

Lake County Schools

East Ridge High School



2017-18 Schoolwide Improvement Plan

East Ridge High School

13322 EXCALIBUR RD, Clermont, FL 34711

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

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2016-17 Title I School No	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 57%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 59%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for East Ridge High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

When we enter this campus, we are...

1 Knight: Working Together

1 Knight: Striving for Excellence

1 Knight: Bold in Character, Empowered with Strength

1 Knight: Determined to be the Very Best that we can be

1 Knight: Accepting the Challenge to move ERHS from Good to Great!

2. School Environment

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

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

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

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

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

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

Duty Rosters - Teachers have a duty station before after school and during transitions that allows students easy access to adults during non - class time.

SRO -School Resource Deputies (2) - the school resource deputies travel the campus to provide extra campus supervision during the school day. This allows students and teachers the opportunity to feel safe and build a positive relationship with law enforcement .

Administrators (7)- The administration is visible before and after school, during transitions, and during lunches. This allows the students the opportunity to report any concerns face to face and build a positive relationship with administration.

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

Tutoring Programs; Homeless, ELL, and Lowest Quartile

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

Students who miss 10% or more available instructional time

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

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

Students whose grade point average is less than a 2.0

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

*Students who fail English Language Arts or Mathematics

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

Reading - Total Tested 9th, 10th grade 1121 Level 1: 22%

Math - Algebra 1-9th Grade 468 Tested Level 1: 51%

Geometry -Total tested 506 Level 1: 25%

Algebra 2: Total tested 329 Level 1: 22%

Biology: Total tested 618 Level 1: 8%

US History: Total tested 538 Level 1: 6%

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	170	168	167	160	665
One or more suspensions	0	0	0	0	0	0	0	0	0	49	53	36	39	177
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	147	4	0	308

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

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Increase parent involvement:

"Meet the Knights" - ERHS Curriculum Night-Monitor through sign-in-sheets and parent surveys extend the time for parents to visit classrooms.

School Advisory Council Meetings-Advertise meetings on school website and School Messenger Athletic and Academic Boosters- advertise membership and meeting dates

Grade Level Meetings with parents

Skyward - parents can view student grades and teacher lesson plans.

AVID Nights - informing parents about our AVID Program

AP Night is an informational session that provides a better understanding of the AP Program from enrollment to college credit.

Senior Night/FAFSA - College Entrance Requirements

High School High Tech Parent Night - introducing technology careers to under-served student populations

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Principal is an active member of the local South Lake Chamber and the Lake County Schools Educational Foundation

South Lake Educational Foundation-Mr. Balkaran, Assistant Principal represents ERHS at monthly meetings.

Black and Gold Cross solicits donations from local community organizations and churches

Business Owners are members of the ERHS SAC

Athletic Teams work at Nursing Homes, provide back-packs to under represented students, providing summer camps, and partner with Elementary School to support reading initiatives.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lueallen, Julie	Principal
Frazier, Brent	Assistant Principal
Frana, Melissa	Assistant Principal
Feld, Charles	
Christensen, Gary	Teacher, K-12
Cuebas, Myra	Teacher, K-12
Mollet, Grant	Teacher, K-12
Santo, Vince	Teacher, K-12
Shaffer, Craig	Teacher, K-12
Balkaran, Brent	Assistant Principal
Keaveny, Stacy	Assistant Principal
Long, Carly	Teacher, K-12
King, Justin	Teacher, Career/Technical
Hoskinson, Renee	Instructional Coach
Brierly, Jaclyn	Teacher, K-12
Hunt, Keith	Assistant Principal

b. Duties

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

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

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

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

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

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

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

Charles Feld, Assistant Principal-MTSS/PBS Coaches will develop, lead and evaluate with RtI/PBS Team the school standards and programs. Will identify patterns of student need and will liaise with

the district personnel for staff development needs, intervention strategies, progress monitoring, data collection, and analysis.

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Systems Thinking Model - Systems, Leadership, Instruction, and Culture (SLIC)- this model brings our staff together to achieve our common goals. By establishing our vision, communicating a strategy and motivating individuals to cooperatively solve problems. This models supports our vision to ensure organizational success. The System Thinking Model aligning goals to specific, measurable, attainable, realistic and timely strategic objectives, we establish a functional structure conducive to continuing success. -Person Responsible - Principal Lueallen

CORE INSTRUCTION - Weekly classroom walkthroughs utilizing District Walkthrough Tool and our ERHS Expectations

AVID - Writing, Inquiry, Collaboration, Organization, and Reading

Literacy Design Collaborative

Thinking Maps

ERHS Literacy Plan - expecting reading, writing, thinking and speaking on a daily basis in all classes

FCIM- Utilizing the Plan-Do-Check-Act

Task Cards- Higher Order Questions

Curriculum Maps and Blue Prints

CBC - Daily Objective, Scales and Rubrics

iPD-Innovative Professional Development

Mastery Tracking

Personalized Learning

Person(s) Responsible - All Instructional Staff

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

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

AP Funding- East Ridge High School has an "Open" Enrollment Policy in AP resulting in over 895 students taking one or more AP Classes as our school. (Principal Lueallen and AP Coordinator, Dr. Keaveny)

IDEA Funding- East Ridge High is an "Inclusion" School. Funding provides classroom iPads, relevant

and rigorous apps, resource materials to meet the diverse learning modalities of students and necessary student and teacher materials. (Person Responsible - Feld, Brierly, Knowles)

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

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

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

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

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

Anti-Bullying Programs

Capturing Kids Hearts is a Leadership Class focused on growing student leaders through awareness and anti-bullying

Bullying Boxes- for anonymous information which is investigated by administration

Anti-Bullying -"Self Awareness Week"

"Storming the Castle"

Leap Lessons regarding cyber-bullying

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

College and Career Readiness- Track students beginning in 9th grade to ensure all students are participating in an industry certification, Advance Placement Coursework, or Dual Enrollment

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julie Robinson-Lueallen	Principal
Tracy Everett	Education Support Employee
Laura Bushwitz	Teacher
Tessine Moses	Teacher
Stephanie Walters	Business/Community
Patti Pearson	Teacher
Olga White	Parent
Arlene Melson	Teacher
Ricardo Quiles	Teacher
Amy Marqusson	Parent
Becky Davis	Parent
Jeet Patel	Student
Elder Ripper	Student
Nalini Jusino	Education Support Employee
Austin Welch	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

STRATEGY # 1

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

PERSON RESPONSIBLE

Brent Balkaran - Assistant Principal
Tessine Moses - Language Arts/Student Leadership Teacher

STRATEGY # 2

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

PERSONS RESPONSIBLE

Administration - All Administrators

STRATEGY # 3

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

PERSONS RESPONSIBLE

Brent Balkaran- Assistant Principal / TQR
New Teachers
District Staff

STRATEGY # 4

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

PERSONS RESPONSIBLE

Assistant Principals
Department Chairs

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

Knights Mentoring Program

Veteran Teachers mentor our new teachers
Mentor/Mentee

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

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

Mastery Tracking school-wide to support and respond to student learning.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 720

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keaveny, Stacy, keavenys@lake.k12.fl.us

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

Courses Passed
Students on Grade Level
Graduation Rates

Strategy: Summer Program

Minutes added to school year: 6,840

Summer school

Strategy Rationale

If we provide summer school instruction to non-graduates and retained students, then we will see an increase in graduation rates and a decrease in retention rates.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keaveny, Stacy, keavenys@lake.k12.fl.us

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

Graduation rates
Retention rates
Student grades/GPA

Strategy: Summer Program

Minutes added to school year: 900

Create large blocks of time for teacher collaboration and PD.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lueallen, Julie, robinson-lueallenj@lake.k12.fl.us

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

CWT Data, student work, lesson plans, common assessments

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

Sophomore, Junior and Senior classes have additional opportunities to attend class meeting and college and career nights throughout the school year that allows the opportunity to meet with guidance counselors and college representatives.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

PSAT scores utilized for progress monitoring and AP Potential.

Partnership with Lake Sumter State College - Health Science Collegiate Academy

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

Informing parents of preparations that need to be made for a student to have college and/or career

success by offering parent information nights for each grade level.

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

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

Encourage college visits by university admissions representatives.

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

All Juniors will take the SAT and 9th-11th grade will take PSAT through College Board's Florida Partnership.

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

Each Academy has created Interdisciplinary projects to incorporate all or most of the subject areas in order to provide students with real life problems and examples in effort to show integration of various subject matters and the real world. ERHS houses 15 CTE Programs and all programs provide students the ability to earn an industry certification before graduating high school. East Ridge High School offers the following certification programs: Agritechology, Allied Health Assisting, Applied Cyber Security, Auto Collision Repair and Refinishing, Office Assistant Specialist, Culinary Arts, Early Childhood Education, Engineering Pathways, International Business, Marketing Management and Entrepreneurial Principals, Nursing Assistant and Television Production.

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

East Ridge High School expanded the Engineering Program and added AP Computer Science Principles for the 2017 -2018 school year and the continuation of AP Computer Science A which supports Pathways to Engineering Program. The Pathways of Engineering and AP Computer Science courses require students to be involved in higher level Math courses. These programs along with Physics has grown exponentially over the past four years. The continuing programs of Allied Health Assisting and Nursing Assistant introduce students to concepts from biology and anatomy and physiology. Agritechology satisfies a high school science credit due to the science and math concepts which are cornerstones in this area of study. Lastly the Applied Cybersecurity program focuses on network security, cryptographic systems, and recovery of attacked programs. Mathematics is naturally embedded within this program.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

According to the 2015 High School Feedback Report 63.5% of the East Ridge High School 2015 Graduates completed a college preparatory curriculum. Respectively, the percent of graduates who took the SAT/ACT/CPT and scored at or above the college-level cut scores were the following: Math 74.7%, Reading 92.7%, Writing 86.9%, and all three subjects 75.5%. The report also indicates that approximately 59.3% of the East Ridge High School 2015 graduates enrolled in a Florida public or private post-secondary institution.

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

Expand the college/university presentations to the Junior Class

Utilize Florida Standards

Partner with Florida Office of Financial Aid to market the College Financial Aid Night.

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

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

Provide opportunities for students to review college websites through Extended and Re-Learning Opportunity Time.

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

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

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

Implement AP Capstone program and integrate across content areas.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** ERHS will increase the attendance rate through careful Early Warning System monitoring, attendance records and consistently applied consequences, with periodic review of targeted EWS subgroup populations: seniors, Hispanics, white, ELL and ESE
- G2.** With high expectations, ERHS teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.
- G3.**
- G4.**
- G5.**
- G6.**

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. ERHS will increase the attendance rate through careful Early Warning System monitoring, attendance records and consistently applied consequences, with periodic review of targeted EWS subgroup populations: seniors, Hispanics, white, ELL and ESE **1a**

G097846

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	94.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent communication and monitoring of student attendance by administration and instructional staff.
- Lack of stakeholder knowledge as to how attendance affects progress towards graduation.

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

- Skyward Record Keeping System
- Faculty and Staff
- Graduation Attendance Policy
- Hired a High School Graduation Resource Facilitator

Plan to Monitor Progress Toward G1. **8**

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

Person Responsible

Charles Feld

Schedule

Semiannually, from 10/20/2017 to 5/24/2018

Evidence of Completion

Schedule of meetings, student handbook, class meeting PowerPoint

Plan to Monitor Progress Toward G1. **8**

Utilization of a discipline and communication ladder by teachers and administrators integrated with, as needed, ISS Character Development Lessons and Positive Behavioral Support initiatives.

Person Responsible

Julie Lueallen

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Social contracts, PBS discipline logs, documentation of parent communication

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

G097847

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	63.0
Algebra I EOC Pass Rate	56.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity in use of ERHS best practices for instruction.
- Lack of fidelity in utilizing common planning consistently to analyze student products through lesson study and implement plans or changes to meet the needs of every learner.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CWT Schedules
- ERHS SOP's for Standards-Based Instructional Coaching and Development
- IPD Plan/Budget
- Curriculum Blueprints
- Test Specifications
- CPalm
- ERHS Instructional Expectations
- SAI Plan/Budget

Plan to Monitor Progress Toward G2. 8

Analysis of standards mastery trend data from Lake Standards Assessments (LSA) - September & January

Person Responsible

Julie Lueallen

Schedule

Semiannually, from 9/1/2017 to 2/1/2018

Evidence of Completion

LSA data from Eduphoria

Plan to Monitor Progress Toward G2. 8

Progress of students meeting testing graduation requirement throughout testing windows for FSA, EOC, PERT, SAT and ACT.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Percentage of juniors and seniors meeting testing requirements for graduation, not previously meet in 9th or 10th grades.

Plan to Monitor Progress Toward G2. 8

Teacher response to student data/product planned and analyzed during Innovative Professional Development (IPD).

Person Responsible

Julie Lueallen

Schedule

Quarterly, from 9/27/2017 to 5/24/2018

Evidence of Completion

IPD agendas, mastery tracking forms, analysis of student work (Lesson Study Template)

G3. 1a

G097848

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

-

Resources Available to Help Reduce or Eliminate the Barriers 2

-
-
-
-

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. . 1a

 G097849

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

.


Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

G5. 1a

 G097850

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. 1a

G097851

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

.

Plan to Monitor Progress Toward G6. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. ERHS will increase the attendance rate through careful Early Warning System monitoring, attendance records and consistently applied consequences, with periodic review of targeted EWS subgroup populations: seniors, Hispanics, white, ELL and ESE **1**

 G097846

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

 B263110

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

 S278584

Strategy Rationale

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

Action Step 1 **5**

Establish a communication log with clearly defined protocols and expectations.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Parent Communication Log and Attendance Reports

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

Develop and utilize an administrative schedule for monitoring student attendance to include verification of parent communication logs during learning walks.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Parent Communication Log, Learning Walk Tool

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

Administration will review EWS attendance for trends and to reassess alignment with goals and barriers.

Person Responsible

Stacy Keaveny

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

CWT Tools, EWS, Attendance Records

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

B263111

G1.B2.S1 We will provide informational trainings on how attendance impacts student learning on such factors as graduation rate and college/career readiness for all stakeholders to include the ERHS attendance and graduation participation policies. 4

S278585

Strategy Rationale

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

Action Step 1 5

Schedule informational meetings for faculty, parents, and students.

Person Responsible

Charles Feld

Schedule

Quarterly, from 9/7/2017 to 5/24/2018

Evidence of Completion

Faculty meeting agendas, senior class meeting PowerPoint and agenda

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

Administration will review teacher attendance parent communication records quarterly for accuracy and fidelity.

Person Responsible

Brent Balkaran

Schedule

Quarterly, from 10/20/2017 to 5/24/2018

Evidence of Completion

Skyward attendance data, parent communication logs and PBS discipline form

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

Administration will review EWS attendance for trends in subgroup populations and to reassess alignment with goals and barriers.

Person Responsible

Stacy Keaveny

Schedule

Quarterly, from 10/20/2017 to 5/24/2018

Evidence of Completion

EWS and attendance records

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

G097847

G2.B1 Lack of fidelity in use of ERHS best practices for instruction. 2

B263112

G2.B1.S1 Administration will utilize our SOP's for Standards Based Instructional Coaching and Development. 4

S278586

Strategy Rationale

If we implement and facilitate our coaching and development plan, then teachers will be able to utilize best practices with confidence, competence and fidelity.

Action Step 1 5

Development of SOP's for Standards-Based Instructional Coaching and Development and training of administrators.

Person Responsible

Julie Lueallen

Schedule

On 8/31/2017

Evidence of Completion

SOP for Standards-Based Instructional Coaching and Development Guide

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

Administrators will utilize SOP during learning walks and in providing teachers coaching and growth.

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

ERHS Learning Walk Tool

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

Learning walk trend data will show improved ratings on ERHS best practices and expectations.

Person Responsible

Julie Lueallen


Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Learning walk cumulative data

G2.B1.S2 Utilization of Flextime Scheduler and in-school tutoring for remediation and targeted instruction. 4

 S278587

Strategy Rationale

If we implement designated time during the school week for students to receive extra support and instruction in academics, then students will be successful in meeting GPA, course and testing graduation requirements.

Action Step 1 5

Train teachers and students on accessing Flextime platform, setting expectations for targeted instruction and registration.

Person Responsible

Brent Frazier

Schedule

Weekly, from 9/20/2017 to 5/16/2018

Evidence of Completion

All students and instructional staff have access and are registered for each Flextime session.

Action Step 2 5

Develop and implement PERT/ACT/SAT blitzes during student electives.

Person Responsible

Charles Feld

Schedule

Biweekly, from 9/18/2017 to 6/29/2018

Evidence of Completion

Remediation schedule and parent contact

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Student attendance for blitz sessions.

Person Responsible

Charles Feld

Schedule

Weekly, from 9/18/2017 to 6/29/2018

Evidence of Completion

Attendance, schedule and parent contact

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Tracking student pass rates for concordant scores in PERT/SAT/ACT.

Person Responsible

Charles Feld

Schedule

Quarterly, from 9/1/2017 to 6/29/2018

Evidence of Completion

Student records, graduation tracking sheet

G2.B1.S3 Utilization of Supplemental Academic Instruction funds to support academically at-risk students. 4

 S278588

Strategy Rationale

If we implement academic instruction beyond the school day and year for academically at-risk students, then we will increase the graduation rate.

Action Step 1 5

Provide course remediation and test preparation after school for seniors at-risk of not graduating.

Person Responsible

Stacy Keaveny

Schedule

Weekly, from 2/1/2018 to 5/3/2018

Evidence of Completion

after school remediation schedule and attendance

Action Step 2 5

Provide course remediation and test preparation for non-graduates and retained students.

Person Responsible

Stacy Keaveny

Schedule

Daily, from 5/28/2018 to 6/29/2018

Evidence of Completion

Summer school schedule and registration

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Student attendance records and progress on courses/course grades for referred students.

Person Responsible

Stacy Keaveny

Schedule

Quarterly, from 1/8/2018 to 6/29/2018

Evidence of Completion

Rate of student course completion.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

The number of seniors at-risk of not graduating who were able to meet graduation requirements and the number of students that were promoted due to progress in summer school.

Person Responsible

Schedule

Quarterly, from 2/28/2018 to 6/29/2018

Evidence of Completion

Skyward D&F report, retention report, graduation rate

G2.B2 Lack of fidelity in utilizing common planning consistently to analyze student products through lesson study and implement plans or changes to meet the needs of every learner. 2

B263113

G2.B2.S1 Teachers will have common planning and Innovative Professional Development. 4

S278589

Strategy Rationale

If we implement designated times through the school year for teachers to receive time and support in analyzing student data, product and progress toward standards mastery, then teachers will be able to respond to student academic needs in a timely and consistent manner.

Action Step 1 5

Develop IPD schedule for tested areas (quarterly) and common planning for academic core (weekly).

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

IPD schedule and master schedule

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

Monitor the lesson study process during IPD sessions/common planning and review lesson plans, LDC modules, and/or mastery standards tracking forms as submitted weekly and quarterly.

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson study template, lesson plans, LDC modules, mini-tasks and mastery tracking forms

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

Student achievement on common assessments within content areas, with a focus on reaching the 50th percentile on mid-year LSA's in tested areas.

Person Responsible

Julie Lueallen

Schedule

Quarterly, from 8/10/2017 to 5/24/2018








Evidence of Completion

Skyward grades, Eduphoria and Schoology reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A1 A375347	Development of SOP's for Standards-Based Instructional Coaching and Development and training of...	Lueallen, Julie	7/10/2017	SOP for Standards-Based Instructional Coaching and Development Guide	8/31/2017 one-time
G2.MA1 M405478	Analysis of standards mastery trend data from Lake Standards Assessments (LSA) - September & January	Lueallen, Julie	9/1/2017	LSA data from Eduphoria	2/1/2018 semiannually
G2.B1.S3.A1 A375350	Provide course remediation and test preparation after school for seniors at-risk of not graduating.	Keaveny, Stacy	2/1/2018	after school remediation schedule and attendance	5/3/2018 weekly
G2.B1.S2.A1 A375348	Train teachers and students on accessing Flextime platform, setting expectations for targeted...	Frazier, Brent	9/20/2017	All students and instructional staff have access and are registered for each Flextime session.	5/16/2018 weekly
G1.B1.S1.A1 A375345	Establish a communication log with clearly defined protocols and expectations.	Feld, Charles	8/10/2017	Parent Communication Log and Attendance Reports	5/18/2018 quarterly
G1.MA1 M405468	Develop and utilize a training/informational meeting schedule to inform all stakeholders of the...	Feld, Charles	10/20/2017	Schedule of meetings, student handbook, class meeting PowerPoint	5/24/2018 semiannually
G1.MA2 M405469	Utilization of a discipline and communication ladder by teachers and administrators integrated...	Lueallen, Julie	8/10/2017	Social contracts, PBS discipline logs, documentation of parent communication	5/24/2018 daily
G2.MA2 M405479	Progress of students meeting testing graduation requirement throughout testing windows for FSA,...	Feld, Charles	8/10/2017	Percentage of juniors and seniors meeting testing requirements for graduation, not previously meet in 9th or 10th grades.	5/24/2018 quarterly
G2.MA3 M405480	Teacher response to student data/product planned and analyzed during Innovative Professional...	Lueallen, Julie	9/27/2017	IPD agendas, mastery tracking forms, analysis of student work (Lesson Study Template)	5/24/2018 quarterly
G1.B1.S1.MA1 M405464	Administration will review EWS attendance for trends and to reassess alignment with goals and...	Keaveny, Stacy	8/10/2017	CWT Tools, EWS, Attendance Records	5/24/2018 quarterly
G1.B1.S1.MA1 M405465	Develop and utilize an administrative schedule for monitoring student attendance to include...	Feld, Charles	8/24/2017	Parent Communication Log, Learning Walk Tool	5/24/2018 quarterly
G1.B2.S1.MA1 M405466	Administration will review EWS attendance for trends in subgroup populations and to reassess...	Keaveny, Stacy	10/20/2017	EWS and attendance records	5/24/2018 quarterly
G1.B2.S1.MA1 M405467	Administration will review teacher attendance parent communication records quarterly for accuracy...	Balkaran, Brent	10/20/2017	Skyward attendance data, parent communication logs and PBS discipline form	5/24/2018 quarterly
G1.B2.S1.A1 A375346	Schedule informational meetings for faculty, parents, and students.	Feld, Charles	9/7/2017	Faculty meeting agendas, senior class meeting PowerPoint and agenda	5/24/2018 quarterly
G2.B1.S1.MA1 M405470	Learning walk trend data will show improved ratings on ERHS best practices and expectations.	Lueallen, Julie	8/10/2017	Learning walk cumulative data	5/24/2018 quarterly
G2.B1.S1.MA1 M405471	Administrators will utilize SOP during learning walks and in providing teachers coaching and growth.	Lueallen, Julie	8/10/2017	ERHS Learning Walk Tool	5/24/2018 weekly
G2.B2.S1.MA1 M405476	Student achievement on common assessments within content areas, with a focus on reaching the 50th...	Lueallen, Julie	8/10/2017	Skyward grades, Eduphoria and Schoology reports	5/24/2018 quarterly
G2.B2.S1.MA1 M405477	Monitor the lesson study process during IPD sessions/common planning and review lesson plans, LDC...	Lueallen, Julie	8/10/2017	Lesson study template, lesson plans, LDC modules, mini-tasks and mastery tracking forms	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A375352	Develop IPD schedule for tested areas (quarterly) and common planning for academic core (weekly).	Lueallen, Julie	8/10/2017	IPD schedule and master schedule	5/24/2018 weekly
G2.B1.S2.MA1  M405472	Tracking student pass rates for concordant scores in PERT/SAT/ACT.	Feld, Charles	9/1/2017	Student records, graduation tracking sheet	6/29/2018 quarterly
G2.B1.S2.MA1  M405473	Student attendance for blitz sessions.	Feld, Charles	9/18/2017	Attendance, schedule and parent contact	6/29/2018 weekly
G2.B1.S2.A2  A375349	Develop and implement PERT/ACT/SAT blitzes during student electives.	Feld, Charles	9/18/2017	Remediation schedule and parent contact	6/29/2018 biweekly
G2.B1.S3.MA1  M405474	The number of seniors at-risk of not graduating who were able to meet graduation requirements and...		2/28/2018	Skyward D&F report, retention report, graduation rate	6/29/2018 quarterly
G2.B1.S3.MA1  M405475	Student attendance records and progress on courses/course grades for referred students.	Keaveny, Stacy	1/8/2018	Rate of student course completion.	6/29/2018 quarterly
G2.B1.S3.A2  A375351	Provide course remediation and test preparation for non-graduates and retained students.	Keaveny, Stacy	5/28/2018	Summer school schedule and registration	6/29/2018 daily

V. Professional Development Opportunities

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

G1. ERHS will increase the attendance rate through careful Early Warning System monitoring, attendance records and consistently applied consequences, with periodic review of targeted EWS subgroup populations: seniors, Hispanics, white, ELL and ESE

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

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

PD Opportunity 1

Establish a communication log with clearly defined protocols and expectations.

Facilitator

Charlie Feld

Participants

Administration, Faculty and Support Staff

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

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

G1.B2.S1 We will provide informational trainings on how attendance impacts student learning on such factors as graduation rate and college/career readiness for all stakeholders to include the ERHS attendance and graduation participation policies.

PD Opportunity 1

Schedule informational meetings for faculty, parents, and students.

Facilitator

Charlie Feld

Participants

Faculty, parents and students

Schedule

Quarterly, from 9/7/2017 to 5/24/2018

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

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

G2.B1.S1 Administration will utilize our SOP's for Standards Based Instructional Coaching and Development.

PD Opportunity 1

Development of SOP's for Standards-Based Instructional Coaching and Development and training of administrators.

Facilitator

Principal

Participants

Administration

Schedule

On 8/31/2017

G2.B2 Lack of fidelity in utilizing common planning consistently to analyze student products through lesson study and implement plans or changes to meet the needs of every learner.

G2.B2.S1 Teachers will have common planning and Innovative Professional Development.

PD Opportunity 1

Develop IPD schedule for tested areas (quarterly) and common planning for academic core (weekly).

Facilitator

Administration, Department Chairs, Coaches

Participants

Faculty

Schedule

Weekly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

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

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

G2.B1.S2 Utilization of Flextime Scheduler and in-school tutoring for remediation and targeted instruction.

TA Opportunity 1

Train teachers and students on accessing Flextime platform, setting expectations for targeted instruction and registration.

Facilitator

Administration & Faculty

Participants

Students and faculty

Schedule

Weekly, from 9/20/2017 to 5/16/2018