

Lake County Schools

East Ridge Middle School



2016-17 Schoolwide Improvement Plan

East Ridge Middle School

13201 EXCALIBUR RD, Clermont, FL 34711

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	B

**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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for East Ridge Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, and goal setting and monitoring.

We also offer support through MTSS, specifically check in/check, out to those who may benefit.

While attending class with our PLUS teachers, every student will build their skills in anti-bullying techniques and support standards based instruction offered in the classroom.

The principal, in conjunction with team leaders, will create a student voice group in 2016-2017.

b. 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. Also, 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	26	38	28	0	0	0	0	92	
One or more suspensions	0	0	0	0	0	0	28	47	59	0	0	0	0	134	
Course failure in ELA or Math	0	0	0	0	0	0	14	14	9	0	0	0	0	37	
Level 1 on statewide assessment	0	0	0	0	0	0	40	55	92	0	0	0	0	187	
Retention	0	0	0	0	0	0	37	33	37	0	0	0	0	107	
Level 1 on statewide math assessment	0	0	0	0	0	0	54	85	95	0	0	0	0	234	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	56	78	96	0	0	0	0	230	

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

We aim to function as a student centered learning facility and engage our parents with volunteer opportunities, events, and communication. We will do so by hosting many events and sharing information on Twitter and through telephone communication.

2. 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 Kiwanis and a member of the educational committee for the South Lake Chamber.

We are business partners with BJ's, both local Walgreens, 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Mayuski, Stephanie	Principal
Sidoruk, Jamie	Assistant Principal
Griner, Kim	Instructional Coach
Anderson, Karen	Teacher, K-12
Wolfe, Brittany	Teacher, K-12
Sochocki, Eric	Assistant Principal
Shriner, Mary	Assistant Principal
Dye, Rob	Teacher, ESE
Adams, Rachael	Instructional Coach
Moskel, Sonya	Teacher, K-12

b. Duties

1. 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 Rtl 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.

2. 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.

All students in middle school start out in Tier 1. The first indicators of unsuccessful students will be identified through benchmark data and prior year FSA results. The school has developed a plan for the implementation and delivery of Tier 2 Reading and Math interventions. The lowest 20%tile students identified will receive these interventions.

For Reading and Math MTSS, we will initially examine prior year FSA scores to ensure that all students earning a level 1 scores are already receiving Tier 2 interventions. If those low performing aren't already receiving interventions, they will move up to Tier 2. Also, we will compare student's beginning of the year benchmark assessments to that of their peers at our school and in our district. That cross comparison analysis will give us additional information to properly place students into MTSS Tier 2; or exit them if they were a Tier 2 student last year and have demonstrated the designated academic growth and proficiency. We will use the mid-year benchmark assessments in the same comparison manner to determine if any other students need MTSS Tier 2 interventions. An Informed Notice of Participation will be sent out to the parents. The teacher delivering the intervention will be responsible for completing with fidelity the intervention provided to the students.

For Behavior MTSS, the MTSS Manager, Andrea Nelson, will be putting behavior data into our K drive monthly that will drive the delivery of behavior interventions.

Meetings will be held monthly to review the data of students who are in MTSS Tier 2 to determine if the gap has been closed, if the intervention needs to be continued, or if any students need to move to Tier 3. These meetings may be just with the Reading and/or Math teacher, or the whole team if it's behavior focused.

Students who are not successful in Tier 2 will be moved to Tier 3. When students are moved to Tier 3, parents will receive an invitation to attend an MTSS meeting at the school with the team. At this point, the ESE department becomes directly involved with the MTSS process. Each student in Tier 3 will have an individual folder outlining their intervention and progress.

If parents request testing, we have 30 days to assemble a meeting with the team to discuss the parent's concerns. At this meeting, the problem solving team meeting notes will be completed by the problem solving team. At the conclusion of the meeting, the Consent for Individual Evaluation will be completed to include the Review and Analysis of RTI. We will then place the student into the appropriate Tier 2 intervention. The school district has sixty calendar days to complete the evaluation..

Our targeted population will be all level one and two students in reading and math, those students who are considered at risk and our lowest thirty percent. We will focus on students who have not earned a passing grade for their core subject area during the first nine weeks and every nine week period thereafter. Students will be encouraged to participate in a course recovery program that will be offered after the first nine week period and continue thereafter throughout the year and into the summer. We will use Edgenuity for our course recovery program. We will use Edgenuity to reinforce standards based instruction in Math, Language Arts, Social Studies and Science as part of a course recovery program after the first nine week period ends and every nine week period thereafter. Our course recovery program will meet on Tuesday and Thursday from 8:00AM – 9:00 AM. Course recovery will also be offered in the summer two days per week for a total of eight hours on Tuesdays and Thursdays. Hours of operation will be 8:00 AM – 12:00 PM.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephanie Mayuski	Principal
Lisa O'Neil	Business/Community
Michelle Sheldon	Parent
Andrea Thompson	Teacher
Anjanette Essen	Parent
Christine Pike	Parent
J. Scott Ward	Teacher
Lauren Brown	Education Support Employee
Bill McCoy	Parent
Deborah Dowling	Teacher
Kassier Merchant	Parent
Tim Murry	Parent
Melody Clark	Teacher
Lindsay Wood	Parent
Marni Kay	Parent
Jodi Kimbro	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

At the May SAC meeting, the data from last years school improvement plan was presented to the SAC with an explanation of the results of each goal.

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) and also to align with district student achievement goals.

b. 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.

c. 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.

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

Funds were used to purchase a technology program to assist our Positive Behavior Support program. Additional funds will be used to consider technology needs that support student achievement, as needed throughout the year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

For the 2016-17 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.

D. Public and Collaborative Teaching

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

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

ERMS provides 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.

Additionally, we are in our launch year (phase 2) of implementation for personalized learning. We received a new allocation of personalized learning facilitator, and Rachael Adams serves in that role to support our teachers and students.

2. 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 -- Jamie Sidoruk, AP
5. Use appropriate coaching techniques-- leadership
6. Create an Innovative Professional Development system where new teachers can learn the standards and be better prepared to teach students more quickly.

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

Each teacher new to East Ridge Middle School is assigned a mentor who will meet with them weekly to discuss understanding of necessary school functions and procedures. The new teachers will also meet once a month as a team with their mentor and Mr. Sidoruk and Mrs. Griner to collaborate and learn specific trainings necessary for growth. Initial certification teachers will also have District coaches meet with them periodically as needed to ensure that they understand the curriculum and district processes and procedures.

This year, we have 22 new teachers to ERMS. Their mentor is a member of their curriculum department and is listed in parentheses.

Nell (Bolden)
Perez (Ellingham)
Bodzioch (Spencer)
Locuson (Condra)
Davila (Lema)
Antill (Anderson)
Velez (St. Clair)
Dandrea (Young)
Dilocker (Kuhn)
Taylor-Grayer (Myers)
Cosme (Siergiej)
Loveday (Crumbly)
Worrell (Montgomery)
Schultze (Ward)
Pool (Smith)
E. Lewis (Dorn)
Milejczak (Clark)
Hippensteel (Thompson)
Cruz (Lucillo)
Gosnell (Friedrich)
Mendoza (Zamora)
Ingram (Dowling)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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)

b. Instructional Strategies

1. 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 Moby Max 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, such as FAIR, allows us to put programs in place such as our reading class. FAIR-FS is a comprehensive system designed for students who have an achievement level of 1 or 2 on FSA. The data is used to predict literacy success and diagnose weaknesses using research based skills. 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.

2. 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: Before School Program

Minutes added to school year: 2,400

Our targeted population will be all level one and two students in reading and math, those students who are considered at risk and our lowest thirty percent. We will focus on students who have not earned a passing grade for their core subject area during the first nine weeks and every nine week period thereafter. Students will be encouraged to participate in a course recovery program that will be offered after the first nine week period and continue thereafter throughout the year and into the summer. Our course recovery program will meet on Tuesday and Thursday from 8:00AM – 9:00 AM for a period of

Strategy Rationale

If students are able to recover credit after every nine weeks, they will not fall behind their peers and risk having to be retained.

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

Results of this program will be measured using Florida Assessment Scores, Science FCAT scores, Benchmark Data, Fair Data, Report Cards/Progress Report Grades, Common Assessments and the success rate from Edgenuity.

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 summer two days per week for a total of eight hours on Tuesdays and Thursdays for assistance, or to test. The rest of the program is a web-based personalized learning program that can be done at home. Hours of operation will be 8:00 AM – 12:00 PM.

Strategy Rationale

If students are able to make up credit and progress with their cohorts then they are more likely to graduate high school.

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

Results of this program will be measured using Florida Assessment Scores, Science FCAT scores, Benchmark Data, Fair Data, Report Cards/Progress Report Grades, Common Assessments and the success rate from Edgenuity.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

We are 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction in all content areas for all students.
- G2.** Through mentoring, innovative lesson design and increasing student buy-in, East Ridge Middle School will decrease our school-wide referral rates; with an increased emphasis on decreasing the out of school suspension rate.
- 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction in all content areas for all students. **1a**

 G086726

Targets Supported **1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0
Instructional Minutes	60120.0
Algebra I EOC Pass Rate	93.0
ELA Achievement District Assessment	70.0
Statewide Science Assessment Achievement	60.0
Highly Effective Teachers (Performance Rating)	10.0

Targeted Barriers to Achieving the Goal **3**

- ERMS experienced low eighth grade math achievement scores and less than acceptable math gains for the lowest quartile last year.
- Lack of common language and expectations due to staff changes.
- ERMS experienced low ELA achievement scores and less than acceptable reading gains for the lowest quartile last year.
- Students not having an option, besides tests and quizzes, to demonstrate mastery of standard.
- Students not being able to see that their decisions can effect their future.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- LDC.org with LDC/MDC modules
- Khan Academy
- Achieve 3000
- Algebra Nation
- Moby Max
- Innovative Professional Development
- Lake County Data information systems.
- Common team planning
- PLUS team
- Professional Learning Communities
- Bi-weekly department meetings
- AVID elective
- Staff mentoring program
- Blended Learning
- Personalized Learning
- Curriculum Blueprints

- Test Item Specifications
- Standards-based instruction and high expectations

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

Stephanie Mayuski

Schedule

Quarterly, from 8/24/2016 to 6/7/2017

Evidence of Completion

A report card of the data above will be created.

G2. Through mentoring, innovative lesson design and increasing student buy-in, East Ridge Middle School will decrease our school-wide referral rates; with an increased emphasis on decreasing the out of school suspension rate. 1a

G086727

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
1+ Suspensions Grade 06	25.0
1+ Suspensions Grade 07	40.0
1+ Suspensions Grade 08	50.0
Students exhibiting two or more EWS indicators (Total)	19.0
School Climate Survey - Parent	85.0

Targeted Barriers to Achieving the Goal 3

- Specific students require additional positive reinforcement to start the day in a learning frame of mind.
- Lack of fidelity in teacher utilization of Positive Behavior System and high behavioral expectations.
- Specific students require additional positive role models to assist them in developing their decision making skills.
- Bullying and harassment leads to an unsafe feeling for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS
- LiveSchool(r)
- Internal Account
- Administrators
- Guidance Counselors
- Advisory Class Mentoring
- Bully intervention program/curriculum
- Staff mentoring program
- Student mentoring program
- Best Buddies Program
- AVID elective classes

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

Eric Sochocki

Schedule

Quarterly, from 8/17/2016 to 5/24/2017

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

 G086728

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0
Algebra I EOC Pass Rate	93.0
Instructional Minutes	60000.0
Teacher attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- 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.

Resources Available to Help Reduce or Eliminate the Barriers 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
- Daily common team planning time
- Innovative Professional Development
- PLUS team
- District trainings and support

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 1/4/2017 to 5/24/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction in all content areas for all students. **1**

 G086726

G1.B1 ERMS experienced low eighth grade math achievement scores and less than acceptable math gains for the lowest quartile last year. **2**

 B230556

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 utilizing the time for in-school collaboration 18 times a year. **4**

 S243225

Strategy Rationale

By giving teachers the time to collaborate, plan rigorous lessons, complete 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

Stephanie Mayuski

Schedule

Monthly, from 7/30/2016 to 5/23/2017

Evidence of Completion

Lesson plans will be collected as well as student work to ensure that standards are being taught to the full intent.

Action Step 2 **5**

Teachers will focus on standards and shifts in ELA and Math.

Person Responsible

Sonya Moskel

Schedule

Daily, from 8/17/2016 to 5/24/2017

Evidence of Completion

CWT data, admin observation of iPd time, lesson plans, student evidence, achievement on Benchmark Exam and other student achievement data.

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

Leadership will collect student work and teachers' lesson plans to ensure the appropriate rigor and intent of the standards are being taught.

Person Responsible

Sonya Moskel

Schedule

Monthly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Student artifacts, lesson plans, CWT data, student achievement data and common assessments will be collected.

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

Stephanie Mayuski

Schedule


Quarterly, from 8/24/2016 to 5/24/2017

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 county blueprints, quarterly Stakeholder surveys, and Standardized Tests.

G1.B1.S2 Teachers will utilize prior year test scores, as well as pre-tests, to determine what gaps students have and then utilize iPD and common planning time to plan repair lessons for those students.

4

 S243226

Strategy Rationale

If teachers know what student academic needs are, they will be able to plan accordingly. IPD and district Blueprints will give teachers the resources and time to plan highly effective lessons that can increase student schema and therefore provide them more links between new and previously learned information.

Action Step 1 5

All instructional personnel will be taught how to pull student data from data systems.

Person Responsible

Kim Griner

Schedule

On 8/31/2016

Evidence of Completion

All instructional personnel will be scheduled time to work with Ms. Griner to ensure they can demonstrate how to access their students' data.

Action Step 2 5

Core instructional personnel will meet with their departments during iPd time to examine student data and plan innovative lessons that are focused on specific benchmarks, while accounting for individual student need.

Person Responsible

Stephanie Mayuski

Schedule

Biweekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Teachers will submit student evidence of benchmark mastery, along with their plans that they have completed action research on to constantly improve instructional quality.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

School administrative team will monitor: student performance data, on-going progress monitoring regarding action research into LDC, PL and lesson study, attendance rates for iPd and professional development sessions, CWT data, evaluations, and student surveys.

Person Responsible

Stephanie Mayuski

Schedule

Every 3 Weeks, from 8/15/2016 to 5/23/2017

Evidence of Completion

CWT data will be compiled weekly to target instructional trends and perceived deficiencies. Benchmark data will be analyzed by leadership team and shared with staff during iPd to identify knowledge voids and to re-examine effective standards based lessons.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lesson plans will be monitored weekly by administration weekly to ensure standards based instruction is utilized with fidelity.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/22/2016 to 5/23/2017

Evidence of Completion

Lesson plans posted on SkyWard.

G1.B2 Lack of common language and expectations due to staff changes. **2**

 B230557

G1.B2.S1 New staff members will be enrolled in a mentoring program, facilitated by the assistant principals. The group will meet before pre-planning to discuss school-wide culture and programs. The new teachers will be assigned a mentor and monthly meetings, to ensure their success and quick indoctrination into the School culture. **4**

 S243227

Strategy Rationale

When staff are properly acclimated into the East Ridge Middle School way of doing things before students arrive, students are able to make a smooth transition into the new school year due to common language, culture and expectations.

Action Step 1 **5**

New staff members will be enrolled in a mentoring program.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/3/2015 to 5/24/2017

Evidence of Completion

Meeting agendas and sign-in sheets combined with: CWT, student performance data and teacher surveys to determine perceived program effectiveness.

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

Admin will collect agendas, sign-in sheets, meeting minutes from new Spartan meetings; as well as to examine LiveSchool data and lesson plans to ensure that all are successfully utilizing PBS and standards based instruction.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/2/2016 to 5/24/2017

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 Fidelity of Implementation of G1.B2.S1 6

The first new Spartan meeting will be attended by all admin team to ensure compliance and comprehension.

Person Responsible

Jamie Sidoruk

Schedule

On 8/2/2016

Evidence of Completion

Sign-in sheet indicating that all were in attendance.

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

Lesson plans will be monitored weekly by administration weekly to ensure standards based instruction is utilized with fidelity.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/24/2016 to 5/23/2017

Evidence of Completion

Lesson plans that are loaded up to SkyWard.

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

Classroom walk through data will be monitored to identify areas of growth, or disconnect.

Person Responsible

Stephanie Mayuski


Schedule

Biweekly, from 8/24/2016 to 5/23/2017


Evidence of Completion

CWT data will be collected daily and loaded into Google docs spreadsheet to facilitate communication of what was observed to fellow administrators and the teacher who was observed.

G1.B3 ERMS experienced low ELA achievement scores and less than acceptable reading gains for the lowest quartile last year. **2**

 B230558

G1.B3.S1 Teachers will have extensive training on focusing on the standards and shifts in ELA and Math, and how to design exemplar lessons that provide rigorous instruction with high academic expectations during their iPD days. **4**

 S243228

Strategy Rationale

If during their iPD days, teachers have extensive training on: AVID strategies, WICOR, text complexity and how to design exemplar lessons that are standards based, then they will be better equipped to plan rigorous instruction with high academic expectations.

Action Step 1 **5**

Teacher will be trained on: standards based instruction, breaking down the standards, professional development opportunities, PLCs and how to help students read and write complex text in science and social studies to support ELA.

Person Responsible

Kim Griner

Schedule

Every 3 Weeks, from 8/22/2016 to 11/18/2016

Evidence of Completion

All core academic teachers will receive trainings during iPd days, evidenced by sign-in sheets and facilitated by district coaches and school admin.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Lesson plans will be examined weekly by evaluating administration to ensure the plans are standard based and at the level of rigor that the standard dictates.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Lesson plans will be uploaded to Skyward and examined by the corresponding supervising evaluator weekly to ensure fidelity.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Leadership team will conduct weekly CWTs to measure impact of iPd days and common planning on quality standards based instruction.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

CWT data will be compiled weekly and examined every Friday by Leadership team.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

CWT data will be examined weekly by Leadership team during Friday morning meetings.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/26/2016 to 6/6/2017

Evidence of Completion

CWT data will indicate trends and determine where professional development is needed.

G1.B4 Students not having an option, besides tests and quizzes, to demonstrate mastery of standard. **2**

 B230559

G1.B4.S1 Personalized learning will afford students to have a voice and choice in their learning. This will increase student buy-in and therefore engagement and comprehension. **4**

 S243229

Strategy Rationale

If students play an active role in their own education, then they will have more positive outcomes.

Action Step 1 **5**

ASPIRE academy teachers will be trained on how to successfully implement Personalized Learning lessons.

Person Responsible

Jamie Sidoruk

Schedule

Daily, from 7/25/2016 to 8/9/2016

Evidence of Completion

Admin and Personalized Learning Facilitator will attend trainings during the summer with the ASPIRE teachers to learn with them and ensure program is properly received.

Action Step 2 **5**

ASPIRE academy teachers will attend monthly trainings to continue to enhance their lesson design, facilitated by District experts and coaches.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 7/25/2016 to 6/6/2017

Evidence of Completion

Admin and Personalized Learning Facilitator will attend monthly trainings with the ASPIRE teachers to learn with them and ensure program is properly received.

Action Step 3 5

Administration will earn Micro-credentials for Targeted Feedback.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 10/5/2016 to 5/24/2017

Evidence of Completion

Administration will attend meetings with the district and provide evidence of successful targeted feedback given to teachers, to the principal and district.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

All members of the leadership team will conduct walkthroughs of every classroom weekly, to analyze trends, ensure fidelity of implementation and to give targeted feedback to assist teachers in further growth and development of high yield strategies and instruction.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/22/2016 to 6/7/2017

Evidence of Completion

CWT data will be collected and uploaded to a shared OneNote account for all admin to examine and discuss at the weekly leadership team meeting.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The leadership team will examine CWT data, student work exemplars, performance data and evidence weekly to ensure effectiveness of implementation.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Every Friday, the leadership team will examine walkthrough data, student performance indicators to determine and track school-wide trends and determine effectiveness of initiative implementation.

G1.B4.S2 All teams will select a few students to sit on the student advisory council. 4

 S243230

Strategy Rationale

If students are allowed to have a say in how their school is run, they will assist in creating a more engaging environment for all students.

Action Step 1 5

The principal sent out an invite for all teams to select students of influence.

Person Responsible

Stephanie Mayuski

Schedule

On 9/13/2016

Evidence of Completion

The principal collects the names of those students selected and invites them to be part of the student advisory council.

Action Step 2 5

The principal will meet monthly with the student advisory team to gain their insight.

Person Responsible

Stephanie Mayuski

Schedule

Monthly, from 9/14/2016 to 5/23/2017

Evidence of Completion

The principal will collect sign-in sheets and suggestions that the students give at every meeting.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

After the principal meets and gains input from the student advisory council, she will announce the resolution on morning/afternoon announcements and during faculty meetings.

Person Responsible

Stephanie Mayuski

Schedule

Monthly, from 9/14/2016 to 5/24/2017

Evidence of Completion

The policy changes and input will be adopted to the student code of conduct on the school website.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administration will conduct classroom walk-throughs, examine LiveSchool data to determine if new initiatives are being successful.

Person Responsible

Stephanie Mayuski

Schedule

Biweekly, from 9/6/2016 to 5/22/2017

Evidence of Completion

G1.B5 Students not being able to see that their decisions can effect their future. **2**

 B230560

G1.B5.S1 Utilize the AVID elective courses to ensure that students are college and career focused and have the skills necessary to be successful in advanced level classes. **4**

 S243231

Strategy Rationale

If students are able to see that college is an attainable goal, they will devote more energy to being successful at school.

Action Step 1 **5**

Manage the application process for students to gain entry to the AVID program, to ensure that we are maximizing the positive impact on the program.

Person Responsible

Janice Spencer

Schedule

Daily, from 5/25/2016 to 9/7/2016

Evidence of Completion

The amount of students applying for the AVID electives.

Action Step 2 **5**

Ensure that elements from the AVID program are utilized school-wide.

Person Responsible

Stephanie Mayuski

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

ERMS will have common elements, such as Cornell Notes, a 4-5in binder for every student and other AVID strategies that become embedded in how we educate our students.

Action Step 3 5

Increase the amount of AVID trained staff on campus by having staff attend the Summer AVID Institute.

Person Responsible

Stephanie Mayuski

Schedule

Daily, from 7/5/2016 to 7/8/2016

Evidence of Completion

Six staff members attended all three days of the AVID summer institute with the principal.

Action Step 4 5

All 8th grade AVID elective students enroll in a high school credit class.

Person Responsible

Eric Sochocki

Schedule

Daily, from 8/3/2016 to 9/7/2016

Evidence of Completion

SkyWard rosters for AVID students will be examined to ensure that all 8th grade AVID students are taking either Algebra 1 or Algebra 1 Honors courses for high school credit.

Action Step 5 5

Provide opportunities for all AVID elective students to visit colleges on school field-trips.

Person Responsible

Janice Spencer

Schedule

Every 6 Weeks, from 9/7/2016 to 5/10/2017

Evidence of Completion

The school calendar, and completed request for field trip forms will be examined to insure that all AVID elective students have the opportunity.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

The AVID Site Team will meet monthly to examine data and determine if AVID strategies are being implemented school-wide.

Person Responsible

Janice Spencer

Schedule

Monthly, from 9/7/2016 to 5/24/2017

Evidence of Completion

Site team minute notes and at least one administrator will be present at all AVID Site Team meetings.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will ensure that AVID strategies are embedded into all core classes.

Person Responsible

Stephanie Mayuski

Schedule

Daily, from 8/17/2016 to 5/24/2017

Evidence of Completion

CWT data will be examined to ensure that AVID strategies are present school-wide in lessons where applicable.

G2. Through mentoring, innovative lesson design and increasing student buy-in, East Ridge Middle School will decrease our school-wide referral rates; with an increased emphasis on decreasing the out of school suspension rate. 1

G086727

G2.B1 Specific students require additional positive reinforcement to start the day in a learning frame of mind. 2

B230561

G2.B1.S1 Specific students will have to check-in with a staff member of their choosing before going to their classes. 4

S243232

Strategy Rationale

If students begin the day in a positive frame of mind, then they will be less likely to receive a disciplinary referral.

Action Step 1 5

Assign specific students to an adult for daily check-in.

Person Responsible

Eric Sochocki

Schedule

Daily, from 8/16/2016 to 5/24/2017

Evidence of Completion

Individual students will select their mentor adult. Those names will go into our PBS folder on our Share drive for all instructional staff to utilize.

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

LiveSchool points will be monitored for individuals that are supposed to complete their morning check-in with an adult. Admin will monitor what students are accumulating the LiveSchool points and who is not.

Person Responsible

Eric Sochocki

Schedule

Weekly, from 9/5/2016 to 5/24/2017

Evidence of Completion

Weekly accumulated points will be assessed to determine if the mentor is actually meeting with the mentee.

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

LiveSchool will be utilized to track fidelity of check-in program implementation.

Person Responsible

Eric Sochocki

Schedule


Weekly, from 9/5/2016 to 6/6/2017

Evidence of Completion

Weekly tabulated LiveSchool points will be examined at Friday's administration meeting, as well as the monthly PBS and SAC meetings.

G2.B2 Lack of fidelity in teacher utilization of Positive Behavior System and high behavioral expectations.

2

 B230562

G2.B2.S1 Training all staff on the use and importance of institutionalized PBS. 4

 S243233

Strategy Rationale

If staff are properly acclimated into the East Ridge Middle School way of doing things before students arrive, then students are able to make a smooth transition into the new school year due to common language, culture and expectations.

Action Step 1 5

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

Person Responsible

Eric Sochocki

Schedule

Monthly, from 8/16/2016 to 5/24/2017

Evidence of Completion

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

Action Step 2 5

Training all parents on use of LiveSchool at our Curriculum night.

Person Responsible

Margaret Young

Schedule

On 9/15/2016

Evidence of Completion

All teachers received bullet points to say about program and announcements were made to remind teachers.

Action Step 3 5

School-wide training of LiveSchool best practices.

Person Responsible

Margaret Young

Schedule

On 9/21/2016

Evidence of Completion

Sign-in sheets at faculty meeting.

Action Step 4 5

Creation of a PBS committee.

Person Responsible

Eric Sochocki

Schedule

On 9/22/2016

Evidence of Completion

PBS committee was created.

Action Step 5 5

PBS committee will meet bi-weekly at first and monthly there-after.

Person Responsible

Eric Sochocki

Schedule

Monthly, from 9/22/2016 to 5/23/2017

Evidence of Completion

Meeting agendas and sign-in sheets will be kept; as well as presentations to be made at faculty meetings.

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

Eric Sochocki

Schedule

Monthly, from 8/30/2016 to 5/23/2017

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 bi-weekly.

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

PBS committee will present findings, decisions and data at each monthly faculty meetings.

Person Responsible

Margaret Young

Schedule

Monthly, from 9/21/2016 to 5/23/2017

Evidence of Completion

Faculty agendas, sign-in sheets, LiveSchool data percentages and traveling trophy being awarded.

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

Eric Sochocki

Schedule

Quarterly, from 10/18/2016 to 5/24/2017

Evidence of Completion

Attendance percentage, amount of positive and negative LiveSchool points assigned, number of office referrals, in and out of school suspensions, and honor roll will be tracked each quarter.

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

Utilization of LiveSchool by individual teachers will be assessed and reminders will be sent for those not assigning points regularly.

Person Responsible

Eric Sochocki

Schedule

Monthly, from 11/2/2016 to 5/24/2017

Evidence of Completion

LiveSchool data will be pulled every month to determine what teachers are leading the pack with assigning points, and which are not utilizing the program effectively. A traveling trophy (Spartan Helmet) will go to the person/team that gives the most positive points; bi-weekly. A picture will be taken of the winner in the helmet and posted in the front office.

G2.B3 Specific students require additional positive role models to assist them in developing their decision making skills. **2**

 B230563

G2.B3.S1 All students will attend an advisory class for 20 minutes, every Monday morning. The teacher will serve as a mentor and assist in academic goal setting **4**

 S243234

Strategy Rationale

If students are given additional support and adult confidants at school, then students will have yet another adult to help them through difficult situations and hold them accountable for grades and learning with academic goal setting.

Action Step 1 **5**

All students assigned an Advisory class.

Person Responsible

Eric Sochocki

Schedule

On 8/20/2016

Evidence of Completion

All students have an Advisory class on the schedule.

Action Step 2 **5**

All faculty given information to discuss and utilize for their Advisory classes. Common expectations are discussed.

Person Responsible

Stephanie Mayuski

Schedule

On 8/11/2016

Evidence of Completion

Faculty meeting agenda.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

SkyWard program will be monitored to ensure that all students have an advisory period on their schedules.

Person Responsible

Eric Sochocki

Schedule

On 8/20/2016

Evidence of Completion

SkyWard reports will be run to ensure that all students have an advisory class.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Proper utilization of Advisory periods.

Person Responsible

Stephanie Mayuski

Schedule

On 5/23/2017

Evidence of Completion

CWT data will be examined, along with student and teacher surveys to determine program effectiveness.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student climate survey and Student Advisory Council will be examined to determine student perceived effectiveness.

Person Responsible

Stephanie Mayuski

Schedule

On 4/27/2017

Evidence of Completion

Student and faculty climate survey results will be examined, along with CWT data to determine if the program made a positive impact on student behavior.

G2.B3.S2 Some students require additional counseling services to be successfully in school. 4

 S243235

Strategy Rationale

If students have increased access to counseling services, they will be more able to cope with negative experiences.

Action Step 1 5

Students who demonstrate a need for additional counseling services will be offered a referral for outside counseling services.

Person Responsible

Eric Sochocki

Schedule

Daily, from 8/24/2016 to 5/23/2017

Evidence of Completion

Returned signed parental consent for counseling services forms.

Action Step 2 5

The school counselors will partner with outside counseling organizations to run group therapy sessions at our school with a specifically targeted population for: grief, anger management, divorce and other social-emotional support services.

Person Responsible

Eric Sochocki

Schedule

Weekly, from 9/7/2016 to 5/24/2017

Evidence of Completion

Actual number of on campus group meetings/sessions.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Program implementation is dependent upon parental support and commitment from outside agencies.

Person Responsible

Eric Sochocki

Schedule

Weekly, from 9/7/2016 to 5/24/2017

Evidence of Completion

Returned parental consent forms and actual visits from outside agencies will be examined to ensure that the program has an opportunity to be successful.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Discipline and LiveSchool data for individual students who have been enrolled in the counseling programs will be examined to determine if there is a positive correlation with being enrolled in the program and positive student behavioral choices.

Person Responsible

Eric Sochocki

Schedule

Annually, from 9/7/2016 to 5/24/2017

Evidence of Completion

Discipline referral rates, Baker Act occurrences, LiveSchool points, student and family climate surveys will be examined to determine positive effects of the outside counseling programs.

G2.B4 Bullying and harassment leads to an unsafe feeling for students. 2

B230564

G2.B4.S2 Teach the Anti-Bullying lessons through our PLUS teachers. 4

S243237

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

Stephanie Mayuski

Schedule

Every 3 Weeks, from 9/7/2016 to 10/26/2016

Evidence of Completion

Students will be given grades, based upon work evidence and participation.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Teachers' lesson plans will be reviewed by the Florida Standards Coach and Principal, to ensure proper planning and follow through of the program.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 9/7/2016 to 10/28/2016

Evidence of Completion

Lesson plans and classroom walkthrough data.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Track numbers of complaints and incidences of confirmed bullying

Person Responsible

Jamie Sidoruk

Schedule

Quarterly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Number of complaints and number of confirmed incidences of bullying.

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


 G086728

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

 B230566

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

4

 S243239

Strategy Rationale

If core teachers have 18 full days of collaborative plan time during the school day, then 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

Stephanie Mayuski

Schedule

Biweekly, from 7/26/2016 to 6/7/2017

Evidence of Completion

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

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

Sonya Moskel

Schedule

Biweekly, from 8/24/2016 to 5/24/2017

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

Sonya Moskel


Schedule

Biweekly, from 8/24/2016 to 5/24/2017


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**

 B230569

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**

 S243240

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

Sonya Moskel

Schedule

Biweekly, from 8/17/2016 to 5/24/2017

Evidence of Completion

Completion of Blended Learning walk-through utilizing the state template to ensure fidelity, compared to teacher lesson plans.

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

Eric Sochocki

Schedule

Daily, from 7/13/2016 to 8/24/2016

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, Blended Learning and PLUS.

Person Responsible

Eric Sochocki

Schedule

Daily, from 7/13/2016 to 9/28/2016

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

 B230570

G3.B6.S1 Implement Personalized Learning for students that will allow our students to learn at their own pace, place, and time in a competency-based system. 4

 S243241

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

Jamie Sidoruk

Schedule

Daily, from 5/18/2016 to 8/24/2016

Evidence of Completion

Students and parents will fill out letter of intent to join ASPIRE Academy.

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

There will be one team of four core instructional teachers, per grade level. Those teachers will teach utilizing components of personalized.

Person Responsible

Jamie Sidoruk

Schedule

Daily, from 8/24/2016 to 5/24/2017

Evidence of Completion

Administration scheduled CWT observations, informal and formal evaluations, lesson plans and student survey results.

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

Our Personalized Learning Coordinator and admin will monitor class lessons, student evidence and ensure that the teachers are affording students the ability to choose their path and pace to demonstrate understanding.

Person Responsible

Jamie Sidoruk

Schedule

Biweekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Administration walk-throughs, lesson plans, student surveys and informal/formal evaluations.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B5.S1.A3 A314667	Increase the amount of AVID trained staff on campus by having staff attend the Summer AVID...	Mayuski, Stephanie	7/5/2016	Six staff members attended all three days of the AVID summer institute with the principal.	7/8/2016 daily
G1.B2.S1.MA3 M325776	The first new Spartan meeting will be attended by all admin team to ensure compliance and...	Sidoruk, Jamie	8/2/2016	Sign-in sheet indicating that all were in attendance.	8/2/2016 one-time
G1.B4.S1.A1 A314660	ASPIRE academy teachers will be trained on how to successfully implement Personalized Learning...	Sidoruk, Jamie	7/25/2016	Admin and Personalized Learning Facilitator will attend trainings during the summer with the ASPIRE teachers to learn with them and ensure program is properly received.	8/9/2016 daily
G2.B3.S1.A2 A314677	All faculty given information to discuss and utilize for their Advisory classes. Common...	Mayuski, Stephanie	8/10/2016	Faculty meeting agenda.	8/11/2016 one-time
G2.B3.S1.MA1 M325794	SkyWard program will be monitored to ensure that all students have an advisory period on their...	Sochocki, Eric	8/10/2016	SkyWard reports will be run to ensure that all students have an advisory class.	8/20/2016 one-time
G2.B3.S1.A1 A314676	All students assigned an Advisory class.	Sochocki, Eric	8/10/2016	All students have an Advisory class on the schedule.	8/20/2016 one-time
G3.B5.S1.MA1 M325806	Use the State of Florida Blended Learning statutes as a way to help create an innovative...	Sochocki, Eric	7/13/2016	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.	8/24/2016 daily
G3.B6.S1.A1 A314685	ERMS will become a school of personalized learning.	Sidoruk, Jamie	5/18/2016	Students and parents will fill out letter of intent to join ASPIRE Academy.	8/24/2016 daily
G1.B1.S2.A1 A314656	All instructional personnel will be taught how to pull student data from data systems.	Griner, Kim	8/17/2016	All instructional personnel will be scheduled time to work with Ms. Griner to ensure they can demonstrate how to access their students' data.	8/31/2016 one-time
G1.B5.S1.A1 A314665	Manage the application process for students to gain entry to the AVID program, to ensure that we...	Spencer, Janice	5/25/2016	The amount of students applying for the AVID electives.	9/7/2016 daily
G1.B5.S1.A4 A314668	All 8th grade AVID elective students enroll in a high school credit class.	Sochocki, Eric	8/3/2016	SkyWard rosters for AVID students will be examined to ensure that all 8th grade AVID students are taking either Algebra 1 or Algebra 1 Honors courses for high school credit.	9/7/2016 daily
G1.B4.S2.A1 A314663	The principal sent out an invite for all teams to select students of influence.	Mayuski, Stephanie	8/22/2016	The principal collects the names of those students selected and invites them to be part of the student advisory council.	9/13/2016 one-time
G2.B2.S1.A2 A314672	Training all parents on use of LiveSchool at our Curriculum night.	Young, Margaret	9/15/2016	All teachers received bullet points to say about program and announcements were made to remind teachers.	9/15/2016 one-time
G2.B2.S1.A3 A314673	School-wide training of LiveSchool best practices.	Young, Margaret	9/21/2016	Sign-in sheets at faculty meeting.	9/21/2016 one-time
G2.B2.S1.A4 A314674	Creation of a PBS committee.	Sochocki, Eric	9/5/2016	PBS committee was created.	9/22/2016 one-time
G3.B5.S1.MA1 M325805	Class size will increase as a result of iPD, Blended Learning and PLUS.	Sochocki, Eric	7/13/2016	The numbers of students in the core classes must be kept as low as possible while still creating a PLUS team.	9/28/2016 daily















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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S2.A1 A314681	Each of the PLUS teachers will teach the anti-bullying curriculum to their students.	Mayuski, Stephanie	9/7/2016	Students will be given grades, based upon work evidence and participation.	10/26/2016 every-3-weeks
G2.B4.S2.MA1 M325799	Teachers' lesson plans will be reviewed by the Florida Standards Coach and Principal, to ensure...	Mayuski, Stephanie	9/7/2016	Lesson plans and classroom walkthrough data.	10/28/2016 weekly
G1.B3.S1.A1 A314659	Teacher will be trained on: standards based instruction, breaking down the standards, professional...	Griner, Kim	8/22/2016	All core academic teachers will receive trainings during iPd days, evidenced by sign-in sheets and facilitated by district coaches and school admin.	11/18/2016 every-3-weeks
G2.B3.S1.MA1 M325793	Student climate survey and Student Advisory Council will be examined to determine student perceived...	Mayuski, Stephanie	4/4/2017	Student and faculty climate survey results will be examined, along with CWT data to determine if the program made a positive impact on student behavior.	4/27/2017 one-time
G1.B5.S1.A5 A314669	Provide opportunities for all AVID elective students to visit colleges on school field-trips.	Spencer, Janice	9/7/2016	The school calendar, and completed request for field trip forms will be examined to insure that all AVID elective students have the opportunity.	5/10/2017 every-6-weeks
G1.B1.S2.A2 A314657	Core instructional personnel will meet with their departments during iPd time to examine student...	Mayuski, Stephanie	8/22/2016	Teachers will submit student evidence of benchmark mastery, along with their plans that they have completed action research on to constantly improve instructional quality.	5/22/2017 biweekly
G1.B4.S2.MA1 M325782	Administration will conduct classroom walk-throughs, examine LiveSchool data to determine if new...	Mayuski, Stephanie	9/6/2016		5/22/2017 biweekly
G1.B1.S1.A1 A314654	The PLUS team will create a rigorous curriculum to use during iPd days.	Mayuski, Stephanie	7/30/2016	Lesson plans will be collected as well as student work to ensure that standards are being taught to the full intent.	5/23/2017 monthly
G1.B2.S1.MA1 M325773	Lesson plans will be monitored weekly by administration weekly to ensure standards based...	Mayuski, Stephanie	8/24/2016	Lesson plans that are loaded up to SkyWard.	5/23/2017 weekly
G1.B2.S1.MA4 M325774	Classroom walk through data will be monitored to identify areas of growth, or disconnect.	Mayuski, Stephanie	8/24/2016	CWT data will be collected daily and loaded into Google docs spreadsheet to facilitate communication of what was observed to fellow administrators and the teacher who was observed.	5/23/2017 biweekly
G2.B2.S1.MA1 M325791	Administrators will monitor the points weekly for each of the teachers they evaluate.	Sochocki, Eric	8/30/2016	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 bi-weekly.	5/23/2017 monthly
G2.B2.S1.MA4 M325792	PBS committee will present findings, decisions and data at each monthly faculty meetings.	Young, Margaret	9/21/2016	Faculty agendas, sign-in sheets, LiveSchool data percentages and traveling trophy being awarded.	5/23/2017 monthly
G2.B2.S1.A5 A314675	PBS committee will meet bi-weekly at first and monthly there-after.	Sochocki, Eric	9/22/2016	Meeting agendas and sign-in sheets will be kept; as well as presentations to be made at faculty meetings.	5/23/2017 monthly
G2.B3.S1.MA1 M325795	Proper utilization of Advisory periods.	Mayuski, Stephanie	8/17/2016	CWT data will be examined, along with student and teacher surveys to determine program effectiveness.	5/23/2017 one-time
G1.B1.S2.MA1 M325771	Lesson plans will be monitored weekly by administration weekly to ensure standards based...	Mayuski, Stephanie	8/22/2016	Lesson plans posted on SkyWard.	5/23/2017 weekly
G1.B1.S2.MA1 M325772	School administrative team will monitor: student performance data, on-going progress monitoring...	Mayuski, Stephanie	8/15/2016	CWT data will be compiled weekly to target instructional trends and perceived deficiencies. Benchmark data will be analyzed by leadership team and shared with staff during iPd	5/23/2017 every-3-weeks









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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				to identify knowledge voids and to re-examine effective standards based lessons.	
G1.B4.S2.A2 A314664	The principal will meet monthly with the student advisory team to gain their insight.	Mayuski, Stephanie	9/14/2016	The principal will collect sign-in sheets and suggestions that the students give at every meeting.	5/23/2017 monthly
G2.B3.S2.A1 A314678	Students who demonstrate a need for additional counseling services will be offered a referral for...	Sochocki, Eric	8/24/2016	Returned signed parental consent for counseling services forms.	5/23/2017 daily
G2.MA1 M325800	By improving the attendance rate, number of students earning honor roll status, reducing office...	Sochocki, Eric	8/17/2016	We will collect attendance, office referrals, in and out of school suspensions, and honor roll data.	5/24/2017 quarterly
G3.MA1 M325809	Standardized test scores and the PSAT will be the monitored for success.	Sochocki, Eric	1/4/2017	Standardized tests and EOCs will be reviewed for student growth.	5/24/2017 annually
G1.B1.S1.MA1 M325769	A report card of monitoring data will be created and checked quarterly.	Mayuski, Stephanie	8/24/2016	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 county blueprints, quarterly Stakeholder surveys, and Standardized Tests.	5/24/2017 quarterly
G1.B1.S1.MA1 M325770	Leadership will collect student work and teachers' lesson plans to ensure the appropriate rigor and...	Moskel, Sonya	8/17/2016	Student artifacts, lesson plans, CWT data, student achievement data and common assessments will be collected.	5/24/2017 monthly
G1.B1.S1.A2 A314655	Teachers will focus on standards and shifts in ELA and Math.	Moskel, Sonya	8/17/2016	CWT data, admin observation of iPd time, lesson plans, student evidence, achievement on Benchmark Exam and other student achievement data.	5/24/2017 daily
G1.B2.S1.MA1 M325775	Admin will collect agendas, sign-in sheets, meeting minutes from new Spartan meetings; as well as...	Sidoruk, Jamie	8/2/2016	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.	5/24/2017 monthly
G1.B2.S1.A1 A314658	New staff members will be enrolled in a mentoring program.	Sidoruk, Jamie	8/3/2015	Meeting agendas and sign-in sheets combined with: CWT, student performance data and teacher surveys to determine perceived program effectiveness.	5/24/2017 monthly
G1.B4.S1.A3 A314662	Administration will earn Micro-credentials for Targeted Feedback.	Mayuski, Stephanie	10/5/2016	Administration will attend meetings with the district and provide evidence of successful targeted feedback given to teachers, to the principal and district.	5/24/2017 weekly
G1.B5.S1.MA1 M325784	The AVID Site Team will meet monthly to examine data and determine if AVID strategies are being...	Spencer, Janice	9/7/2016	Site team minute notes and at least one administrator will be present at all AVID Site Team meetings.	5/24/2017 monthly
G1.B5.S1.MA2 M325785	Administration will ensure that AVID strategies are embedded into all core classes.	Mayuski, Stephanie	8/17/2016	CWT data will be examined to ensure that AVID strategies are present school-wide in lessons where applicable.	5/24/2017 daily
G1.B5.S1.A2 A314666	Ensure that elements from the AVID program are utilized school-wide.	Mayuski, Stephanie	8/10/2016	ERMS will have common elements, such as Cornell Notes, a 4-5in binder for every student and other AVID strategies that become embedded in how we educate our students.	5/24/2017 daily
G2.B1.S1.MA1 M325788	LiveSchool points will be monitored for individuals that are supposed to complete their morning...	Sochocki, Eric	9/5/2016	Weekly accumulated points will be assessed to determine if the mentor is actually meeting with the mentee.	5/24/2017 weekly
G2.B1.S1.A1 A314670	Assign specific students to an adult for daily check-in.	Sochocki, Eric	8/16/2016	Individual students will select their mentor adult. Those names will go into	5/24/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				our PBS folder on our Share drive for all instructional staff to utilize.	
G2.B2.S1.MA1  M325789	Discipline and attendance data will be reviewed for effectiveness of the program	Sochocki, Eric	10/18/2016	Attendance percentage, amount of positive and negative LiveSchool points assigned, number of office referrals, in and out of school suspensions, and honor roll will be tracked each quarter.	5/24/2017 quarterly
G2.B2.S1.MA3  M325790	Utilization of LiveSchool by individual teachers will be assessed and reminders will be sent for...	Sochocki, Eric	11/2/2016	LiveSchool data will be pulled every month to determine what teachers are leading the pack with assigning points, and which are not utilizing the program effectively. A traveling trophy (Spartan Helmet) will go to the person/team that gives the most positive points; bi-weekly. A picture will be taken of the winner in the helmet and posted in the front office.	5/24/2017 monthly
G2.B2.S1.A1  A314671	Use of LiveSchool to keep track of PBS points and increase parent communication.	Sochocki, Eric	8/16/2016	Total number of positive and negative points will be listed monthly for teachers and students.	5/24/2017 monthly
G3.B2.S1.MA1  M325803	Lesson study of the student work will prove student growth and understanding.	Moskel, Sonya	8/24/2016	A comparison of high, middle, and low student work will help the teachers create rigorous lessons tied to the Florida Standards.	5/24/2017 biweekly
G3.B2.S1.MA1  M325804	After each iPD day, each grade level department will create and turn in a copy of their mini task...	Moskel, Sonya	8/24/2016	Authentic student work derived from the rigorous mini task or assignment created with the LDC system.	5/24/2017 biweekly
G3.B5.S1.A1  A314684	Use Blended Learning as a way to create a PLUS team of teachers to off-load the students while...	Moskel, Sonya	8/17/2016	Completion of Blended Learning walk-through utilizing the state template to ensure fidelity, compared to teacher lesson plans.	5/24/2017 biweekly
G3.B6.S1.MA1  M325807	Our Personalized Learning Coordinator and admin will monitor class lessons, student evidence and...	Sidoruk, Jamie	8/24/2016	Administration walk-throughs, lesson plans, student surveys and informal/ formal evaluations.	5/24/2017 biweekly
G3.B6.S1.MA1  M325808	There will be one team of four core instructional teachers, per grade level. Those teachers will...	Sidoruk, Jamie	8/24/2016	Administration scheduled CWT observations, informal and formal evaluations, lesson plans and student survey results.	5/24/2017 daily
G1.B4.S2.MA1  M325783	After the principal meets and gains input from the student advisory council, she will announce the...	Mayuski, Stephanie	9/14/2016	The policy changes and input will be adopted to the student code of conduct on the school website.	5/24/2017 monthly
G2.B3.S2.MA1  M325796	Discipline and LiveSchool data for individual students who have been enrolled in the counseling...	Sochocki, Eric	9/7/2016	Discipline referral rates, Baker Act occurrences, LiveSchool points, student and family climate surveys will be examined to determine positive effects of the outside counseling programs.	5/24/2017 annually
G2.B3.S2.MA1  M325797	Program implementation is dependent upon parental support and commitment from outside agencies.	Sochocki, Eric	9/7/2016	Returned parental consent forms and actual visits from outside agencies will be examined to ensure that the program has an opportunity to be successful.	5/24/2017 weekly
G2.B3.S2.A2  A314679	The school counselors will partner with outside counseling organizations to run group therapy...	Sochocki, Eric	9/7/2016	Actual number of on campus group meetings/sessions.	5/24/2017 weekly
G2.B4.S2.MA1  M325798	Track numbers of complaints and incidences of confirmed bullying	Sidoruk, Jamie	8/24/2016	Number of complaints and number of confirmed incidences of bullying.	5/24/2017 quarterly
G1.B4.S1.MA1  M325780	The leadership team will examine CWT data, student work exemplars, performance data and evidence...	Mayuski, Stephanie	8/19/2016	Every Friday, the leadership team will examine walkthrough data, student performance indicators to determine	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				and track school-wide trends and determine effectiveness of initiative implementation.	
G1.B3.S1.MA1  M325777	CWT data will be examined weekly by Leadership team during Friday morning meetings.	Mayuski, Stephanie	8/26/2016	CWT data will indicate trends and determine where professional development is needed.	6/6/2017 weekly
G1.B3.S1.MA1  M325778	Lesson plans will be examined weekly by evaluating administration to ensure the plans are standard...	Mayuski, Stephanie	8/22/2016	Lesson plans will be uploaded to Skyward and examined by the corresponding supervising evaluator weekly to ensure fidelity.	6/6/2017 weekly
G1.B3.S1.MA2  M325779	Leadership team will conduct weekly CWTs to measure impact of iPd days and common planning on...	Mayuski, Stephanie	8/22/2016	CWT data will be compiled weekly and examined every Friday by Leadership team.	6/6/2017 weekly
G1.B4.S1.A2  A314661	ASPIRE academy teachers will attend monthly trainings to continue to enhance their lesson design,...	Sidoruk, Jamie	7/25/2016	Admin and Personalized Learning Facilitator will attend monthly trainings with the ASPIRE teachers to learn with them and ensure program is properly received.	6/6/2017 monthly
G2.B1.S1.MA1  M325787	LiveSchool will be utilized to track fidelity of check-in program implementation.	Sochocki, Eric	9/5/2016	Weekly tabulated LiveSchool points will be examined at Friday's administration meeting, as well as the monthly PBS and SAC meetings.	6/6/2017 weekly
G1.MA1  M325786	Hard Data: student and teacher attendance, standardized test scores, student discipline (in-school...	Mayuski, Stephanie	8/24/2016	A report card of the data above will be created.	6/7/2017 quarterly
G1.B4.S1.MA1  M325781	All members of the leadership team will conduct walkthroughs of every classroom weekly, to analyze...	Mayuski, Stephanie	8/22/2016	CWT data will be collected and uploaded to a shared OneNote account for all admin to examine and discuss at the weekly leadership team meeting.	6/7/2017 weekly
G3.B2.S1.A1  A314683	Create a system of Innovative Professional Development.	Mayuski, Stephanie	7/26/2016	Artifacts from iPD sessions using LDC to include mini tasks and/or assignments and student work/evidence.	6/7/2017 biweekly

V. Professional Development Opportunities

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

G1. With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction in all content areas for all students.

G1.B1 ERMS experienced low eighth grade math achievement scores and less than acceptable math gains for the lowest quartile last year.

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 utilizing the time for in-school collaboration 18 times a year.

PD Opportunity 1

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

Facilitator

LCSB Professional Development Department

Participants

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

Schedule

Monthly, from 7/30/2016 to 5/23/2017

G1.B2 Lack of common language and expectations due to staff changes.

G1.B2.S1 New staff members will be enrolled in a mentoring program, facilitated by the assistant principals. The group will meet before pre-planning to discuss school-wide culture and programs. The new teachers will be assigned a mentor and monthly meetings, to ensure their success and quick indoctrination into the School culture.

PD Opportunity 1

New staff members will be enrolled in a mentoring program.

Facilitator

Mr. Sidoruk, Ms. Shriner and mentors

Participants

All teachers that are new to our district.

Schedule

Monthly, from 8/3/2015 to 5/24/2017

G1.B3 ERMS experienced low ELA achievement scores and less than acceptable reading gains for the lowest quartile last year.

G1.B3.S1 Teachers will have extensive training on focusing on the standards and shifts in ELA and Math, and how to design exemplar lessons that provide rigorous instruction with high academic expectations during their iPD days.

PD Opportunity 1

Teacher will be trained on: standards based instruction, breaking down the standards, professional development opportunities, PLCs and how to help students read and write complex text in science and social studies to support ELA.

Facilitator

School and district coaches.

Participants

All instructional staff members.

Schedule

Every 3 Weeks, from 8/22/2016 to 11/18/2016

G1.B4 Students not having an option, besides tests and quizzes, to demonstrate mastery of standard.

G1.B4.S1 Personalized learning will afford students to have a voice and choice in their learning. This will increase student buy-in and therefore engagement and comprehension.

PD Opportunity 1

Administration will earn Micro-credentials for Targeted Feedback.

Facilitator

Amy Cockcroft and Lake County School District.

Participants

Admin enrolled in program and the teachers they give feedback to.

Schedule

Weekly, from 10/5/2016 to 5/24/2017

G2. Through mentoring, innovative lesson design and increasing student buy-in, East Ridge Middle School will decrease our school-wide referral rates; with an increased emphasis on decreasing the out of school suspension rate.

G2.B2 Lack of fidelity in teacher utilization of Positive Behavior System and high behavioral expectations.

G2.B2.S1 Training all staff on the use and importance of institutionalized PBS.

PD Opportunity 1

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

Facilitator

Andrea Thompson and Margaret Young.

Participants

All teachers and parents

Schedule

Monthly, from 8/16/2016 to 5/24/2017

PD Opportunity 2

School-wide training of LiveSchool best practices.

Facilitator

Margaret Young and Andrea Thompson.

Participants

All instructional staff members.

Schedule

On 9/21/2016

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

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 7/26/2016 to 6/7/2017

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 8/17/2016 to 5/24/2017

VI. 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 Implement Personalized Learning for students that will allow our students to learn at their own pace, place, and time in a competency-based system.

TA Opportunity 1

ERMS will become a school of personalized learning.

Facilitator

District-wide initiative.

Participants

ASPIRE Academy teachers and students.

Schedule

Daily, from 5/18/2016 to 8/24/2016

VII. Budget

1	G1.B1.S1.A1	The PLUS team will create a rigorous curriculum to use during iPD days.				\$0.00
2	G1.B1.S1.A2	Teachers will focus on standards and shifts in ELA and Math.				\$0.00
3	G1.B1.S2.A1	All instructional personnel will be taught how to pull student data from data systems.				\$0.00
4	G1.B1.S2.A2	Core instructional personnel will meet with their departments during iPd time to examine student data and plan innovative lessons that are focused on specific benchmarks, while accounting for individual student need.				\$0.00
5	G1.B2.S1.A1	New staff members will be enrolled in a mentoring program.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0080 - East Ridge Middle School	General Fund		\$0.00
6	G1.B3.S1.A1	Teacher will be trained on: standards based instruction, breaking down the standards, professional development opportunities, PLCs and how to help students read and write complex text in science and social studies to support ELA.				\$0.00
7	G1.B4.S1.A1	ASPIRE academy teachers will be trained on how to successfully implement Personalized Learning lessons.				\$0.00

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8	G1.B4.S1.A2	ASPIRE academy teachers will attend monthly trainings to continue to enhance their lesson design, facilitated by District experts and coaches.				\$0.00
9	G1.B4.S1.A3	Administration will earn Micro-credentials for Targeted Feedback.				\$0.00
10	G1.B4.S2.A1	The principal sent out an invite for all teams to select students of influence.				\$0.00
11	G1.B4.S2.A2	The principal will meet monthly with the student advisory team to gain their insight.				\$0.00
12	G1.B5.S1.A1	Manage the application process for students to gain entry to the AVID program, to ensure that we are maximizing the positive impact on the program.				\$0.00
13	G1.B5.S1.A2	Ensure that elements from the AVID program are utilized school-wide.				\$0.00
14	G1.B5.S1.A3	Increase the amount of AVID trained staff on campus by having staff attend the Summer AVID Institute.				\$0.00
15	G1.B5.S1.A4	All 8th grade AVID elective students enroll in a high school credit class.				\$0.00
16	G1.B5.S1.A5	Provide opportunities for all AVID elective students to visit colleges on school field-trips.				\$0.00
17	G2.B1.S1.A1	Assign specific students to an adult for daily check-in.				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000		0080 - East Ridge Middle School	General Fund		\$700.00
			Notes: cost of id cards, film, and lanyards			
18	G2.B2.S1.A1	Use of LiveSchool to keep track of PBS points and increase parent communication.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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.			
19	G2.B2.S1.A2	Training all parents on use of LiveSchool at our Curriculum night.				\$0.00
20	G2.B2.S1.A3	School-wide training of LiveSchool best practices.				\$0.00
21	G2.B2.S1.A4	Creation of a PBS committee.				\$0.00
22	G2.B2.S1.A5	PBS committee will meet bi-weekly at first and monthly there-after.				\$0.00
23	G2.B3.S1.A1	All students assigned an Advisory class.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0080 - East Ridge Middle School	Other		\$300.00
			Notes: Funds from fundraiser to reward students for perfect attendance.			

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24	G2.B3.S1.A2	All faculty given information to discuss and utilize for their Advisory classes. Common expectations are discussed.				\$0.00
25	G2.B3.S2.A1	Students who demonstrate a need for additional counseling services will be offered a referral for outside counseling services.				\$0.00
26	G2.B3.S2.A2	The school counselors will partner with outside counseling organizations to run group therapy sessions at our school with a specifically targeted population for: grief, anger management, divorce and other social-emotional support services.				\$0.00
27	G2.B4.S2.A1	Each of the PLUS teachers will teach the anti-bullying curriculum to their students.				\$0.00
28	G3.B2.S1.A1	Create a system of Innovative Professional Development.				\$0.00
29	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
30	G3.B6.S1.A1	ERMS will become a school of personalized learning.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0080 - East Ridge Middle School	Other		\$20,000.00
			Notes: Gates Foundation Planning Grant			
					Total:	\$25,000.00