East Ridge High School

2016-17 Schoolwide Improvement Plan

East Ridge High School

13322 EXCALIBUR RD, Clermont, FL 34711

https://erh.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)
High School 9-12	No	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 High 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.

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

b. Provide the school's vision statement.

When we enter this campus, we are...

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

2. School Environment

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

Storming the Castle: STC provides the students, and staff the opportunity to learn about each others backgrounds and experiences in a safe environment. Members participate in team building activities and discussions that promote "1 Knight" mentality.

SGA: Teacher Appreciation Week The student government organization heads up teacher appreciation week, but finding sponsors for each of the five days.

ESE -Highlighting Individuals with Disabilities - The Exceptional Student Education department highlights individuals with disabilities on the announcements and bulletin boards throughout campus.

Foreign Language Week - The Foreign Language Department highlights a variety of countries and their cultures on the announcements and bulletin boards during Foreign Language week. They translate the announcements and different activities into different languages for exposure to students and teachers.

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

Duty Rosters - Teachers have a duty station before after school and during transitions that allows students easy access to adults during non - class time.
SRO -School Resource Deputies (2) - the school resource deputies travel the campus to provide extra campus supervision during the school day. This allows students and teachers the opportunity to feel safe and build a positive relationship with law enforcement .
Administrators (7)- The administration is visible before and after school, during transitions, and during lunches. This allows the students the opportunity to report any concerns face to face and build a positive relationship with administration.

Bullying Box - The students have the opportunity to use the anonymous bullying box located, outside

building one, to report any bullying or harassment issues that may be occurring at East Ridge High School.

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.

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

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

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.

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

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

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

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

Tutoring Programs;Homeless Tutoring.

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

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

Leadership Team utilizes our EWS which covers High School Indicators for the state and statistics on graduation.
Students who miss 10% or more available instructional time
Students in the 9th grade with one or more absences within first 20 days
Students in 9th grade who fail two or more courses in any subject
Students whose grade point average is less than a 2.0
*Students who receive one or more suspensions, whether in school or out of school
*Students who fail English Language Arts or Mathematics

*Students with a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics:
Reading - Total Tested 9th, 10th grade 1121 Level 1: 22%
Math - Algebra 1-9th Grade 468 Tested Level 1: 51%
Geometry -Total tested 506 Level 1: 25%
Algebra 2: Total tested 329 Level 1: 22%
Biology: Total tested 618 Level 1: 8%
US History: Total tested 538 Level 1: 6%

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	0	0	0	170	168	167	160	665
One or more suspensions	0	0	0	0	0	0	0	0	0	49	53	36	39	177
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	147	4	0	308

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

Indicator	Grade Level													Total
	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	0	0	0	0	0	0	0	

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

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

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

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. § 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

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

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.

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

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

b. Duties

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

Julie Lueallen, Principal: Supports the use of data-based decision making strategies, assures implementation of MTSS and will ensure adequate professional development is in place for the staff.

Brent Frazier, Assistant Principal: Will set times, dates, and agendas for meetings, ensure team members are contributing, refers to action plan and ensures utilization of data to support student meetings.

Patty Pearson, Guidance Counselor- Provides information of services and expertise in assessments and interventions with students. Liaison with the community and families in support of student success and achievement.

Jaclyn Brierly, ESE Specialist: Will collect data on students and will provide best practices collaboration with general education teachers. Will assist with development of instructional strategies for Tier 3 Instruction.

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

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

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

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

General education teachers who will provide information about curriculum and will participate in data collection and will collaborate with other teachers in the implementation of Tier 1-3 instruction in an as needed basis. Patricia Jemison-Martint, Reading, Arlene Melson-ELL/Language Arts, Laura Bushwitz-Science, Betty Howard-Math, Grant Mollett-Social Studies.

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.

CORE INSTRUCTION - Weekly classroom walkthroughs utilizing the ERHS Rigor Sheets, TEAM Evaluation, and Florida Standards
Literacy Design Collaborative
FCIM- Utilizing the Plan-Do-Check-Act
Task Cards- Higher Order Questions
Curriculum Maps and Blue Prints
CBC - Scales and Rubrics
iPD-Innovative Professional Development
Personalized Learning

RESOURCE ALLOCATIONS- Discretionary Funding is based on FTE and provided via the District. ERHS utilizes several different funding sources to provide a curriculum that prepares students for College or Career. Those funding sources are as follows:

SAI Funding - Provides dollars for Level 1 and 2 Reading Students - Items purchases with funding: Achieve 3000, Leveled Reading Books, Transportation, ACT/SAT Preparation, Year Round Tutoring

AP Funding- East Ridge High School has an "Open" Enrollment Policy in AP resulting in over 730 students taking one or more AP Classes as our school.

Personalized Learning Grant- Utilizing for classroom instruction that meets the needs of all learners

IDEA Funding- East Ridge High is an "Inclusion" School. Funding provides classroom iPads, relevant and rigorous apps, resource materials to meet the diverse learning modalities of students and necessary student and teacher materials.

iPD-Innovative Professional Development funding to support student success and provide time for purposeful
teacher collaboration on a regular basis.

TEACHER SUPPORT- The team will be responsible for and participate in the problem solving, research on best practices, evaluation of programs and implementation and decision -making strategies. Classroom teachers will be involved in the RtI Meetings as necessary.

SMALL GROUP and INDIVIDUAL STUDENT NEEDS- Will be met through analyzing data on a weekly basis. Individual students will be monitored for progress in reaching benchmarks. Where there is risk of student(s) not meeting benchmarks, the team will collaborate and build a consensus on the best strategies to increase achievement.

Title X Homeless funds will be utilized to assist with homeless students who are in need of tutoring. This fund will also support our homeless students with transportation and school supplies.

Supplemental Academic Instruction (SAI)- Utilize funding to provide a year-long and summer tutoring program that supports level 1 and 2 students in passing academic courses and EOC's.

Anti-Bullying Programs
Capturing Kids Hearts is a Leadership Class focused on growing student leaders through awareness and anti-bullying
Bullying Boxes- for anonymous information which is investigated by administration
Anti-Bullying -"Self Awareness Week"
"Storming the Castle"
Leap Lessons regarding cyber-bullying

CTE -Increased student industry certification opportunities through the addition of two new programs- Engineering and AG-Tech.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Julie Robinson-Lueallen	Principal
Tracy Everett	Education Support Employee
Angela House	Education Support Employee
Yemeko Fountain	Teacher
Laura Bushwitz	Teacher
Tessine Moses	Teacher
Joseph Prather	Teacher
Stephanie Walters	Business/Community
Patti Pearson	Teacher
Olga White	Parent
Arlene Melson	Teacher
Alyssa Mahahadi	Student
Ricardo Quiles	Teacher
Leesa Hodges	Business/Community
Melissa Beocorest	Parent
Amy Marqusson	Parent
Becky Davis	Parent
Hannah Vilaluz	Student

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

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

School Improvement funds were use for tutoring purposes and academic material s for teachers and students.

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
Lueallen, Julie	Principal
Hoskinson, Renee	Instructional Coach
Marconi, Nicole	Teacher, K-12
Christensen, Gary	Teacher, K-12
Keaveny, Stacy	School Counselor
Mollet, Grant	Teacher, K-12
Santo, Vince	Teacher, K-12
Shaffer, Craig	Teacher, K-12
Stalma, Jonathan	Teacher, K-12
Frazier, Brent	Assistant Principal

b. Duties

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

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

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

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

iPD-ERHS is utilizing the Innovative Professional Development model this is key to achieving and supporting student success as it allows teachers time for purposeful collaboration on a regular basis.

Common Planning- Master Schedule provided for common planning times for like content areas.

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

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

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

STRATEGY # 1
Induction into Knighthood Orientation Program - New Teachers set up with highly effective teachers.

These teachers are highly effective with student relationships and student achievement.

PERSON RESPONSIBLE
Brent Frazier - Assistant Principal
Tessine Moses - Language Arts/Student Leadership Teacher

STRATEGY # 2
PLC - New Teachers (0-3 years) - Provides answers to questions and concerns related to day to day operations, TEAM Assessment, Data Chats (student, teacher, and parent) and support in specified curriculum area.

PERSONS RESPONSIBLE
Administration - All Administrators

STRATEGY # 3
Mentee Teachers and District Staff - assist in successful completion of the District Teachers Orientation Program. Involves completion of portfolio and professional development.

PERSONS RESPONSIBLE
Brent Balkaran- Assistant Principal / TQR
New Teachers
District Staff

STRATEGY # 4
Mentee Teacher assigned an Associate Teacher Mentor- Provides new teachers answers to questions and concerns related to day to day operations and curriculum needs.

PERSONS RESPONSIBLE
Assistant Principals
Department Chairs

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

Knights Mentoring Program

Veteran Teachers mentor our new teachers
Mentor/Mentee
Wofford/Deflanders, King/Day, Reese/George, Lockhart/Space, Smith/Chipi, Safraoui/Buhler, Santo/Rohleder, Gilliland/Kelly Santo, Murphy/Everlith, Shaffer/Martin, Frick/Poster, Cuebas/Byrum, Ferrell/Rangel, Stalma/Wilson, Barto/Badeaux, Conti/Snyder, and Pitts/Dwyer

RATIONALE-Mentees New to School/ Mentors-Teacher Leaders, Academic Achievement, Positive Relationships

PLANNED ACTIVITIES- Weekly PLC that involves TEAM Assessment, Data Chats, Lesson Study, and Peer to Peer Review

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.

District Scope and Sequence/Curriculum Blueprints are followed by all teachers and monitored by Administration on daily CWT's.

Florida Standards Coach and Literacy Coach are committed to supporting classroom teachers through the Florida Standards.

Administration is working with instructional to support standards-based instruction.

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.

LDC-Literacy Design Collaborative- 44 ERHS Instructional Staff Members were trained in LDC.Utilizing the LDC Frame work to merge the new Florid Standards with important content standard -fostering coherence in teaching
both. The LDC strategy lays out the literacy design first and then allows teachers to add their content on top of a solid literacy foundation. All returning ERHS Instructional Staff Members are being trained in LDC receiving on-going PD in LDC (mini-task). The mini-task are scaffold and sequenced to support students from remediation to enrichment levels.

Innovative Professional Development (iPD) - East Ridge High School believes that a key to achieving and supporting student success is allowing time for purposeful teacher collaboration on a regular basis. with the implementation of the new Florida Standards, East Ridge High School teachers are going to unite in creating common lesson, mini tasks, and spend time analyzing student work. By doing so, teachers will develop a deeper understanding of areas of improvement needed in core instruction and opportunities to celebrate student success

Power Plus Team- Leadership from East Ridge HS, Lake Minneola HS, and South Lake HS have joined forces to develop a "Power Plus Team that will be supporting teachers within these schools. The Power Plus Team will
provide CWT Data, support teachers in unwrapping the Florida Standards, creating mini-task, and analyzing student work and creating common assessments.

ERHS will utilize AVID Strategies to support student understanding of the new Florida Standards School-Wide AVID WICOR Strategies with a focus on Cornell Notes, Socratic Seminars, and AVID Reading

Personalized Learning- ERHS recieved the initial grant to begin the planning phase for implementing PL school wide. A team of teacher leaders will travel to visit schools that are implementing Personalized Learning and bring best practices back to include in ERHS PL plan. All Algebra 1, Geometry, ELA I, ELA II, Biology, and select CTE and Social Sciences teachers are implementing Personalized learning in their classrooms this year.

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: Extended School Day

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

Courses Passed
Students on Grade Level
Graduation Rates

Strategy: Extended School Day

Minutes added to school year:

Create large blocks of time for teacher collaboration and PD.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

CWT Data, student work, lesson plans, common assessments

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. § 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.

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

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.

Increase enrollment and eligibility for AP courses/Increase performance rate in AP courses.

PSAT scores utilized for progress monitoring and AP Potential.

Utilize PERT scores to increase awareness of further opportunities in post-secondary study.

Informing parents of preparations that need to be made for a student to have college and/or career success by offering parent information nights for each grade level.

Publishing in print and on the website, all information needed to make post-secondary plans.

Continuing the AVID Program that will address the needs of first generation students and encourage them to seek admission and acceptance to a four year university.

Encourage college visits by university admissions representatives.

Utilization of Choices and the use of Florida Virtual School Campus for preparation and planning for college.

Increasing CTE within the academics and student industry certification opportunities for credits.

All Juniors will take the SAT provided by College Board.

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

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

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

East Ridge High School expanded the Engineering Program and added AP Computer Science for the 2016 -2017 school year, Pathways to Engineering Program has integrated CTE with academic courses.. The Pathways of Engineering and AP Computer Science courses require students to be involved in higher level Math courses. These programs along with Physics has grown exponentially over the past three years. The continuing programs of Allied Health Assisting and Nursing Assistant introduce students to concepts from biology and anatomy and physiology. Agritechnology satisfies a high school science credit due to the science and math concepts which are cornerstones in this area of study. Lastly the Applied Cybersecurity program focuses on network security, cryptographic systems, and recovery of attacked programs. Mathematics is naturally embedded within this program.

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.

According to the 2014 High School Feedback Report 68.9% of the East Ridge High School 2014 Graduates completed a college preparatory curriculum. Respectively, the percent of graduates who took the SAT/ACT/CPT and scored at or above the college-level cut scores were the following: Math 78.9%, Reading 86.5%, Writing 85.%, All three subjects 75.6%. The report also indicates that approximately 50.1% of the East Ridge High School 2014 graduates enrolled in a Florida public postsecondary institution.

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

Expand the college/university presentations to the Junior Class
Utilize Florida Standards
Partner with Lake Sumter Community College to market the College Financial Aid Night.
Encourage more participation in Advanced Placement and Dual Enrollment courses when registering students.
CTE Teachers will educate students/parents on Bright Futures and Gold Seal opportunities.
Provide opportunities for students to review college websites through Extended and Re-Learning Opportunity Time.
Provide a page on the school website for FAQ's regarding access to college/university enrollment expectations.
Invite former East Ridge High School graduates who have a demonstrated successful transition to postsecondary education to speak to Junior and Senior Classes.
Continue to offer/expand CTE Programs that offer students the opportunity to earn Industry Certifications in the students chosen career field, for which they can receive postsecondary articulated credit

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   ERHS will increase the senior classes' attendance through careful Early Warning System monitoring, attendance records and consistently applied consequences.

G2.   With high expectations, ERHS teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

G3.

G4.   .

G5.

G6.

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. ERHS will increase the senior classes' attendance through careful Early Warning System monitoring, attendance records and consistently applied consequences. 1a

🔍 G086852

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 12	94.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent communication and monitoring of student attendance by administration and instructional staff.

- Lack of stakeholder knowledge as to how attendance affects progress towards graduation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Skyward Record Keeping System

- Faculty and Staff

- Graduation Attendance Policy

Plan to Monitor Progress Toward G1. 8

Develop and utilize a training/informational meeting schedule to inform all stakeholders of the importance of attendance on student progression.

Person Responsible
Charles Feld

Schedule
Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion
Schedule of Informational Meetings.

Plan to Monitor Progress Toward G1. 8

Utilization of a discipline ladder by teaches and administrators integrated with, as needed, ISS and Character Development Lessons.

Person Responsible
Julie Lueallen

Schedule
Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion
All classrooms will have evidence of social contacts posted in the classroom for each period.

G2. With high expectations, ERHS teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. 1a

🔍 G086853

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0
Algebra I EOC Pass Rate	37.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in use of ERHS non-negotiable best practices for instruction.

- Inconsistent use and lack of knowledge in personalized pathways to learning for students.

- Lack of fidelity and focus on standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CWT Schedules

- Administrative Team and Personalized Learning Coordinator

- IPD Schedule

- Curriculum Blueprints

- Test Specifications

- CPalm

Plan to Monitor Progress Toward G2. 8

Develop and utilize administrative schedule for the targeted feedback cycle with identified teachers.

Person Responsible
Julie Lueallen

Schedule
Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion
Targeted feedback schedule

Plan to Monitor Progress Toward G2. 8

Utilize Standards-Based Instruction feedback forms and online trend data survey form.

Person Responsible
Julie Lueallen

Schedule
Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion
SBI Feedback Forms and Trend Data Graphs

Plan to Monitor Progress Toward G2. `8`

PL walk-through template utilized by administration and PL Coaches to gather trend data and provide feedback

Person Responsible
Brent Frazier

Schedule
Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Trend data and CWT Schedule

Plan to Monitor Progress Toward G2. `8`

IPD days and Targeted Feedback Cycle

Person Responsible
Julie Lueallen

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
IPD and Targeted Feedback Schedule

Plan to Monitor Progress Toward G2. `8`

Develop a master schedule of IPD, common planning and LDC Professional Development.

Person Responsible
Julie Lueallen

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
IPD Schedule

Plan to Monitor Progress Toward G2. `8`

ILP for lowest quartile students

Person Responsible
Brent Frazier

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
ILP's on Schoology

Plan to Monitor Progress Toward G2. 8

Students have designated time on ALEKS with participation graded

Person Responsible
Brent Frazier

Schedule
Weekly, from 9/15/2016 to 5/26/2017

Evidence of Completion
ALEKS Data

Plan to Monitor Progress Toward G2. 8

Students have a weekly student choice 45 minutes of extended and re-learning opportunity.

Person Responsible
Julie Lueallen

Schedule
Weekly, from 9/15/2016 to 5/26/2017

Evidence of Completion
Flextime Scheduler Activity and Attendance Report

G3. 1a

🔑 G086854

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

•

Resources Available to Help Reduce or Eliminate the Barriers 2

•
•
•
•

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. . `1a`

🔑 G086855

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

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

-

Plan to Monitor Progress Toward G4. `8`

Person Responsible

Schedule

Evidence of Completion

G5. `1a`

🔑 G086856

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

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

-

Plan to Monitor Progress Toward G5. `8`

Person Responsible

Schedule

Evidence of Completion

G6. `1a`

🔑 G086857

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

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

-

Plan to Monitor Progress Toward G6. `8`

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. ERHS will increase the senior classes' attendance through careful Early Warning System monitoring, attendance records and consistently applied consequences. 1

🔑 G086852

G1.B1 Inconsistent communication and monitoring of student attendance by administration and instructional staff. 2

🔑 B230892

G1.B1.S1 Instructional staff will implement a parent communication log. Administration will monitor quarterly attendance rates. 4

🔑 S243612

Strategy Rationale

If we implement a communication and monitoring system for attendance, then we will expect to see an increase in average yearly daily attendance of all students.

Action Step 1 5

Establish a communication log with a clearly defined protocols and expectations

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Parent Communication Log and Attendance Reports

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

Develop and utilize an administrative schedule for monitoring student attendance.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

EWS Data, Parent Communication Log

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

During weekly CWT's the administration will verify utilization of parent communication log.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/10/2016 to 5/10/2017

Evidence of Completion

CWT Tools, EWS, Attendance Records

G1.B2 Lack of stakeholder knowledge as to how attendance affects progress towards graduation. [2]

🔑 B230893

G1.B2.S1 We will provide an informational training on how attendance impacts student learning i.e. graduation rate and college and career readiness, for all stakeholders to include the ERHS attendance policy and standards on participation graduation. [4]

🔑 S243613

Strategy Rationale

If we provide the informational training on how attendance affects student learning and set expectations for attendance, then we will see an increase in student support by faculty and an increase in average yearly daily attendance.

Action Step 1 [5]

Schedule informational meeting for faculty, parents, and students.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Faculty Meeting - Agendas, Sr. Class Meeting Attendance (Flex)

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

During weekly CWT''s the administration will verify utilization of parent communication log.

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

CWT Tool, Parent Contact Logs

G1.B2.S2 We will implement a suspension reduction plan. 4

S243614

Strategy Rationale

If we implement a suspension reduction plan through student support programs, then we will see a reduction in OSS as related to excessive Level 1 and Level 2 infractions.

Action Step 1 5

Implement a discipline ladder which incorporates the use of the Character Development Academy (CD Modules).

Person Responsible

Charles Feld

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

CDA Schedule and CD Curriculum

Action Step 2 5

Training and development of teachers in the tenets of Capturing Kids Hearts.

Person Responsible

Julie Lueallen

Schedule

On 7/22/2016

Evidence of Completion

Capturing Kids Hearts training agenda and Social Contracts PowerPoint

G2. With high expectations, ERHS teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. [1]

🔍 G086853

G2.B1 Lack of fidelity in use of ERHS non-negotiable best practices for instruction. [2]

🔍 B230894

G2.B1.S1 We will implement 2 targeted feedback cycles to support teachers in delivery of standards-based instruction. [4]

🔍 S243615

Strategy Rationale

If we implement and facilitate targeted feedback, then teacher will be able to utilize ERHS non-negotiable best practices with confidence, competence and fidelity.

Action Step 1 [5]

Establish two targeted feedback cycles with identified teachers and administration in the fall and spring.

Person Responsible

Julie Lueallen

Schedule

Monthly, from 9/1/2016 to 3/1/2017

Evidence of Completion

Schedule, targeted feedback documentation, reflections

Action Step 2 [5]

provide all faculty with informational meeting on the purpose and implementation of targeted feedback.

Person Responsible

Julie Lueallen

Schedule

Semiannually, from 8/10/2016 to 3/1/2017

Evidence of Completion

Informational Meetings, Targeted Feedback Schedule

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

Develop and utilize administrative schedule for the targeted feedback cycle with identified teachers

Person Responsible

Julie Lueallen

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Targeted Feedback Schedule

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

During targeted feedback and afterwards, administration and coaches will continue to look for and provide support through CWT's and the SBI feedback form.

Person Responsible

Julie Lueallen

Schedule

Quarterly, from 8/10/2016 to 8/26/2016

Evidence of Completion

SBI Feedback Form and teacher growth in targeted TEAM elements.

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

Administration will complete online best practices survey from each CWT.

Person Responsible

Brent Frazier

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

CWT Trend Data

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

Progress monitor student ILP's for student growth in content competencies.

> **Person Responsible**
>
> Brent Frazier
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/26/2017
>
> *Evidence of Completion*
>
> ILP's

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

Content areas will utilize Lesson Study Templates to analyze unit products in reference to PL and student competencies.

> **Person Responsible**
>
> Brent Frazier
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/26/2017
>
> *Evidence of Completion*
>
> Lesson Study Template

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

Student work from LDC mini-tasks will be analyzed by teachers and addressed through on-going LDC mini-tasks.

> **Person Responsible**
>
> Stacy Keaveny
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/26/2017
>
> *Evidence of Completion*
>
> Student work accountability forms (lesson study template)

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

Students will fall within the 50th percentile on the Algebra I mid-year LBA's

Person Responsible

Brent Frazier

Schedule

On 1/27/2017

Evidence of Completion

LBA Data

G2.B1.S2 We will complete weekly CWT's to facilitate and monitor implementation of ERHS non-negotiable best practices. `4`

🔑 S243616

Strategy Rationale

If best practices are monitored on a weekly basis, the administrative team will be able to identify which best practices need further explanation or training and which teachers need more support.

Action Step 1 `5`

Establish a CWT schedule for all content areas.

Person Responsible

Julie Lueallen

Schedule

On 5/26/2017

Evidence of Completion

SBI Feedback Form, Online CWT Survey, CWT Schedule

G2.B2 Inconsistent use and lack of knowledge in personalized pathways to learning for students. 2

🔑 B230895

G2.B2.S1 We will implement Personalized Learning in 9th/10th grade core content areas with the first cohort of pilot teachers. 4

🔑 S243617

Strategy Rationale

If we implement standards-based Personalized Learning with student voice and choice through competency pathways, then teachers can deliver and differentiate standards-based instruction to meet the needs of all students.

Action Step 1 5

Provide training in student directed learning and competency-based progression to all instructional staff.

Person Responsible

Brent Frazier

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

CWT PL Template, training agendas, online resources on Schoology, Deliberate Practice, Lesson Plans and LDC

G2.B3 Lack of fidelity and focus on standards-based instruction. 2

🔑 B230896

G2.B3.S1 ERHS will continue to utilize the Literacy Design Collaborative (LDC) across all content areas. 4

🔑 S243619

Strategy Rationale

If we utilize the LDC Model, then we will continue to unpack the standards through mini-tasks and progress monitor through standards-based learning goals.

Action Step 1 5

We will create and establish an IPD Schedule through pull-down days and common planning with identified protocols and expected accountability products.

Person Responsible

Julie Lueallen

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

IPD Schedule, Common Planning Accountability Forms

Action Step 2 5

We will develop and implement an accountability form for evaluation of student work from LDC min-tasks.

Person Responsible

Julie Lueallen

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Accountability Form, Progress monitoring of student work

Action Step 3 5

We will provide LDC PD for the instructional staff and on-going PD support for mastery of LDC.

Person Responsible

Melissa Frana

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PD Schedule

G2.B3.S2 ERHS will continue to target Algebra I with relearning opportunities and PL. 4

🔑 S243620

Strategy Rationale

If we utilize student relearning opportunities; with conceptual knowledge, student will be more successful in meeting Algebra I Florida Standards.

Action Step 1 5

Implementation of Individual Learning Plans

Person Responsible

Brent Frazier

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Individual Learning Plans

Action Step 2 5

Implement ALEKS as a resource in Algebra I to close the skills gap with real-time remediation, differentiation, and personalized pathways.

Person Responsible

Brent Frazier

Schedule

Weekly, from 9/15/2016 to 5/26/2017

Evidence of Completion

ALEKS data with a minimum target goal of 40% mastery in Algebraic concepts.

Action Step 3 `5`

Implementation of student relearning opportunities.

Person Responsible

Julie Lueallen

Schedule

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

Evidence of Completion

Extended and Re-Learning Opportunities Bell Schedule

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.B2.S2.A2 🔍 A315169	Training and development of teachers in the tenets of Capturing Kids Hearts.	Lueallen, Julie	7/19/2016	Capturing Kids Hearts training agenda and Social Contracts PowerPoint	7/22/2016 one-time
G2.B1.S1.MA1 🔍 M326700	During targeted feedback and afterwards, administration and coaches will continue to look for and...	Lueallen, Julie	8/10/2016	SBI Feedback Form and teacher growth in targeted TEAM elements.	8/26/2016 quarterly
G2.B1.S1.MA7 🔍 M326705	Students will fall within the 50th percentile on the Algebra I mid-year LBA's	Frazier, Brent	8/10/2016	LBA Data	1/27/2017 one-time
G2.B1.S1.A1 🔍 A315170	Establish two targeted feedback cycles with identified teachers and administration in the fall and...	Lueallen, Julie	9/1/2016	Schedule, targeted feedback documentation, reflections	3/1/2017 monthly
G2.B1.S1.A2 🔍 A315171	provide all faculty with informational meeting on the purpose and implementation of targeted...	Lueallen, Julie	8/10/2016	Informational Meetings, Targeted Feedback Schedule	3/1/2017 semiannually
G1.B1.S1.MA1 🔍 M326695	During weekly CWT's the administration will verify utilization of parent communication log.	Feld, Charles	8/10/2016	CWT Tools, EWS, Attendance Records	5/10/2017 quarterly
G2.B3.S2.A3 🔍 A315179	Implementation of student relearning opportunities.	Lueallen, Julie	9/14/2016	Extended and Re-Learning Opportunities Bell Schedule	5/24/2017 weekly
G1.MA1 🔍 M326698	Develop and utilize a training/ informational meeting schedule to inform all stakeholders of the...	Feld, Charles	8/10/2016	Schedule of Informational Meetings.	5/26/2017 semiannually
G1.MA2 🔍 M326699	Utilization of a discipline ladder by teaches and administrators integrated with, as needed, ISS...	Lueallen, Julie	8/10/2016	All classrooms will have evidence of social contacts posted in the classroom for each period.	5/26/2017 daily
G2.MA1 🔍 M326707	Develop and utilize administrative schedule for the targeted feedback cycle with identified...	Lueallen, Julie	8/10/2016	Targeted feedback schedule	5/26/2017 semiannually
G2.MA2 🔍 M326708	Utilize Standards-Based Instruction feedback forms and online trend data survey form.	Lueallen, Julie	8/10/2016	SBI Feedback Forms and Trend Data Graphs	5/26/2017 weekly
G2.MA3 🔍 M326709	PL walk-through template utilized by administration and PL Coaches to gather trend data and provide...	Frazier, Brent	8/10/2016	Trend data and CWT Schedule	5/26/2017 weekly
G2.MA4 🔍 M326710	IPD days and Targeted Feedback Cycle	Lueallen, Julie	8/10/2016	IPD and Targeted Feedback Schedule	5/26/2017 monthly
G2.MA5 🔍 M326711	Develop a master schedule of IPD, common planning and LDC Professional Development.	Lueallen, Julie	8/10/2016	IPD Schedule	5/26/2017 quarterly
G2.MA6 🔍 M326712	ILP for lowest quartile students	Frazier, Brent	8/10/2016	ILP's on Schoology	5/26/2017 quarterly
G2.MA7 🔍 M326713	Students have designated time on ALEKS with participation graded	Frazier, Brent	9/15/2016	ALEKS Data	5/26/2017 weekly
G2.MA8 🔍 M326714	Students have a weekly student choice 45 minutes of extended and re-learning opportunity.	Lueallen, Julie	9/15/2016	Flextime Scheduler Activity and Attendance Report	5/26/2017 weekly
G1.B1.S1.MA1 🔍 M326696	Develop and utilize an administrative schedule for monitoring student attendance.	Feld, Charles	8/10/2016	EWS Data, Parent Communication Log	5/26/2017 quarterly
G1.B1.S1.A1 🔍 A315166	Establish a communication log with a clearly defined protocols and expectations	Feld, Charles	8/10/2016	Parent Communication Log and Attendance Reports	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M326697	During weekly CWT"s the administration will verify utilization of parent communication log.	Lueallen, Julie	8/10/2016	CWT Tool, Parent Contact Logs	5/26/2017 weekly
G1.B2.S1.A1 A315167	Schedule informational meeting for faculty, parents, and students.	Feld, Charles	8/10/2016	Faculty Meeting - Agendas, Sr. Class Meeting Attendance (Flex)	5/26/2017 quarterly
G2.B1.S1.MA3 M326701	Administration will complete online best practices survey from each CWT.	Frazier, Brent	8/10/2016	CWT Trend Data	5/26/2017 weekly
G2.B1.S1.MA4 M326702	Progress monitor student ILP's for student growth in content competencies.	Frazier, Brent	8/10/2016	ILP's	5/26/2017 quarterly
G2.B1.S1.MA5 M326703	Content areas will utilize Lesson Study Templates to analyze unit products in reference to PL and...	Frazier, Brent	8/10/2016	Lesson Study Template	5/26/2017 quarterly
G2.B1.S1.MA6 M326704	Student work from LDC mini-tasks will be analyzed by teachers and addressed through on-going LDC...	Keaveny, Stacy	8/10/2016	Student work accountability forms (lesson study template)	5/26/2017 quarterly
G2.B1.S1.MA1 M326706	Develop and utilize administrative schedule for the targeted feedback cycle with identified teachers	Lueallen, Julie	8/10/2016	Targeted Feedback Schedule	5/26/2017 semiannually
G2.B2.S1.A1 A315173	Provide training in student directed learning and competency-based progression to all instructional...	Frazier, Brent	8/10/2016	CWT PL Template, training agendas, online resources on Schoology, Deliberate Practice, Lesson Plans and LDC	5/26/2017 semiannually
G2.B3.S1.A1 A315174	We will create and establish an IPD Schedule through pull-down days and common planning with...	Lueallen, Julie	8/10/2016	IPD Schedule, Common Planning Accountability Forms	5/26/2017 semiannually
G2.B3.S1.A2 A315175	We will develop and implement an accountability form for evaluation of student work from LDC...	Lueallen, Julie	8/10/2016	Accountability Form, Progress monitoring of student work	5/26/2017 semiannually
G2.B3.S1.A3 A315176	We will provide LDC PD for the instructional staff and on-going PD support for mastery of LDC.	Frana, Melissa	8/10/2016	PD Schedule	5/26/2017 quarterly
G1.B2.S2.A1 A315168	Implement a discipline ladder which incorporates the use of the Character Development Academy (CD...	Feld, Charles	8/10/2016	CDA Schedule and CD Curriculum	5/26/2017 weekly
G2.B1.S2.A1 A315172	Establish a CWT schedule for all content areas.	Lueallen, Julie	8/10/2016	SBI Feedback Form, Online CWT Survey, CWT Schedule	5/26/2017 one-time
G2.B3.S2.A1 A315177	Implementation of Individual Learning Plans	Frazier, Brent	8/10/2016	Individual Learning Plans	5/26/2017 quarterly
G2.B3.S2.A2 A315178	Implement ALEKS as a resource in Algebra I to close the skills gap with real-time remediation,...	Frazier, Brent	9/15/2016	ALEKS data with a minimum target goal of 40% mastery in Algebraic concepts.	5/26/2017 weekly

V. Professional Development Opportunities

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

G2. With high expectations, ERHS teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

G2.B1 Lack of fidelity in use of ERHS non-negotiable best practices for instruction.

G2.B1.S1 We will implement 2 targeted feedback cycles to support teachers in delivery of standards-based instruction.

PD Opportunity 1

Establish two targeted feedback cycles with identified teachers and administration in the fall and spring.

Facilitator

Academic Services

Participants

All ERHS Administrators

Schedule

Monthly, from 9/1/2016 to 3/1/2017

G2.B2 Inconsistent use and lack of knowledge in personalized pathways to learning for students.

G2.B2.S1 We will implement Personalized Learning in 9th/10th grade core content areas with the first cohort of pilot teachers.

PD Opportunity 1

Provide training in student directed learning and competency-based progression to all instructional staff.

Facilitator

ERHS Pilot Cohort Teachers

Participants

Instructional Staff (not in PL Pilot)

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

G2.B3 Lack of fidelity and focus on standards-based instruction.

G2.B3.S1 ERHS will continue to utilize the Literacy Design Collaborative (LDC) across all content areas.

PD Opportunity 1

We will provide LDC PD for the instructional staff and on-going PD support for mastery of LDC.

Facilitator

District Academic Services

Participants

Content Area Teachers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

G2.B3.S2 ERHS will continue to target Algebra I with relearning opportunities and PL.

PD Opportunity 1

Implementation of Individual Learning Plans

Facilitator

PL Coordinator

Participants

PL Pilot Teachers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Establish a communication log with a clearly defined protocols and expectations	$0.00
2	G1.B2.S1.A1	Schedule informational meeting for faculty, parents, and students.	$0.00
3	G1.B2.S2.A1	Implement a discipline ladder which incorporates the use of the Character Development Academy (CD Modules).	$0.00
4	G1.B2.S2.A2	Training and development of teachers in the tenets of Capturing Kids Hearts.	$0.00
5	G2.B1.S1.A1	Establish two targeted feedback cycles with identified teachers and administration in the fall and spring.	$0.00
6	G2.B1.S1.A2	provide all faculty with informational meeting on the purpose and implementation of targeted feedback.	$0.00
7	G2.B1.S2.A1	Establish a CWT schedule for all content areas.	$0.00
8	G2.B2.S1.A1	Provide training in student directed learning and competency-based progression to all instructional staff.	$0.00
9	G2.B3.S1.A1	We will create and establish an IPD Schedule through pull-down days and common planning with identified protocols and expected accountability products.	$0.00
10	G2.B3.S1.A2	We will develop and implement an accountability form for evaluation of student work from LDC min-tasks.	$0.00
11	G2.B3.S1.A3	We will provide LDC PD for the instructional staff and on-going PD support for mastery of LDC.	$0.00
12	G2.B3.S2.A1	Implementation of Individual Learning Plans	$0.00
13	G2.B3.S2.A2	Implement ALEKS as a resource in Algebra I to close the skills gap with real-time remediation, differentiation, and personalized pathways.	$0.00
14	G2.B3.S2.A3	Implementation of student relearning opportunities.	$0.00
		Total:	$0.00