2013-2014 SCHOOL IMPROVEMENT PLAN

East Ridge Middle School

13201 EXCALIBUR RD
Clermont, FL 34711
352-536-8020
http://lake.k12.fl.us/erm

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	50%

Alternative/ESE Center	Charter School	Minority Rate
No	No	49%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	B	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
   - Year 1 – declined to D, or first-time graded schools receiving a D
   - Year 2 – second consecutive D, or F followed by a D
   - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
   - Year 1 – declined to F, or first-time graded schools receiving an F
   - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
East Ridge Middle School

Principal
Charles McDaniel

School Advisory Council chair
Lori Sokoloski

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Catherine Slack	Assistant Principal I
William Roberts	Assistant Principal II
Stephanie Hauff	Assistant Principal II
Theresa Kleinschnitz	ESE Specialist
Kim Griner	Literacy Coach
Karen Anderson	Math Chair
Brittany Wolfe	ELA Chair
Christy Nichols	Soc. Studies Chair
Lynnea Weissman	Science Chair
Theresa Acevedo	Bookkeeper

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership consists of 15 voting members and four consultants. The voting members include 7 parents, one community member, 4 teachers, 2 non-instructional employees and the principal. Over 50% are not employed by the School District. The consultants include the three assistant principals and our Literacy Coach.
The Chair is Lori Sokoloski (parent) and the secretary is Liz Robb-Wymore (Teacher).

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Oversee the implementation of the SIP. Conduct the survey of needs in the spring. Meet monthly for updates and solve any problems that arise during the year.

Projected use of school improvement funds, including the amount allocated to each project

We have no funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Charles McDaniel		
Principal	Years as Administrator: 26	Years at Current School: 5

Credentials	MS in Ed. Leadership BS in Education Certifications: Principal K-12, Health, Recreation and Physical Education, MG Math 5-9
Performance Record	2012-2013 AT ERMS: Grade B: 62% (plus 1%) met high standards in reading and 63% (plus 5%) in math. In writing only 47% made 3.5 or better. In Science 61% met high standards (plus 6%) and 69% of the students in the bottom quartile made gains compared to 61% in math. 47% of the eligible students took Algebra or Algebra Honors and 99% passed the EOC. 2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 55% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms 2010-11 At ERMS: Grade A: 74% met high standards in reading and 78% met high standards in math. In writing, 99% of the students met high standards with 90% scoring a 4 or higher. In science, 67% met high standards. Of the students identified in the lowest quartile, 72% made learning gains in Reading and 75% in Math. 85% of the AYP indicators were met. 2009-10 At ERMS: Grade A: 74% met high standards in reading and 74% met high standards in math. In writing, 98% of the students met high standards with 84% scoring a 4 or higher. In science, 61% met high standards. Of the students identified in the lowest quartile, 70% made learning gains in Reading and 75% in Math. 82% of the AYP indicators were met. 2008-09 At ERMS: Grade A: 68% met high standards in reading and 63% met high standards in math. In writing, 91% of the students met high standards and in science, 44% met high standards. Of the students identified in the lowest quartile, 69% made learning gains in both Reading and Math.

Stephanie Hauff		
Asst Principal	Years as Administrator: 0	Years at Current School: 5

Credentials	Ed Leadership, MG Integrated Curriculum 5-9, ESOL Endorsed, Reading Endorsement , Journalism 6-12, Spanish K-12 Exceptional Student Education K-12
Performance Record	As the ESE Specialist last year, 2012-2013 AT ERMS: Grade B: 62% (plus 1%) met high standards in reading and 63% (plus 5%) in math. In writing only 47% made 3.5 or better. In Science 61% met high standards (plus 6%) and 69% of the students in the bottom quartile made gains compared to 61% in math. 47% of the eligible students took Algebra or Algebra Honors and 99% passed the EOC.

William Roberts		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Master's Degree in Ed. Leadership Bachelor's degree in mathematics Certified School Principal
Performance Record	2012-2013 AT ERMS: Grade B: 62% (plus 1%) met high standards in reading and 63% (plus 5%) in math. In writing only 47% made 3.5 or better. In Science 61% met high standards (plus 6%) and 69% of the students in the bottom quartile made gains compared to 61% in math. 47% of the eligible students took Algebra or Algebra Honors and 99% passed the EOC. 2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 53% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms 2010-11 At ERMS: Grade A: 74% met high standards in reading and 78% met high standards in math. In writing, 99% of the students met high standards with 90% scoring a 4 or higher. In science, 67% met high standards. Of the students identified in the lowest quartile, 72% made learning gains in Reading and 75% in Math. 85% of the AYP indicators were met.

Catherine Slack		
Asst Principal	Years as Administrator: 11	Years at Current School: 3

Credentials	Doctorate Degree – Educational Leadership Master's Degree – Math Education Florida Professional Certificate – School Principal Florida Professional Certificate – Math 6-12 Florida Professional Certificate – Math 5-9
Performance Record	2012-2013 AT ERMS: Grade B: 62% (plus 1%) met high standards in reading and 63% (plus 5%) in math. In writing only 47% made 3.5 or better. In Science 61% met high standards (plus 6%) and 69% of the students in the bottom quartile made gains compared to 61% in math. 47% of the eligible students took Algebra or Algebra Honors and 99% passed the EOC. 2011-2012 At ERMS*: Grade A: 61% met high standards in reading and 58% met high standards in math. In writing, 89% of the students met high standards with 31% scoring a 4 or higher. In science, 53% met high standards. Of the students identified in the lowest quartile, 75% made learning gains in Reading and 67% in Math. *New FCAT Norms 2010-11 At ERMS: Grade A: 74% met high standards in reading and 78% met high standards in math. In writing, 99% of the students met high standards with 90% scoring a 4 or higher. In science, 67% met high standards. Of the students identified in the lowest quartile, 72% made learning gains in Reading and 75% in Math. 85% of the AYP indicators were met.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Griner		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Master's Degree in Ed. Leadership Bachelor degree in Elementary Education Certified ELA Certified Reading K-12 Gifted Endorsed ESOL Endorsed Certified Springboard Trained in READ 180 Trained in AVID
Performance Record	NA

Classroom Teachers

# of classroom teachers
71

 # receiving effective rating or higher
67, 94%

 # Highly Qualified Teachers
99%

 # certified in-field
67, 94%

 # ESOL endorsed
27, 38%

 # reading endorsed
11, 15%

 # with advanced degrees
32, 45%

 # National Board Certified
3, 4%

 # first-year teachers
3, 4%

 # with 1-5 years of experience
23, 32%

 # with 6-14 years of experience
38, 54%

 # with 15 or more years of experience
9, 13%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 -- Mr. Roberts, AP
5. Use appropriate coaching techniques-- All Administrators

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each teacher new to the district is assigned a mentor who will meet with them weekly. Initial certification teachers will also have District coaches meet with them periodically as needed to insure that they understand the curriculum, district and school processes and procedures.
Mary Cecil, new ELA teacher is paired with Brittany Wolfe, ELA Chair
Kim Griner, new Literacy Coach is paired with Jayme Powell, a veteran reading teacher

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The function of the Leadership Team is to remain abreast of current district MTSS procedures and processes; incorporate those processes into school-based procedures; facilitate monthly MTSS meetings to identify and implement action plans to address academic and behavioral concerns of students; and to articulate with elementary and high feeder schools to ensure sustainability of Tier 2 and 3 supports.
Since every student in middle school starts out in Tier 1, the first indicators of unsuccessful students are usually noticed by the teachers. They meet at least weekly in teams to discuss any student showing

indicators that may lead to further review. Minutes of the meeting are sent to the principal who reads them and puts them in a share folder for archiving. In addition, each member of the leadership team has access to the Early Warning System data that can highlight students that may not be immediately noticeable as a Tier 2 candidate. Once suspected, any member of the team can complete the MTSS form and collect the data necessary to indicate a possible need for additional support. It is the teachers' responsibility to collect and document the data needed to move forward.

The school-based MTSS Leadership Team meets with each grade level at least one day per month to discuss student concerns. The guidance counselors facilitate the meetings with the grade level assistant principal. Documented concerns and supporting data are reviewed to determine at which tier academic and/or behavioral issues should be addressed. All facets of each meeting are documented electronically. Problem hypothesis for all MTSS tier 2 and tier 3 students are developed and documented by the MTSS team and progress monitoring by the teachers is brought back to the next MTSS meeting for further discussion. If a student progresses to tier 3 the ESE department becomes directly involved in the MTSS process.

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Assistant Principals attend each meeting and monitor the problem solving process during each of the meetings and serve as a resource for scheduling and strategic purposes. They also monitor the completion of all of the student services paperwork. Through classroom walk-throughs, they monitor the implementation of the interventions to insure fidelity.

The guidance counselor brings all the important information to each meeting and gathers the resources needed to make decisions. The counselor creates the agenda and runs the meetings. They also serve as a liaison for the problem solving team between RtI meetings when questions about interventions or data collection arise.

The teacher's role is to bring first-hand account of the student's problem areas, outcomes of the on-going interventions and ideas and suggestions that facilitate the problem solving process.

The support staff (psychologist, ESE School Specialist) will bring their expertise when called upon to discuss students that may be in or be considered for tier 3.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

There is a system in place to insure complete paperwork and appropriate use of data. Classroom walkthroughs and checking lesson plans weekly continue to insure the fidelity of the implementation and intervention process. Follow-up MTSS meetings are held where teachers bring their account of the interventions and the success or failure of those being implemented.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier 1 will utilize the following data sources and management systems: AS400, FIDO (District Data Base to include the EWS data) Reports, FAIR Assessments, Benchmark Assessments, End of Course Exams, Absenteeism Reports, Office Discipline Referrals, Out of School Suspensions, Subject Area failure rates, and stakeholder feedback.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The first meeting of the year is a scheduled training to explain the process and forms. There are even some pre-meetings held for very new teachers so that they are up to speed for the regular meetings. The information is kept on MTSS-Star so that everyone involved sees the same thing in real time.
New teachers are trained by the leadership team on the MTSS purpose and process within the first month of school and since each team of teachers meets monthly to monitor and track the students, everyone stays on the same page.
With regards to parents, once a student is considered for Tier 2, a letter is sent to the parents inviting them to attend the RtI meeting to discuss the data, interventions to be considered, and timelines for expected improvement.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

We have morning tutoring two days a week from 8:00am until 8:45. Any student in need can attend ELA or Math tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

The leadership team and guidance counselors by grade level are responsible with one assistant principal, Mr. Roberts, compiling the data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kim Griner	Literacy Coach
Brittany Wolfe	ELA Chair
Jayme Powell	Reading Teacher
Sherry Dean	Reading Teacher
Charles McDaniel	Principal
Lynnea Weissman	Science Chair
Christy Nichols	Social Studies Chair

How the school-based LLT functions

Our group of multidisciplinary teachers and administrators meets at least once per month to plan activities and programs that support the district reading plan as well as the School Improvement Plan. Our goal is to enable students to become independent learners towards their college and career paths. The Literacy Leadership Team will be building a culture of reading throughout the school, by ensuring that the team supports a commitment to student achievement through learning and teaching strategies.

Major initiatives of the LLT

For the 2013-2014 school year, the LLT will be actively involved in providing support for our reluctant readers through the institution of book clubs.
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 organize the Summer Reading Project required by all returning ERM students.
The LLT will support the Media Specialist in the implementation of the Sunshine State Young Readers Award Initiative (SSYRA).

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Starting with the first day of pre-planning, every teacher received training in reading across the disciplines conducted by our Literacy Coach. Every teacher is expected to be a reading teacher.
Our Science department has a program of rewarding students for reading.
We complete in the Superintendent's Reading Challenge each year.
At each faculty meeting, our Literacy Coach conducts a mini-inservice on reading strategies that can be used by every teacher.
The Leadership Team monitors each teacher's ability to teach reading strategies regardless of the subject area and included it in the walkthrough checklists.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

teachers, and create a portfolio that will follow them from grade to grade. At the end of their 8th grade year, the portfolio is given to the student to take to high school.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Our Teacher/Advisors meet with each student in their advisory to discuss their grades and future. We have a CAPE academy for Business where students can be industry certified when they leave 8th grade. In addition, we use AVID school-wide to promote college and career readiness.
Also, our students complete a Personal Education Plan (PEP) during career planning.

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	62%	No	72%
American Indian				
Asian	79%	71%	No	81%
Black/African American	55%	56%	Yes	60%
Hispanic	64%	51%	No	68%
White	73%	68%	No	76%
English language learners	38%	31%	No	45%
Students with disabilities	43%	34%	No	48%
Economically disadvantaged	61%	53%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	630	62%	68%
Students scoring at or above Achievement Level 4	309	29%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		44%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	692	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	184	69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	156	47%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		75%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	63%	No	77%
American Indian				
Asian	84%	72%	No	86%
Black/African American	58%	50%	No	62%
Hispanic	69%	56%	No	72%
White	78%	71%	No	81%
English language learners	51%	24%	No	56%
Students with disabilities	47%	35%	No	52%
Economically disadvantaged	68%	55%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	496	63%	69%
Students scoring at or above Achievement Level 4	225	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		67%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	746	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	266	61%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	149	43%	45%
Middle school performance on high school EOC and industry certifications	147	99%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	147	99%	100%
Students scoring at or above Achievement Level 4	44	66%	70%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	192	59%	65%
Students scoring at or above Achievement Level 4	94	29%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	1050	90%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	623	59%	60%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	5%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	100%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	100%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	33%	33%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	6%	5%
Students who fail a mathematics course	11	1%	0%
Students who fail an English Language Arts course	6	0%	0%
Students who fail two or more courses in any subject	8	0%	0%
Students who receive two or more behavior referrals	91	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	35	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement	171	14%	15%

Area 10: Additional Targets

Additional targets for the school

Suspensions: Reduce the number of in-school and out of school suspensions
Bullying: Reduce the number of confirmed cases of bullying.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of In-School Suspensions	161	15%	13%
Number of Students Suspended In-School	97	9%	7%
Number of Out of School Suspensions	105	9.5%	8%
Number of Students Suspended Out of School	66	6%	5%
Number of Substantiated Bullying Incidents	4	.3%	.2%

Goals Summary

G1. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2013-14 school year.

G2. 99 percent or more of Algebra 1 and Algebra 1 Honors students will pass the 2014 Algebra 1 EOC exam.

G3. 30% of the students with disabilities in 8th grade will score a level 3 or higher in Science as evidenced by the 2014 FCAT 2.0

G4. Out of 1,136 students, at least 15% (170 parents/community members) will volunteer on a regular basis for a minimum of 3,408 volunteer hours for the 2013-14 school year.

G5. Students in Civics and US History will score at least 60% correct on the end of year benchmark test.

G6. 30% of the 8th grade students will score 4 or higher on the 8th grade Science FCAT 2.0

G7. ERM will have a school-wide AVID program and will become recognized as a National Demonstration School for AVID by the end of 2014.

G8. In grades 6-8, 32% of the students will score 4 or higher on the 2014 Reading FCAT 2.0

G9. 65% or more of students in grades 6-8 will score Achievement Level 3 or above in Mathematics as evidenced by performance on 2014 FCAT 2.0.

G10. 40% of the students with disabilities in grades 6-8 will score a 3 or above in Reading as evidenced by the 2014 FCAT 2.0

G11. In grades 6-8, 65% or more of the students will score level 3 or higher on the 2014 Reading FCAT 2.0

G12. Substantiated incidents of bullying will be reduced by 25% as determined by data collected from AS400 for the 2013-14 school year.

G13. In grade 8, at least 75% of students will score 3.5 or higher on the 2014 FCAT Writes.

G14. In grade 8, at least 33% of students will score 4 or higher on the 2014 FCAT Writes.

G15. 33% of students with disabilities in grades 6-8 will score a 3 or above on the 2014 FCAT 2.0 Math Test.

G16. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.

G17. 33% or more of students in grades 6-8 will score a 4 or better on the Mathematics portion of the 2014 FCAT 2.0.

Goals Detail

G1. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2013-14 school year.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- School disicpline plan, agenda comments, Positive Behavior Support, advisory, LEAPS lessons

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Principal, grade level administrators

Target Dates or Schedule:
Ongoing, throughout the duration of the school year Agenda comments will be tracked and submitted quarterly. PBS BINGO cards will be submitted every four weeks.

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

G2. 99 percent or more of Algebra 1 and Algebra 1 Honors students will pass the 2014 Algebra 1 EOC exam.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- PENDA, Algebra EOC Practice, Springboard, AVID
- Springboard Program

Targeted Barriers to Achieving the Goal
- Barriers include increased complexity and rigor and well as abstract nature of algebraic concepts.

Plan to Monitor Progress Toward the Goal

PENDA Usage Reports

Person or Persons Responsible
Grade Level AP Math Dept. Chair

Target Dates or Schedule:
Each Grading Period

Evidence of Completion:
Student Progress Reports

G3. 30% of the students with disabilities in 8th grade will score a level 3 or higher in Science as evidenced by the 2014 FCAT 2.0

Targets Supported
- Science
- Science - Middle School

Resources Available to Support the Goal
- PENDA Learning, technology, manipulatives, Cornell Notes

Targeted Barriers to Achieving the Goal
- Complexity of content and vocabulary for students

Plan to Monitor Progress Toward the Goal

Review LBAs, Lab reports, PENDA reports, and classroom rigor.

Person or Persons Responsible
Science teachers and leadership team

Target Dates or Schedule:
Weekly

Evidence of Completion:
PENDA Reports, Walkthrough data, Lab sheets and LBA reports

G4. Out of 1,136 students, at least 15% (170 parents/community members) will volunteer on a regular basis for a minimum of 3,408 volunteer hours for the 2013-14 school year.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Volunteer tracking system, callout system, newsletters, orientation, curriculum nights, volunteer coordinator, Kohl's Cares Program

Targeted Barriers to Achieving the Goal
- Lack of knowledge of opportunities.
- Economic times that require parents to work multiple jobs limit the number of parents that are able to mentor at school or volunteer in school-related activities.

Plan to Monitor Progress Toward the Goal

Team will monitor the number of logged volunteer hours.

Person or Persons Responsible
Principal, Assistant Principal, Literacy Coach, teachers, guidance counselors, Achievement Liaison, ESE Specialist

Target Dates or Schedule:
By the end of the 2013-14 school year.

Evidence of Completion:
Volunteer hours will increase to 3,408, which accounts for three hours per enrolled students.

G5. Students in Civics and US History will score at least 60% correct on the end of year benchmark test.

Targets Supported
- Social Studies
- Civics EOC

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

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

Plan to Monitor Progress Toward the Goal

monitor and discuss implementation of resources shared at PLC

Person or Persons Responsible
Christy Nichols

Target Dates or Schedule:
monthly PLC meetings

Evidence of Completion:
PLC minutes and sign in sheets

G6. 30% of the 8th grade students will score 4 or higher on the 8th grade Science FCAT 2.0

Targets Supported
- Science

- Science - Middle School

Resources Available to Support the Goal
- Penda

- Common Assessments

Targeted Barriers to Achieving the Goal
- Teachers will use their own assessments.

- Students not given adequate time to review concepts from 6th and 7th grade science classes.

Plan to Monitor Progress Toward the Goal

Common Assessments

Person or Persons Responsible
Science Department Chair

Target Dates or Schedule:
Each 9 weeks

Evidence of Completion:
Will review assessments and student data with teachers.

G7. ERM will have a school-wide AVID program and will become recognized as a National Demonstration School for AVID by the end of 2014.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- SAI, AVID Club, Parents, Community, District, Regional and National AVID Centers.

Targeted Barriers to Achieving the Goal

- Lack of funds for enrichment activities like Field Trips to Colleges and Universities

- Some teachers not trained in the strategies used by AVID-trained teachers

Plan to Monitor Progress Toward the Goal

Hold site team meetings to discuss the 11 essentials for compliance and fidelity

Person or Persons Responsible
AVID Coordinator and AVID Site Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Earning National Demonstration Status

G8. In grades 6-8, 32% of the students will score 4 or higher on the 2014 Reading FCAT 2.0

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students are not experiencing appropriate text complexity resulting in a lack of mature language skills and conceptual knowledge needed for success in school and life.
- Reading classes are not available for these students to make growth and learn new skills.
- Lack of rigor for higher scoring students

Plan to Monitor Progress Toward the Goal

Review grades, LBAs, writing prompts, lesson plans, and student portfolios

Person or Persons Responsible
Teachers and Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Complete lesson plans indicating increased rigor and text complexity, improved portfolio products especiall in writing and inproved mid-year LBAs compared to baseline.

G9. 65% or more of students in grades 6-8 will score Achievement Level 3 or above in Mathematics as evidenced by performance on 2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- Springboard, AVID, C2 Connection Cards, Benchmark Task Cards, PENDA, Bootstrap (8th), mathematical practice rigor rubric

Targeted Barriers to Achieving the Goal
- Transition to Common Core State Standards curriculum and students will take FCAT 2.0. Many NGSSS are not addressed in new CCSS.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math teachers and leadership team

Target Dates or Schedule:
Weekly

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

G10. 40% of the students with disabilities in grades 6-8 will score a 3 or above in Reading as evidenced by the 2014 FCAT 2.0

Targets Supported
- Writing

Resources Available to Support the Goal
- AVID, READ 180, the AMP series, Lake Writes, as well as additional reading classes

Targeted Barriers to Achieving the Goal
- Students time on task and engaged in research based reading instruction.

- Students poor organizational skills

- Limited time outside of school spent reading.

Plan to Monitor Progress Toward the Goal

report cards, progress reports, learning strategies classes as needed, support facilitation, inclusion classes, consultation, quality projects, number of books read, circulation student data, teacher observation, FCAT scores, FAIR data, project completion

Person or Persons Responsible
Literacy Coach, LA teachers, reading teachers, learning strategies teacher, principal, assistant principals, ESE teachers

Target Dates or Schedule:
monthly monitoring, 9 week report cards, teacher observations weekly

Evidence of Completion:
40% of students with disabilities will score a 3 or above in on the 2014 Reading FCAT.

G11. In grades 6-8, 65% or more of the students will score level 3 or higher on the 2014 Reading FCAT 2.0

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Media center books, magazines, real-world situations, newspapers, AVID

Targeted Barriers to Achieving the Goal
- Students are not experiencing appropriate text complexity resulting in lack of mature language skills and conceptual knowledge needed for success in school and life.
- Students need to be exposed to more non-fiction material

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G12. Substantiated incidents of bullying will be reduced by 25% as determined by data collected from AS400 for the 2013-14 school year.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- All teachers will be trained in "Bullying-Proofing Your School," which is a school wide plan to reduce the occurrences of bullying-type incidents and provide a systemic method for reporting of incidents. Also, students can use the "Speak Out" hotline to anonymously report incidents of bullying.

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Dr. Catherine Slack, Natalie Vose, Cathy McTigue

Target Dates or Schedule:
Quarterly throughout the school year

Evidence of Completion:
A 25% decrease in the number of occurrences of substantiated bullying as per data from AS400. Also, increased signatures of PBS BINGO cards will demonstrate implementation of the lesson/curriculum.

G13. In grade 8, at least 75% of students will score 3.5 or higher on the 2014 FCAT Writes.

Targets Supported
- Writing

Resources Available to Support the Goal
- Lake Writes program, AVID, all teachers

Targeted Barriers to Achieving the Goal
- Students not receiving enough writing practice across the curriculum
- Students not understanding how to interpret the prompt
- Students not receiving adequate instruction in grammar
- Students not having adequate time to complete the essay

Plan to Monitor Progress Toward the Goal

Review quarterly writing prompts and DBQs

Person or Persons Responsible
Department Chairs, Literacy Coach

Target Dates or Schedule:
Once per 9 weeks

Evidence of Completion:
Data from prompts and DBQ grades

G14. In grade 8, at least 33% of students will score 4 or higher on the 2014 FCAT Writes.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students who score consistently below level 4 on Writing benchmarks and practice
- Students not receiving adequate instruction on sentence variety.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G15. 33% of students with disabilities in grades 6-8 will score a 3 or above on the 2014 FCAT 2.0 Math Test.

Targets Supported

Resources Available to Support the Goal
- PENDA Learning, ESE intensive math classes as needed, intensive math, support facilitation, inclusion, consultation, Learning Strategies class as needed, math tutoring twice a week before school, math advisories

Targeted Barriers to Achieving the Goal
- Students may have limited access to technology outside of school

- Students have difficulty with organization

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math teachers, ESE teachers, principal and assistant principals, ESE Specialist

Target Dates or Schedule:
weekly to monthly

Evidence of Completion:
LBAs, FCAT Scores, mini-assessments

G16. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.

Targets Supported
- Science - Middle School

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

Targeted Barriers to Achieving the Goal
- Students are unable to complete inquiry based activities.

Plan to Monitor Progress Toward the Goal

Will look for evidence of collaboration on lab based activities.

Person or Persons Responsible
Grade Level Administrators

Target Dates or Schedule:
Each 9 weeks

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

G17. 33% or more of students in grades 6-8 will score a 4 or better on the Mathematics portion of the 2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- AVID, PENDA

Targeted Barriers to Achieving the Goal

- Lack rigorous mathematics resources.

Plan to Monitor Progress Toward the Goal

Review PENDA reports for standards mastery, mini-assessments, teacher gifted certification

Person or Persons Responsible

Teachers, Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

PENDA reports, LBA reports, eSembler grades and lesson plans

Action Plan for Improvement

Problem Solving Key

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

G1. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2013-14 school year.

G1.B1 New teachers to Lake County and/or East Ridge Middle School may be unfamiliar with PBS and/or agenda comments.

G1.B1.S2 Provide student rewards for positive behavior.

Action Step 1

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

Person or Persons Responsible

PBS Team and administrators

Target Dates or Schedule

On-going

Evidence of Completion

Data base of bingos and "black-outs."

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

Review data of bingo cards as well as referral data

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Monthy Meetings

Evidence of Completion

Reduced referals and increased bingo card successes

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Every student will be required to maintain an agenda planner and have it at all times on campus.

Action Step 1

Purchase Agendas

Person or Persons Responsible

Admin

Target Dates or Schedule

May

Evidence of Completion

New planners by July

Plan to Monitor Fidelity of Implementation of G1.B1.S3

check planners in advisory

Person or Persons Responsible

teachers

Target Dates or Schedule

Daily

Evidence of Completion

data turned in to grade level admin

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 99 percent or more of Algebra 1 and Algebra 1 Honors students will pass the 2014 Algebra 1 EOC exam.

G2.B1 Barriers include increased complexity and rigor and well as abstract nature of algebraic concepts.

G2.B1.S1 Employ PENDA Learning to reinforce algebraic concepts and for EOC practice.

Action Step 1

Assign EOC practice from PENDA.

Person or Persons Responsible

Algebra Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student records on PENDA. Lesson Plans

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

Person or Persons Responsible

Grade level AP

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Algebra 1 EOC

Person or Persons Responsible

Grade Level AP

Target Dates or Schedule

May 2014

Evidence of Completion

100% Algebra 1 students pass the Algebra 1 EOC.

G2.B1.S2 Employ Springboard Program

Action Step 1

Use Springboard cooperative learning activities that work to teach concepts.

Person or Persons Responsible

Math teachers Math Dept. Chair Grade Level AP

Target Dates or Schedule

During school year.

Evidence of Completion

Lesson Plans Observation PLC discussion

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Springboard Activities

Person or Persons Responsible

Grade Level AP

Target Dates or Schedule

Classroom walk-throughs Lesson Plans

Evidence of Completion

Documentation in Lesson Plans Observation

Plan to Monitor Effectiveness of G2.B1.S2

Algebra 1 EOC

Person or Persons Responsible

Principal APs Math Dept. Chair Math Teachers

Target Dates or Schedule

May 2014

Evidence of Completion

Results of Algebra 1 EOC

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. 30% of the students with disabilities in 8th grade will score a level 3 or higher in Science as evidenced by the 2014 FCAT 2.0

G3.B1 Complexity of content and vocabulary for students

G3.B1.S1 Cooperative groups, hands on activities, consultation, PENDA Learning opportunities, vocabulary review, Learning Strategies

Action Step 1

progress monitoring, benchmark assessments, IEP goals, report cards, grades,

Person or Persons Responsible

Science Teachers, ESE Teachers

Target Dates or Schedule

weekly-monthly

Evidence of Completion

FCAT science, benchmark testing results and course grades

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

progress monitoring, benchmark assessments, IEP goals, report cards, grades,

Person or Persons Responsible

Science teachers, ESE teachers

Target Dates or Schedule

weekly-monthly

Evidence of Completion

FCAT, benchmark results, course grades

Plan to Monitor Effectiveness of G3.B1.S1

progress monitoring, benchmark assessments, IEP goals, report cards, grades,

Person or Persons Responsible

Science Teachers, ESE teachers

Target Dates or Schedule

weekly-monthly

Evidence of Completion

FCAT, benchmark assessments, course grades

G4. Out of 1,136 students, at least 15% (170 parents/community members) will volunteer on a regular basis for a minimum of 3,408 volunteer hours for the 2013-14 school year.

G4.B1 Lack of knowledge of opportunities.

G4.B1.S1 Content area staff will offer a minimum of one curriculum night, AVID, science fair and an online technology parent support site. During the school year at night and advertise through student agendas, flyers, website and school newsletter.

Action Step 1

Parents will have the information they need regarding volunteer opportunities available at ERMS to support their children. Sign in sheets will be used to determine the number of parents involved in the various support nights along with computerized check-ins that will track the number of parents that volunteer and the hours they gave.

Person or Persons Responsible

Content area staff will offer a minimum of one math, reading, writing, AVID, science fair and technology parent support meetings during the school year at night and advertise through student agendas, flyers, website and school newsletter, and school marquee.

Target Dates or Schedule

Ongoing, throughout the school year

Evidence of Completion

SAC Survey of Needs, Computer sign-in data, and sign-in sheets

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

Parents will have the information they need regarding volunteer opportunities available at ERMS to support their children. Sign in sheets will be used to determine the number of parents involved in the various support nights along with computerized check-ins that will track the number of parents that volunteer and the hours they gave.

Person or Persons Responsible

Content area staff will offer a minimum of one curriculum night, AVID, science fair and an online technology parent support site. During the school year at night and advertise through student agendas, flyers, website and school newsletter.

Target Dates or Schedule

Ongoing, throughout the school year

Evidence of Completion

SAC Survey of Needs, Computer sign-in data, and sign-in sheets

Plan to Monitor Effectiveness of G4.B1.S1

Parents will have the information they need regarding volunteer opportunities available at ERMS to support their children. Sign in sheets will be used to determine the number of parents involved in the various support nights along with computerized check-ins that will track the number of parents that volunteer and the hours they gave.

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, teachers, guidance counselors, Achievement Liaison, ESE Specialist

Target Dates or Schedule

By the end of the 2013-14 school year.

Evidence of Completion

Volunteer hours will increase to 3,408, which accounts for three hours per enrolled students.

G4.B2 Economic times that require parents to work multiple jobs limit the number of parents that are able to mentor at school or volunteer in school-related activities.

G4.B2.S1 Mentoring of students by parents, AVID tutors, community members, and future educators enrolled in the Educators preparation Institute at Lake Sumter Community College.

Action Step 1

Team will monitor the volunteers hours that have been logged.

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, teachers, guidance counselors, Achievement Liaison, ESE Specialist

Target Dates or Schedule

Registered weekly mentors/tutors as documented through computer sign in log.

Evidence of Completion

Increase in the number of mentors/volunteers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Team will monitor the number of logged volunteer hours.

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, teachers, guidance counselors, Achievement Liaison, ESE Specialist

Target Dates or Schedule

Registered weekly mentors/tutors as documented through computer sign in log.

Evidence of Completion

Increase in the number of mentors/volunteers

Plan to Monitor Effectiveness of G4.B2.S1

Team will monitor the number of logged volunteer hours.

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, teachers, guidance counselors, Achievement Liaison, ESE Specialist

Target Dates or Schedule

By the end of the 2013-14 school year.

Evidence of Completion

Volunteer hours will increase to 3,408, which accounts for three hours per enrolled students.

G4.B2.S2 Celebrate our volunteers with a brunch at the end of the year.

Action Step 1

Volunteer Coordinator will be trained in working with volunteers.

Person or Persons Responsible

Staff

Target Dates or Schedule

Sometime in May

Evidence of Completion

Pictures and smiles

Facilitator:

District Office

Participants:

Staff

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Students in Civics and US History will score at least 60% correct on the end of year benchmark test.

G5.B1 civics teachers are working with a curriculum that they only have one year experience teaching.

G5.B1.S1 Share resources from the internet that will help civics teachers develop rigorous lessons that will increase test scores

Action Step 1

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

Person or Persons Responsible

Christy Nichols

Target Dates or Schedule

Monthly PLC meetings

Evidence of Completion

PLC minutes and sign in sheets

Facilitator:

Christy Nichols

Participants:

Christy Nichols

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

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

Person or Persons Responsible

Christy Nichols

Target Dates or Schedule

monthly PLC meetings

Evidence of Completion

PLC minutes and sign in sheets

Plan to Monitor Effectiveness of G5.B1.S1

Monitor implementation of strategies and resources

Person or Persons Responsible

Christy Nichols

Target Dates or Schedule

monthly PLC meetings

Evidence of Completion

PLC minutes and sign in sheets

G6. 30% of the 8th grade students will score 4 or higher on the 8th grade Science FCAT 2.0

G6.B1 Teachers will use their own assessments.

G6.B1.S1 Teachers will have the opportunity to collaborate on common assessments during PLC's.

Action Step 1

Teachers will use PLCs to write common assessments for at least 2 units of study for Science.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During first 9 Weeks

Evidence of Completion

Assessment scores posted on Edusoft

Facilitator:

Participants:

Teachers

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

Will analyze student data and use that to revise planning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After assessments are given

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of G6.B1.S1

Will look for FCAT improvement.

Person or Persons Responsible

Science Department Chair

Target Dates or Schedule

After FCAT scores come in

Evidence of Completion

FCAT scores will improve, LBA mid-year reports for 6-8 will indicate improvement over the baseline LBAs for Science.

G7. ERM will have a school-wide AVID program and will become recognized as a National Demonstration School for AVID by the end of 2014.

G7.B1 Lack of funds for enrichment activities like Field Trips to Colleges and Universities

G7.B1.S1 AVID Club and all AVID students do fund raisers

Action Step 1

AVID Fundraisers

Person or Persons Responsible

AVID TEACHERS

Target Dates or Schedule

Throughout the year

Evidence of Completion

Enough money to go on the planned field trips

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

Monitor activities and keep track of funding

Person or Persons Responsible

Coordinator and administrators

Target Dates or Schedule

throughout the year

Evidence of Completion

Students will be able to afford to attend field trips

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B1.S2 Parent volunteers and community donations

Action Step 1

Align volunteers with program

Person or Persons Responsible

Coordinator and clerk in charge of volunteers

Target Dates or Schedule

Before the end of September

Evidence of Completion

Sufficient volunteers to supervise all trips and activities safely

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B1.S3 Communication with business partners and local Chamber of Commerce

Action Step 1

network with business community

Person or Persons Responsible

Coordinator, Principal, Asst. Princ.

Target Dates or Schedule

Monthly Chamber Meetings

Evidence of Completion

donations from business community

Plan to Monitor Fidelity of Implementation of G7.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B2 Some teachers not trained in the strategies used by AVID-trained teachers

G7.B2.S1 Train all teachers in WICOR and Cornell Notes the CORNELL-WAY

Action Step 1

Through a "Carousel of Learning" and on-going PLCs, all teachers will learn about WICOR and Cornell notes the CORNELL-WAY.

Person or Persons Responsible

All teachers

Target Dates or Schedule

First Day of Pre-planning

Evidence of Completion

Follow-up survey to determine active use of the strategies with a possible door prize for those who respond

Facilitator:

McClean and Amerson will conduct Carousel of Learning for WICOR and Cornell Notes

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Monitor for fidelity in the use of WICOR and Cornell Notes

Person or Persons Responsible

Coordinator and administrators

Target Dates or Schedule

weekly

Evidence of Completion

Successful TEAM Evaluation

Plan to Monitor Effectiveness of G7.B2.S1

Classroom walkthrough and TEAM Evaluations

Person or Persons Responsible

Coordinator and administrators

Target Dates or Schedule

As needed

Evidence of Completion

Successful score on TEAM Evaluations

G8. In grades 6-8, 32% of the students will score 4 or higher on the 2014 Reading FCAT 2.0

G8.B1 Students are not experiencing appropriate text complexity resulting in a lack of mature language skills and conceptual knowledge needed for success in school and life.

G8.B1.S1 Students will interact with complex text in content area classes, read more non-fiction text, and use CRISS strategies to improve metacognition

Action Step 1

Through on-going PLCs, teachers will be made aware of books in circulation that will assist in teaching text complexity.

Person or Persons Responsible

Literacy Coach, Media Specialist, Principal, Assistant Principals

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans, baseline and midyear assessments

Facilitator:

Literacy Coach-Reading complex text

Participants:

Literacy Coach, Media Specialist, Principal, Assistant Principals

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

Lesson Plans

Person or Persons Responsible

Literacy coach, Media Specialist, Principal, Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Benchmark assessment scores

Plan to Monitor Effectiveness of G8.B1.S1

Lesson Plans, Benchmark Assessments

Person or Persons Responsible

Literacy Coach, Media Specialist, Principal, Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans

G8.B2 Reading classes are not available for these students to make growth and learn new skills.

G8.B2.S1 In all core content classes, students will be provided CRISS strategies for reading comprehension

Action Step 1

Identify areas of improvement in student grades within core classes

Person or Persons Responsible

Literacy Coach, content area teachers

Target Dates or Schedule

on going

Evidence of Completion

FCAT

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Student progress

Person or Persons Responsible

Literacy Coach, content area teachers

Target Dates or Schedule

On going

Evidence of Completion

Classroom grades, FCAT

Plan to Monitor Effectiveness of G8.B2.S1

Student scores

Person or Persons Responsible

Literacy Coach, content area teachers

Target Dates or Schedule

On going

Evidence of Completion

G8.B3 Lack of rigor for higher scoring students

G8.B3.S1 AVID and Springboard programs will continue to be implemented and expanded

Action Step 1

Teachers will continue to implement AVID strategies, and Language Arts teachers will begin to increase the use of Springboard

Person or Persons Responsible

AVID teachers and Language Arts teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Student growth on benchmark assessments and FCAT

Person or Persons Responsible

Literacy Coach, Assessors

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G8.B3.S1

AVID and Springboard Strategies

Person or Persons Responsible

Literacy Coach, Kelly Cousineau, Brittany Wolfe

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans

G9. 65% or more of students in grades 6-8 will score Achievement Level 3 or above in Mathematics as evidenced by performance on 2014 FCAT 2.0.

G9.B1 Transition to Common Core State Standards curriculum and students will take FCAT 2.0. Many NGSSS are not addressed in new CCSS.

G9.B1.S1 Blend instruction to reinforce NGSSS that are not addressed in CCSS.

Action Step 1

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

Person or Persons Responsible

Math Department Teachers

Target Dates or Schedule

All school year

Evidence of Completion

Documented in Lesson Plans

Action Step 2

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

Person or Persons Responsible

Math Department Teachers

Target Dates or Schedule

8/21/2013

Evidence of Completion

mini-assessment data

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Check Lesson Plans

Person or Persons Responsible

Grade Level AP Math Department Chair

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. 40% of the students with disabilities in grades 6-8 will score a 3 or above in Reading as evidenced by the 2014 FCAT 2.0

G10.B1 Students time on task and engaged in research based reading instruction.

G10.B1.S1 Students who scored a 1 on FCAT who are placed in a 110 minute Reading class, 90 minutes per day working on Read 180, writing strategies will be incorporated throughout the class period. Students who scored a level 2 on FCAT will receive 55 minutes in a Reading class

Action Step 1

FAIR data collection as assessment given, Read 180 data weekly, FCAT scores, Benchmark assessment data and grades

Person or Persons Responsible

Reading teachers, literacy coach, principal, asst. principals and ESE teachers

Target Dates or Schedule

daily, 9 week grades, FAIR data collection as assessment given, Read 180 data weekly and teacher observation

Evidence of Completion

Final FCAT scores, report card grades, FAIR scores in the Spring of the school year

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

FAIR data collection as assessment given, Read 180 data weekly, FCAT scores, Benchmark assessment data and grades

Person or Persons Responsible

Reading teachers, literacy coach, principal, asst. principals and ESE teachers

Target Dates or Schedule

daily, 9 week grades, FAIR data collection as assessment given, Read 180 data weekly and teacher observation

Evidence of Completion

Final FCAT scores, report card grades, FAIR scores in the Spring of the school year

Plan to Monitor Effectiveness of G10.B1.S1

FAIR data collection as assessment given, Read 180 data weekly, FCAT scores, Benchmark assessment data and grades

Person or Persons Responsible

Reading teachers, literacy coach, principal, asst. principals and ESE teachers

Target Dates or Schedule

daily, 9 week grades, FAIR data collection as assessment given, Read 180 data weekly and teacher observation

Evidence of Completion

Final FCAT scores, report card grades, FAIR scores in the Spring of the school year

G10.B2 Students poor organizational skills

G10.B2.S1 Require all students to have a binder and give each an agenda. Provide ESE Learning Strategies class as needed for 55 minutes per day.

Action Step 1

agenda checks and binder checks, various research based organizational strategies

Person or Persons Responsible

Reading teachers, literacy coach, learning strategies teacher, ESE inclusion/support facilitation teacher, advisory teacher, guidance counselors, principal, asst. principals

Target Dates or Schedule

daily, teacher observation

Evidence of Completion

FCAT, report card, grades

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

agenda checks and binder checks, various research based organizational strategies

Person or Persons Responsible

Reading teachers, literacy coach, learning strategies teacher, ESE inclusion/support facilitation teacher, advisory teacher, guidance counselors, principal, asst. principals

Target Dates or Schedule

daily, teacher observation

Evidence of Completion

FCAT, report card, grades

Plan to Monitor Effectiveness of G10.B2.S1

agenda checks and binder checks, various research based organizational strategies

Person or Persons Responsible

Reading teachers, literacy coach, learning strategies teacher, ESE inclusion/support facilitation teacher, advisory teacher, guidance counselors, principal, asst. principals

Target Dates or Schedule

daily, teacher observation

Evidence of Completion

FCAT, report card, grades

G10.B3 Limited time outside of school spent reading.

G10.B3.S1 Students will participate in a Summer Reading Project and the Superintendent's Reading Challenge. Students will be required weekly to read during advisory, which is 20 minutes long.

Action Step 1

quality projects, number of books read, circulation student data, teacher observation

Person or Persons Responsible

Literacy Coach, LA teachers, reading teachers, learning strategies teacher

Target Dates or Schedule

monthly monitoring

Evidence of Completion

completed quality Summer Reading Project, meeting the Superintendent's Reading Challenge, FCAT scores, grades

Plan to Monitor Fidelity of Implementation of G10.B3.S1

quality projects, number of books read, circulation student data, teacher observation

Person or Persons Responsible

Literacy Coach, LA teachers, reading teachers, learning strategies teacher

Target Dates or Schedule

monthly monitoring

Evidence of Completion

completed quality Summer Reading Project, meeting the Superintendent's Reading Challenge, FCAT scores, grades

Plan to Monitor Effectiveness of G10.B3.S1

quality projects, number of books read, circulation student data, teacher observation

Person or Persons Responsible

Literacy Coach, LA teachers, reading teachers, learning strategies teacher

Target Dates or Schedule

monthly monitoring

Evidence of Completion

completed quality Summer Reading Project, meeting the Superintendent's Reading Challenge, FCAT scores, grades

G11. In grades 6-8, 65% or more of the students will score level 3 or higher on the 2014 Reading FCAT 2.0

G11.B1 Students are not experiencing appropriate text complexity resulting in lack of mature language skills and conceptual knowledge needed for success in school and life.

G11.B1.S2 Social Studies teachers will implement Project CRISS and WICOR strategies with the expressed goal of supporting growth and learning gain in scores on FCAT 2.0 reading tests.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11.B2 Students need to be exposed to more non-fiction material

G11.B2.S1 Continue the Summer Reading Project for returning East Ridge Middle School students

Action Step 1

Summer Reading Project

Person or Persons Responsible

Language Arts teachers, Literacy Coach, Literacy Leadership Team

Target Dates or Schedule

Summer 2014

Evidence of Completion

Completed Summer Reading Project

Plan to Monitor Fidelity of Implementation of G11.B2.S1

Summer Reading Project

Person or Persons Responsible

Language Arts teachers, Literacy Coach, Literacy Leadership Team

Target Dates or Schedule

Beginning of 2014-2015 school year

Evidence of Completion

Completed Summer Reading Project

Plan to Monitor Effectiveness of G11.B2.S1

Review summer project for a grade

Person or Persons Responsible

Language Arts teachers, Literacy Coach, Literacy Leadership Team

Target Dates or Schedule

Baseline Benchmark Exams

Evidence of Completion

eSembler grade book

G12. Substantiated incidents of bullying will be reduced by 25% as determined by data collected from AS400 for the 2013-14 school year.

G12.B1 Students do not know what behaviors constitute bullying and both the students and teachers need tools to handle bullying situations, whether they are the victim, witness, or adult.

G12.B1.S1 Teachers will learn about the "Bullying-Proofing Your School" plan through grade level meetings on August 28, 2013. Teachers will implement grade-specific lessons on handling bullying in September.

Action Step 1

Train faculty on bullying plan during grade level meetings. Teachers will then implement the lesson during their advisory period.

Person or Persons Responsible

Bullying Proof Team Members, bully-proof committee

Target Dates or Schedule

August 28, 2013

Evidence of Completion

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

Facilitator:

Dr. Catherine Slack

Participants:

Bullying Proof Team Members, bully-proof committee

Plan to Monitor Fidelity of Implementation of G12.B1.S1

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

Person or Persons Responsible

Dr. Catherine Slack, Natalie Vose, Cathy McTigue

Target Dates or Schedule

Quarterly throughout the school year

Evidence of Completion

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

Plan to Monitor Effectiveness of G12.B1.S1

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

Person or Persons Responsible

Dr. Catherine Slack

Target Dates or Schedule

Quarterly throughout the school year

Evidence of Completion

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

G13. In grade 8, at least 75% of students will score 3.5 or higher on the 2014 FCAT Writes.

G13.B1 Students not receiving enough writing practice across the curriculum

G13.B1.S1 At least once per quarter, students will complete a writing assignment in each subject area.

Action Step 1

Through PLCs, DBQ (Document-Based Questioning) will be reviewed for rigor and complexity.

Person or Persons Responsible

Social studies teachers

Target Dates or Schedule

Once per 9 week period

Evidence of Completion

Sample writing items from each teacher

Facilitator:

Christy Nichols

Participants:

Social studies teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Writing assignment

Person or Persons Responsible

Department Chairs, Literacy Coach

Target Dates or Schedule

Once per 9 week period

Evidence of Completion

Sample Writing assignments

Plan to Monitor Effectiveness of G13.B1.S1

FCAT Writes

Person or Persons Responsible

All teachers

Target Dates or Schedule

On going

Evidence of Completion

Collected samples from each period

G13.B1.S2 Students will complete at least four DBQs, including writing an essay to answer the DBQ. Three of these DBQs will be completed before FCAT Writes is administered.

Action Step 1

All students will be required to complete DBQs in Social Studies quarterly

Person or Persons Responsible

All students 6-8

Target Dates or Schedule

quarterly

Evidence of Completion

DBQ artificats

Plan to Monitor Fidelity of Implementation of G13.B1.S2

DBQ results will be reviewed

Person or Persons Responsible

Department Chair and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Leadership check off list

Plan to Monitor Effectiveness of G13.B1.S2

Review DBQs for rigor and complexities

Person or Persons Responsible

Social Studies Chair, all Social Studies teachers, Asst. Principals

Target Dates or Schedule

When given

Evidence of Completion

Review Check list

G13.B2 Students not understanding how to interpret the prompt

G13.B2.S1 The students will receive instruction on the types of prompts, and how to identify them

Action Step 1

Teachers will use anchor sets and school-based cd as tools for teacher learning

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

monthly

Evidence of Completion

Writing data collected on Edusoft

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Review FCAT-type prompts for grading

Person or Persons Responsible

ELA teachers, Literacy Coach, Educational Leaders

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Data

Plan to Monitor Effectiveness of G13.B2.S1

Grade writing prompts and DBQ using anchor papers and rubric

Person or Persons Responsible

ELA teachers and Social Studies Teachers

Target Dates or Schedule

When given

Evidence of Completion

Data from prompts and DBQs

G13.B3 Students not receiving adequate instruction in grammar

G13.B3.S1 Students will receive grammar instruction within the Language Arts classroom, and assignments will be graded for conventions.

Action Step 1

Grammar instruction

Person or Persons Responsible

Language Arts teacher

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Lesson Plans

Person or Persons Responsible

Assistant Principals, Principal

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G13.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G14. In grade 8, at least 33% of students will score 4 or higher on the 2014 FCAT Writes.

G14.B1 Students who score consistently below level 4 on Writing benchmarks and practice

G14.B1.S1 Students who score consistently below 4 will be given additional assistance in writing techniques.

Action Step 1

Collected data will be reviewed to determine students in need of remediation

Person or Persons Responsible

Literacy Coach, Teachers

Target Dates or Schedule

On Going

Evidence of Completion

FCAT Writes

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Collected data will be reviewed to determine students in need of remediation

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

On Going

Evidence of Completion

Edusoft Reports

Plan to Monitor Effectiveness of G14.B1.S1

Writing Samples

Person or Persons Responsible

Literacy Coach, Classroom Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Writing Samples, Writing Benchmarks

G14.B2 Students not receiving adequate instruction on sentence variety.

G14.B2.S1 Students will receive explicit instruction in sentence structure and variety.

Action Step 1

Lessons on sentence structure and variety

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Lesson Plans

Person or Persons Responsible

Assistant Principals, Principal

Target Dates or Schedule

On Going

Evidence of Completion

FCAT Writes

Plan to Monitor Effectiveness of G14.B2.S1

Lesson Plans

Person or Persons Responsible

Assistant Principals

Target Dates or Schedule

On Going

Evidence of Completion

FCAT Writes

G15. 33% of students with disabilities in grades 6-8 will score a 3 or above on the 2014 FCAT 2.0 Math Test.

G15.B1 Students may have limited access to technology outside of school

G15.B1.S1 Tutoring twice a week before school, learning strategies class as needed, ESE intensive math class as needed, PENDA Learning, math advisories, inclusion classes for math, support facilitation classes for math, technology available at school

Action Step 1

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

Person or Persons Responsible

Math teachers and ESE Teachers

Target Dates or Schedule

weekly

Evidence of Completion

FCAT scores, report card grades, course completion

Plan to Monitor Fidelity of Implementation of G15.B1.S1

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

Person or Persons Responsible

Math teachers and ESE Teachers

Target Dates or Schedule

weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G15.B1.S1

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

Person or Persons Responsible

Math teachers and ESE Teachers

Target Dates or Schedule

weekly

Evidence of Completion

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

G15.B2 Students have difficulty with organization

G15.B2.S1 Learning strategies classroom, advisories, cooperative grouping, manipulatives, Cornell Notes, binder checks, inclusion classes, support facilitation classes, mnemonics, IEP goals

Action Step 1

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

Person or Persons Responsible

ESE teacher, math teacher

Target Dates or Schedule

weekly to monthly

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G15.B2.S1

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

Person or Persons Responsible

Math teachers and ESE teachers

Target Dates or Schedule

weekly to monthly

Evidence of Completion

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

Plan to Monitor Effectiveness of G15.B2.S1

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

Person or Persons Responsible

Math teachers and ESE Teachers

Target Dates or Schedule

weekly to monthly

Evidence of Completion

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

G16. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.

G16.B1 Students are unable to complete inquiry based activities.

G16.B1.S1 Teachers will collaborate to come up with inquiry based authentic lab activities and share resources and lesson plans through PLC's

Action Step 1

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

Person or Persons Responsible

All Science Teachers 6 - 8

Target Dates or Schedule

Once per week

Evidence of Completion

Lesson Plans PLC Minutes Lab Write ups Lab Documentation Forms

Facilitator:

Mrs. Weissman

Participants:

All Science Teachers 6 - 8

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Will check lesson plans and lab documentation forms.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Once per 9 weeks.

Evidence of Completion

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

Plan to Monitor Effectiveness of G16.B1.S1

Will calculate percentage of students achieving level 3 or higher

Person or Persons Responsible

Grade Level Administrators

Target Dates or Schedule

After FCAT scores come in

Evidence of Completion

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

G17. 33% or more of students in grades 6-8 will score a 4 or better on the Mathematics portion of the 2014 FCAT 2.0.

G17.B1 Lack rigorous mathematics resources.

G17.B1.S1 Implement Springboard program across all grade levels.

Action Step 1

Encourage teachers to take the Springboard training.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

When offered as professional development.

Evidence of Completion

TNL

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Person or Persons Responsible

Administration

Target Dates or Schedule

Upon completion

Evidence of Completion

TNL

Plan to Monitor Effectiveness of G17.B1.S1

Use Springboard Math

Person or Persons Responsible

Teachers

Target Dates or Schedule

Evidence of Completion

Lesson Plans, Walk Through, Observation

G17.B1.S2 Math teachers will share ideas and strategies at PLC's.

Action Step 1

Share ideas, research, model lessons

Person or Persons Responsible

Math teachers, Dept. Chair

Target Dates or Schedule

PLC

Evidence of Completion

PLC Agenda

Plan to Monitor Fidelity of Implementation of G17.B1.S2

Feedback from teachers

Person or Persons Responsible

Teachers, Dept. Chair

Target Dates or Schedule

Monthly

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of G17.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G17.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G17.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G17.B1.S3

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Saturday Academic School is still one of the best uses of our SAI money. We will be conducting these sessions at the beginning of the second and fourth nine weeks. Students with grades below a 70 will be able to participate in up to two sessions each Saturday to be able to bring their grades up a total of 10 points if all conditions are met.
? *A parent or guardian will be required to attend the Saturday Academic School along with the student to assist in the tutoring, discipline and immediate transportation.
? *A teacher in the administrative pool (or an administrator) will be selected to oversee the program.
In addition, we will be using a portion of the money to pay for tutoring during the day in the AVID elective classes.
Next, we are holding morning math and Language Arts/Writing tutoring sessions from 8:00-8:45 two days a week. One of our math teachers will be working with level 1 and 2 students until testing while a language arts teacher will be working with the level 1 and 2 students in reading and writing.
Furthermore, we will be offering students an opportunity to catch up on one class via a virtual program held on our campus using E2020. In this way, students can move up to the next level with their cohort while making up a missed class.
Finally, we will be offering a summer school program for grade forgiveness using E2020. 84% of the students who were involved in the program this past summer successfully completed it and moved up a grade.
With all this additional help and extended hours, we know that our students will have the best opportunities to continue to succeed and be "College and Career" ready.
The following personnel will be needed for each program:
o Saturday Academic School: one coordinator and 3 teachers.
o Morning Tutoring: two to four teachers based on the students who sign up
o AVID Tutors: 3 per period (they may be the same tutors all day)
o Summer School: 1 teacher to oversee the program (set up, daily monitoring, and overseeing the testing) 25 hours
o The only extra materials we will need are the licenses for the E2020 program for summer school program.
o Transportation will be provided by the parents.
We will be able to measure the results by the data collected from benchmark testing, FCAT results, and the success rate from E2020.
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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G4. Out of 1,136 students, at least 15% (170 parents/community members) will volunteer on a regular basis for a minimum of 3,408 volunteer hours for the 2013-14 school year.

G4.B2 Economic times that require parents to work multiple jobs limit the number of parents that are able to mentor at school or volunteer in school-related activities.

G4.B2.S2 Celebrate our volunteers with a brunch at the end of the year.

PD Opportunity 1

Volunteer Coordinator will be trained in working with volunteers.

Facilitator

District Office

Participants

Staff

Target Dates or Schedule

Sometime in May

Evidence of Completion

Pictures and smiles

G5. Students in Civics and US History will score at least 60% correct on the end of year benchmark test.

G5.B1 civics teachers are working with a curriculum that they only have one year experience teaching.

G5.B1.S1 Share resources from the internet that will help civics teachers develop rigorous lessons that will increase test scores

PD Opportunity 1

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

Facilitator

Christy Nichols

Participants

Christy Nichols

Target Dates or Schedule

Monthly PLC meetings

Evidence of Completion

PLC minutes and sign in sheets

G6. 30% of the 8th grade students will score 4 or higher on the 8th grade Science FCAT 2.0

G6.B1 Teachers will use their own assessments.

G6.B1.S1 Teachers will have the opportunity to collaborate on common assessments during PLC's.

PD Opportunity 1

Teachers will use PLCs to write common assessments for at least 2 units of study for Science.

Facilitator

Participants

Teachers

Target Dates or Schedule

During first 9 Weeks

Evidence of Completion

Assessment scores posted on Edusoft

G7. ERM will have a school-wide AVID program and will become recognized as a National Demonstration School for AVID by the end of 2014.

G7.B2 Some teachers not trained in the strategies used by AVID-trained teachers

G7.B2.S1 Train all teachers in WICOR and Cornell Notes the CORNELL-WAY

PD Opportunity 1

Through a "Carousel of Learning" and on-going PLCs, all teachers will learn about WICOR and Cornell notes the CORNELL-WAY.

Facilitator

McClean and Amerson will conduct Carousel of Learning for WICOR and Cornell Notes

Participants

All teachers

Target Dates or Schedule

First Day of Pre-planning

Evidence of Completion

Follow-up survey to determine active use of the strategies with a possible door prize for those who respond

G8. In grades 6-8, 32% of the students will score 4 or higher on the 2014 Reading FCAT 2.0

G8.B1 Students are not experiencing appropriate text complexity resulting in a lack of mature language skills and conceptual knowledge needed for success in school and life.

G8.B1.S1 Students will interact with complex text in content area classes, read more non-fiction text, and use CRISS strategies to improve metacognition

PD Opportunity 1

Through on-going PLCs, teachers will be made aware of books in circulation that will assist in teaching text complexity.

Facilitator

Literacy Coach-Reading complex text

Participants

Literacy Coach, Media Specialist, Principal, Assistant Principals

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans, baseline and midyear assessments

G12. Substantiated incidents of bullying will be reduced by 25% as determined by data collected from AS400 for the 2013-14 school year.

G12.B1 Students do not know what behaviors constitute bullying and both the students and teachers need tools to handle bullying situations, whether they are the victim, witness, or adult.

G12.B1.S1 Teachers will learn about the "Bullying-Proofing Your School" plan through grade level meetings on August 28, 2013. Teachers will implement grade-specific lessons on handling bullying in September.

PD Opportunity 1

Train faculty on bullying plan during grade level meetings. Teachers will then implement the lesson during their advisory period.

Facilitator

Dr. Catherine Slack

Participants

Bullying Proof Team Members, bully-proof committee

Target Dates or Schedule

August 28, 2013

Evidence of Completion

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

G13. In grade 8, at least 75% of students will score 3.5 or higher on the 2014 FCAT Writes.

G13.B1 Students not receiving enough writing practice across the curriculum

G13.B1.S1 At least once per quarter, students will complete a writing assignment in each subject area.

PD Opportunity 1

Through PLCs, DBQ (Document-Based Questioning) will be reviewed for rigor and complexity.

Facilitator

Christy Nichols

Participants

Social studies teachers

Target Dates or Schedule

Once per 9 week period

Evidence of Completion

Sample writing items from each teacher

G16. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.

G16.B1 Students are unable to complete inquiry based activities.

G16.B1.S1 Teachers will collaborate to come up with inquiry based authentic lab activities and share resources and lesson plans through PLC's

PD Opportunity 1

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

Facilitator

Mrs. Weissman

Participants

All Science Teachers 6 - 8

Target Dates or Schedule

Once per week

Evidence of Completion

Lesson Plans PLC Minutes Lab Write ups Lab Documentation Forms

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The number of in-school and out-of-school suspensions will be reduced by 10% for the 2013-14 school year.	$4,600
G4.	Out of 1,136 students, at least 15% (170 parents/community members) will volunteer on a regular basis for a minimum of 3,408 volunteer hours for the 2013-14 school year.	$300
G7.	ERM will have a school-wide AVID program and will become recognized as a National Demonstration School for AVID by the end of 2014.	$5,500
G16.	63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.	$5,000
	Total	$15,400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
student donations	$5,000	$0	$5,000
Various fundraisers	$5,500	$0	$5,500
Kohl's and other donations	$1,000	$0	$1,000
Community Donations	$300	$0	$300
Donations	$0	$3,600	$3,600
Total	$11,800	$3,600	$15,400

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The number of in-school and out-of-school suspensions will be reduced by 10% for the 2013-14 school year.

G1.B1 New teachers to Lake County and/or East Ridge Middle School may be unfamiliar with PBS and/or agenda comments.

G1.B1.S2 Provide student rewards for positive behavior.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

money for field trips

Funding Source

Kohl's and other donations

Amount Needed

$1,000

G1.B1.S3 Every student will be required to maintain an agenda planner and have it at all times on campus.

Action Step 1

Purchase Agendas

Resource Type

Evidence-Based Materials

Resource

Funds from local businesses

Funding Source

Donations

Amount Needed

$3,600

G4. Out of 1,136 students, at least 15% (170 parents/community members) will volunteer on a regular basis for a minimum of 3,408 volunteer hours for the 2013-14 school year.

G4.B2 Economic times that require parents to work multiple jobs limit the number of parents that are able to mentor at school or volunteer in school-related activities.

G4.B2.S2 Celebrate our volunteers with a brunch at the end of the year.

Action Step 1

Volunteer Coordinator will be trained in working with volunteers.

Resource Type

Evidence-Based Program

Resource

Students and parents

Funding Source

Community Donations

Amount Needed

$300

G7. ERM will have a school-wide AVID program and will become recognized as a National Demonstration School for AVID by the end of 2014.

G7.B1 Lack of funds for enrichment activities like Field Trips to Colleges and Universities

G7.B1.S1 AVID Club and all AVID students do fund raisers

Action Step 1

AVID Fundraisers

Resource Type

Evidence-Based Program

Resource

Funding Source

Various fundraisers

Amount Needed

$5,500

G16. 63% of Students in 8th grade will score a level 3 or higher on the Science FCAT 2.0.

G16.B1 Students are unable to complete inquiry based activities.

G16.B1.S1 Teachers will collaborate to come up with inquiry based authentic lab activities and share resources and lesson plans through PLC's

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Supplies for lab activities

Funding Source

student donations

Amount Needed

$5,000