/17/2016 one-time

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	Provide a iPD calendar with focused content meeting dates and times to instructional staff.	Lueallen, Julie	8/27/2015	ERHS Lesson Study Templates	5/31/2016 weekly
G6.B1.S1.A1	Minimum bi-weekly reading and writing activities using industry texts to improve overall skills in a CTE specific setting.		8/18/2015	Walkthrough data to indicate appropriate strategy needed.	5/29/2016 one-time
G6.B1.S2.A1	Increased rigor within written and practical examinations.	Feld, Charles	9/9/2015	Student completion and preparation for industry certification	6/2/2016 one-time
G6.B1.S3.A1	PLC created that focuses on deconstructing standards	Hoskinson, Renee	9/15/2015	Lesson Plans, Mini Task	5/29/2016 one-time
G6.B2.S1.A1	Reading and writing activities using industry texts to improve their overall skills in a CTE specific setting.	Frana, Melissa	8/18/2015	Walkthrough data to indicate appropriate strategy needed.	5/29/2016 monthly
G5.B1.S1.A2	Innovative Professional Development provided on LDC Modules.	Lueallen, Julie	9/22/2015		6/19/2016 one-time
G1.MA1	Review the Drill Schedule Report or East Ridge High School and the After Action Report in Administrative Team Meetings .	Feld, Charles	8/22/2015	The administrative team agenda.	5/22/2016 monthly
G1.B2.S1.MA1	Drills will be conducted and time will be evaluated after each drill.	Feld, Charles	8/21/2015	The drill schedule report for East Ridge High School and the after action report for each drill and incident.	6/5/2016 quarterly
G1.B2.S1.MA1	East Ridge High School Safety Administrator will check emergency lesson plans monthly and meet with any subs if they have questions.	Feld, Charles	8/18/2015	Individual teacher emergency sub plans.	6/5/2016 monthly
G2.MA1	CWT's - Inventory	Lueallen, Julie	9/11/2015	Spreadsheet on number of student computers in each core content classroom	5/29/2016 one-time
G2.B1.S1.MA1	CWT by administrations that document the utilization of the computers	Lueallen, Julie	9/11/2015	CWT Schedule / Graduation Rate	5/29/2016 one-time
G2.B1.S1.MA1	Monthly budget meeting with bookkeeper	Lueallen, Julie	9/11/2015	Copy of each budget	5/29/2016 one-time
G3.MA1	Monitor Discipline Referrals involving Bullying	Feld, Charles	9/11/2015	Record of Bullying Incidents	5/29/2016 one-time
G3.B1.S1.MA1	Administration will meet with the leadership students to ensure the activities are planned and implemented.	Feld, Charles	10/12/2015	Self Awareness agenda	10/16/2015 one-time
G3.B1.S1.MA1	Mr. Feld will work with Leadership class to monitor fidelity	Feld, Charles	10/12/2015	The agenda from the self awareness week.	10/16/2015 one-time
G4.MA1	CWT	Lueallen, Julie	8/27/2015	Lesson Study-PLC, Student work, CWT Data	5/27/2016 weekly
G4.B1.S1.MA1	Classroom Walkthroughs	Frazier, Brent	8/27/2015	PLC-Lesson Study, Benchmark Assessments, and Student Work	5/27/2016 weekly
G4.B1.S1.MA1	CWT's and TEAM Evaluation	Lueallen, Julie	9/2/2015	CWT Data	5/29/2016 weekly
G4.B4.S1.MA1	PL implementation will be monitored by the leadership team using data from Classroom walkthroughs	Frazier, Brent	9/7/2015	CWT data	5/24/2016 one-time
G4.B4.S1.MA1	Personalized learning will be monitoring through the TEAM evaluations system and CWT data.	Frazier, Brent	9/8/2015	TEAM and CWT walkthrough data.	5/25/2016 one-time
G5.MA1	Instructional staff will develop LDC Modules that align with the Florida Standards.	Lueallen, Julie	8/27/2015	Completed and approved Module by the State LDC Association.	5/29/2016 annually
G5.B1.S1.MA1	Administration will monitor student outcomes through LDC.	Lueallen, Julie	9/1/2015	Exemplar student products	6/5/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Administration will collect departmental ERHS Lesson Study Templates throughout the school year.	Lueallen, Julie	8/27/2015	ERHS Lesson Study Template and LDC Templates	5/27/2016 weekly
G6.MA1	Use of content area meetings to discuss increased use of industry texts in reading and writing activities.	Lueallen, Julie	9/9/2015	DA rigor sheets due to administrator after each content meeting.	6/3/2016 monthly
G6.B1.S1.MA1	We will create a Recursive Standards Calendar to support informational reading school-wide.	Lueallen, Julie	8/18/2015	Student writing products	5/29/2016 one-time
G6.B1.S1.MA1	Walk-throughs	Lueallen, Julie	9/8/2015	Walk-through data indicating use of appropriate strategy.	5/29/2016 one-time
G6.B2.S1.MA1	Use of content area meetings to discuss increased use of industry texts in reading and writing activities	Lueallen, Julie	9/2/2015	DA rigor sheets due to administrator after each content meeting.	6/2/2016 one-time
G6.B2.S1.MA1	Walk-throughs	Lueallen, Julie	9/2/2015	Walk-through data which indicates use of appropriate strategies.	6/2/2016 one-time
G6.B1.S2.MA1	CWT data will be used by leadership team and support given when needed.	Feld, Charles	9/2/2015		6/2/2016 one-time
G6.B1.S2.MA1	CWT data will be used to monitor fidelity and that data will be shared with Staff.	Feld, Charles	9/2/2015		5/31/2016 one-time
G6.B1.S3.MA1	CWT and TEAM data	Lueallen, Julie	9/2/2015		6/2/2016 one-time
G6.B1.S3.MA1	CWT and team data	Lueallen, Julie	9/2/2015		6/2/2016 one-time

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.

G4. East Ridge High School will increase proficiency in math by implementing Personalized Learning and AVID WICOR Strategies.

G4.B1 Teacher understanding of Florida Standards

G4.B1.S1 Hired a Florida Standards Math Coach

PD Opportunity 1

Florida Standards Coach will collaborate with math teachers

Facilitator

Mr. Martin and Ms. Berrien

Participants

Math Teachers

Schedule

Weekly, from 8/24/2015 to 5/29/2016

G4.B4 Training on Personalized Learning

G4.B4.S1 Training on the implementation of Personalized Learning will be ongoing throughout the year.

PD Opportunity 1

The Personalized learning team will travel to select schools in order to observe best practices and bring them back to train others.

Facilitator

Brent Frazier

Participants

Personalized Learning team

Schedule

On 5/17/2016

G5. East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module).

G5.B1 Limited funding for iPD - funding will not provide collaborative time for all instructional staff

G5.B1.S1 Utilize iPD Schedule and early release Wednesday's and common planning for collaborative planning

PD Opportunity 1

Provide a iPD calendar with focused content meeting dates and times to instructional staff.

Facilitator

Julie Robinson-Lueallen

Participants

Administrators and All Instructional Staff

Schedule

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

PD Opportunity 2

Innovative Professional Development provided on LDC Modules.

Facilitator

Nicole Berrien and Renee Hoskinson

Participants

Instructional Staff

Schedule

On 6/19/2016

G6. East Ridge High School will increase the number of students who are College and Career Ready by improving core instruction.

G6.B1 Lack of rigor in instruction and assessments.

G6.B1.S3 Florida Standards Coach will provide training in deconstructing standards and skills students need to successfully master a standard.

PD Opportunity 1

PLC created that focuses on deconstructing standards

Facilitator

Berrien, Hoskinson, Power Plus Team

Participants

ELA and Math 9-12

Schedule

On 5/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	**Teachers develop the emergency sub plans and high light the procedures for safety emergencies.**				**$0.00**
2	G2.B1.S1.A1	**Continual process of reviewing school budgets for additional funding to support technology goal.**				**$0.00**
3	G3.B1.S1.A1	**Leadership students will plan and put on Self Awareness week activities.**				**$0.00**
4	G4.B1.S1.A1	**Florida Standards Coach will collaborate with math teachers**				**$0.00**
5	G4.B4.S1.A1	**The Personalized learning team will travel to select schools in order to observe best practices and bring them back to train others.**				**$0.00**
6	G5.B1.S1.A1	**Provide a iPD calendar with focused content meeting dates and times to instructional staff.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$0.00
			Notes: 17,453.00 for iPD Innovative Professional Development			
7	G5.B1.S1.A2	**Innovative Professional Development provided on LDC Modules.**				**$17,453.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$17,453.00
			Notes: Notes			
8	G6.B1.S1.A1	**Minimum bi-weekly reading and writing activities using industry texts to improve overall skills in a CTE specific setting.**				**$0.00**
9	G6.B1.S2.A1	**Increased rigor within written and practical examinations.**				**$0.00**
10	G6.B1.S3.A1	**PLC created that focuses on deconstructing standards**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$0.00
			Notes: Notes			
11	G6.B2.S1.A1	**Reading and writing activities using industry texts to improve their overall skills in a CTE specific setting.**				**$0.00**
					Total:	**$17,453.00**