

East Ridge Middle School



2017-18 Schoolwide Improvement Plan

East Ridge Middle School

13201 EXCALIBUR RD, Clermont, FL 34711

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	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 Middle 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.

Partnering closely with the community we serve, our mission at East Ridge Middle School is to intentionally motivate, inspire, and educate students in an environment that values individualized learning. We will strive to provide a positive, safe, and resource-filled learning experience that will encourage life-long learning and thoughtful citizenship in a modern, global society.

b. Provide the school's vision statement.

Pursuing Perfection for Global Success!

Our Beliefs:

Student learning is our school's chief priority, and the commitment to continuous improvement is imperative for our school to produce confident, self-directed, life-long learners.

Parents, community, teachers, and administrators share the responsibility for producing responsible, trustworthy, productive and respectful citizens.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

A positive school environment, that enhances mutual respect among students and staff is essential for fostering healthy self-esteem and integrity.

A safe and physically comfortable environment promotes student learning.

Activities that promote critical thinking and decision-making are essential skills to curriculum and instructional practices.

To support and facilitate learning in a meaningful context, a variety of instructional approaches and methods are vital.

2. School Environment

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

At East Ridge Middle School, we believe that it is important for all students to have an adult on campus to whom they can always go to. Typically, this is the student's advisor. They are with their advisor 4 days of the week for 15 minutes. During advisory time, the students are engaged in "getting to know you" activities, cultural awareness, relationship building, organizational skill opportunities and goal setting.

AVID strategies are imbedded in all lesson plans that create a positive classroom environment rich with student engagement strategies.

Teachers utilize SOP's and Code of Cooperation to allow student voice and choice in creating procedures and expectations for the classroom environment.

The principal, in conjunction with team leaders, will participate in a Spartan Council which is designed to promote student voice and choice on a variety of school wide topics.

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

East Ridge Middle's priority is to ensure student safety by creating a safe and comfortable learning environment. Safety practices and procedures are clearly outlined for teachers and students. Various drills are conducted on a regular basis throughout the school year. Protocols have been implemented to ensure student safety i.e. active supervision list.

The school offers available resources to students and parents such as school guidance counselors, School Resource Deputy, grade level administrators and counseling services.

Students will participate in a Plus Team curriculum that will build their skills in literacy to support standards based instruction for all core content areas.

Positive Behavior Intervention Support is implemented campus-wide and encourages students to be polite and respectful on a daily basis as an East Ridge Middle Spartan. Discipline policies and procedures are also in place school-wide to help maintain a positive learning environment for all students throughout the school year.

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

East Ridge Middle School has a Positive Behavior Intervention Support (PBIS) system in place school-wide with the mission to increase positive relationships between teachers and students, thereby decreasing acting out behaviors. The PBIS team attended a two day summer institute to create a mission and school-wide implementation plan. Three new components were created. The first is a behavior intervention flowchart to help teachers understand the why behind the student's acting out behavior. The flowchart incorporates four separate classroom interventions that the teacher uses to assist the student make better choices, before a referral is written. This information will be tracked by the discipline office and improves communication between teacher-student, teacher-parent, teacher-administrator and administrator with both student and their family. The second component involves every student receiving a school agenda. That agenda will be utilized to increase communication between school and home, as well as helping students stay organized with upcoming assignments. The third component is a positive reward system utilizing a token economy.

East Ridge Middle's priority is to ensure student safety by creating a safe and comfortable learning environment. Safety practices and procedures are clearly outlined for teachers and students and a variety of different drills are conducted on a regular basis throughout the school year. Protocols are in place to help ensure student safety, which includes bullying protocols. In addition, students are made aware of resources available at school including guidance counselors, the school deputy, grade level administrators and counseling services.

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

East Ridge Middle School has a guidance department with one guidance counselor per grade level. We provide counseling through guidance as well as referrals to counseling outside of school, volunteer mentoring, check in check out interventions, MTSS, and ESE services.

School Counselors provide various opportunities to students. Based on individual student needs, School Counselors meet with students in a 1:1 and/or group setting. Additionally, our boys and girls groups have been facilitated by Arnette House to meet the needs of a select group of students on a weekly basis. Community agencies that we refer students and families to include but are not limited to Lifestream, Cornerstone Hospice and Children's Home Society.

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.

Our early warning system, available on one of our data storing warehouses (DecisionEd), includes the indicators below as well as others we can filter for as needed. In addition to the minimum requirements, we regularly check for tardies, early check out and Families in Transition students.

The principal pulls an EWS report bi-weekly and shares it with each administrator. These reports are sorted by teacher and school. The grade-level administrator then shares the report with their teachers.

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	31	36	37	0	0	0	0	104	
One or more suspensions	0	0	0	0	0	0	5	22	10	0	0	0	0	37	
Course failure in ELA or Math	0	0	0	0	0	0	42	61	2	0	0	0	0	105	
Level 1 on statewide assessment	0	0	0	0	0	0	34	60	63	0	0	0	0	157	
Retention	0	0	0	0	0	0	48	61	25	0	0	0	0	134	

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.

Students who are identified by the early warning system are discussed through the Multi-Tiered System of Support (MTSS). Additionally, students who are pre-identified through specialized programs such as ESE, ELL and/or 504 programs receive accommodations. The school also provides individualized support to those students with poor attendance/ truancy concerns. Interventions used to support students may include but are not limited to E2020 grade recovery program, attendance contracts, check-in/check-out system, behavior contracts, small group and/or 1:1 instruction.

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

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

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

The principal is a member of the educational committee for the South Lake Chamber.

We are business partners with BJs, both local Walmarts, Publix, Target, Chick-Fil-A, Flippers, and many other businesses in the area. These businesses continue to support us by offering us special deals and holding Spirit Nights where our school receives a percentage of the evening's proceeds.

Our AVID program is in a continuous partnership with local businesses for fundraisers such as Chick-Fil-A and Kona Ice. In addition to fundraising our AVID program partners with state colleges such as the University of Florida where students have the opportunity to attend educational field trips. The field trips provide our students with information on financial aid presentation, allow students to tour the campus's and give time for our students to conduct a Q and A session with real college students.

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
Mayuski, Stephanie	Principal
Moses, Nichole	Assistant Principal
Sochocki, Eric	Assistant Principal
Sidoruk, Jamie	Assistant Principal
Adams, Rachael	Instructional Coach
Wolfe, Brittany	Instructional Coach
Dye, Rob	Teacher, ESE
Spencer, Janice	Other

b. Duties

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

Nichole Moses (Assistant Principal) - School safety, textbooks, guidance, custodians, MTSS, ESE, instructional assessments, retention.

Eric Sochocki (Assistant Principal) - Scheduling, testing coordinator, PBIS, non-instructional evaluations, instructional evaluations.

Jamie Sidoruk (Assistant Principal) - AVID, iPD, curriculum and instruction, professional development, literacy, TEAM, non-instructional evaluations, instructional evaluations.

Rachael Adams (Instructional Coach) - Facilitate IPD and follow up with transfer into the classrooms, plan and execute IPD Professional Development and new learning, pull data from Eduphoria on a regular basis to assist teachers with planning, MTSS lead, assist with Benchmark testing, classroom walkthroughs and current Athletic Director.

Brittany Wolfe (Literacy Coach) - LSA Testing coordinator, Agoge Academy Coordinator, PLUS curriculum implementation, ELL and Lowest Quartile pull-outs, Battle of the Books, Scripps National Spelling Bee, Language Arts department chair, FAIR testing, data analysis for teachers, literacy professional development.

Robert Dye (ESE Specialist) - Coordinates placement and re-evaluation process for exceptional student education at the school level, assists and guides ESE Clerical Assistants in maintaining records and procedures specific to Exceptional Student Education for compliance purposes, prepares and submits appropriate comprehensive written reports that include interpretation and synthesis of assessment data and other sources of district data upon request, reports progress regularly on ESE department goals and processes, serves as liaison between school personnel and district staff members, develops and implements activities promoting inclusive practices.

Janice Spencer (AVID Coordinator) - Professional Development, oversees partnerships with local businesses as guest speakers about their college and career experiences, coordinates field trips to in-state colleges, coordinates campus tours, oversees college tutors and AVID Budget.

All leadership team members conduct weekly walkthroughs and provide specific feedback to teachers on best practices in the classroom. Our walkthroughs are shared among team members through OneNote and discussed during our leadership team meetings once a week. Trends, patterns and data is shared with all staff members through OneNote and emails.

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

The function of the Leadership Team is to remain abreast of current district MTSS procedures and processes; incorporate those processes into school-based procedures; facilitate monthly MTSS meetings to identify and implement action plans to address academic and behavioral concerns of students; and to articulate with elementary and high feeder schools to ensure sustainability of Tier 2 and 3 supports.

All students in middle school start out in Tier 1. The first indicators of unsuccessful students will be

identified through benchmark data and prior year FSA results. The school has developed a plan for the implementation and delivery of Tier 2 Reading and Math interventions. The lowest 20%tile students identified will receive these interventions.

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

School guidance counselors will pull data monthly that will drive the delivery of behavior interventions.

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

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

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

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

With all this additional help and extended hours, we know that our students will have the best opportunities to continue to succeed and be "College and Career" ready.

The following personnel will be needed for each program:

- *3 guidance counselors for each grade level to conduct MTSS meetings
- *AVID Tutors: 4 per period (they may be the same tutors all day)
- *1 teacher to oversee course recovery (set up, daily monitoring, and overseeing the testing) 25 hours
- *The only extra materials we will need are the licenses for Edgenuity to run our Grade Recovery

Program

We will be able to measure the results by the data collected from benchmark testing, FCAT results, FSA results and the success rate from Edgenuity.

Our ESE department has many students who are ADHD. Several of them have “Fidgets” as an accommodation, so we used IDEA funds to purchase many types of fidgets. Our self-contained units use large bean-bag chairs to foster a relaxed atmosphere in the classroom. The iPads used in our school are technologically antiquated, we purchased 9 new iPads for student use in the ESE department’s Learning Strategies classes. The latest version of Brigance Standardized Testing Kits were ordered for our ASD and InD Units. We purchased a projector and screen to present our IEPs at meetings with parents. This saves on paper and printing of draft copies and allows school personnel the opportunity to make real-time changes of IEPs during the meeting. A printer for our conference room was purchased so school personnel does not have to leave the meeting in order to print documents. printer cartridges, pens, paper, notebooks, etc. were also acquired in order to keep our ESE department running.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephanie Mayuski	Principal
Michelle Sheldon	Parent
Anjanette Essen	Parent
Christine Pike	Parent
Lauren Brown	Education Support Employee
Bill McCoy	Parent
Kassier Merchant	Parent
Tim Murry	Parent
Melody Clark	Teacher
Lindsay Wood	Parent
Marni Kay	Parent
Melissa Lutz	Parent
Margaret Young	Teacher
Jennifer Gotlewski	Parent
	Student
Melissa Lutz	Parent
Debbie Reifenberg	Teacher
Michele Bodzioch	Teacher
Melissa Maidhoff	Parent

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

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

This year's goals will be more streamlined to allow everyone to focus on the new Florida State Standards and the End of Course Exams (if required by the State) and also to align with district student achievement goals.

b. Development of this school improvement plan

Each school employee on the SAC has a major role in developing the goals, strategies, and problem solving for the SIP. Following the review of data with the SAC that includes test data and survey results, thoughts and ideas are brought forth as Problem Solving/Decision-Making is used to brainstorm a direction. Once the SIP is in draft form, it is brought back to the SAC for tentative approval and modification, if needed.

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

The annual budget and plan is outlined by the principal and bookkeeper in late July and presented to the SAC in early August. However, much of the funds that come from Supplemental Academic Instruction (SAI) dollars are not known until mid-August. The plan for these funds will be brought before the SAC at the earliest meeting in September.

At the September meeting, the budget (including the SAI \$) is once again presented to the SAC for their input and information. If there are concerns, they are expressed and worked through at this meeting.

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

For the 2017-2018 school year, the ERMS SAC budget is \$8976.19. With the approval of the ERMS SAC, \$1,500 of these dollars are earmarked for the purchase of band textbooks for the standards based curriculum. Another \$2,645 has been approved for equipment to support teachers in standards based instruction in their classroom. The poster maker will allow teachers to create standards based anchor charts, visual representations, and support professional growth in iPD. Also, \$1155.70 has been approved for Gateway to American Civics books and a Scholastic Junior Magazine subscription to support Civics standards. Additionally, \$209.65 was approved for an ELA class to purchase New York Times Upfront Magazines for 32 student subscriptions to further their standards based learning. An amount of \$202.92 was SAC approved for the culinary class to be provided supplies to meet their standards based curriculum. These items will support student learning and provide opportunities for teachers to grow and plan engaging, standards based lessons together.

In the Spring, pending SAC approval, funds will be used to provide teachers with easel type dry erase boards for students to use in their collaborative lessons. Also pending approval, funds will be used to purchase copies of the book Focus for our department chairs. This book aligns with our professional development goals and continued work in standards based instruction.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Wolfe, Brittany	Teacher, K-12
Sochocki, Eric	Assistant Principal
McTigue, Cathy	Instructional Media
Ellingham, Sean	Teacher, K-12
Sidoruk, Jamie	Assistant Principal
Mayuski, Stephanie	Principal
Moses, Nichole	Assistant Principal
Young, Margaret	Teacher, K-12

b. Duties

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

For the 2017-18 school year, the LLT will be actively involved in providing support for our students by modeling strategies for the teachers to help with instruction.

The LLT will organize and support a Battle of the Books here at ERM.

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 her at ERM.

The LLT will write articles for the ERM website to inform students, parents, and the community of reading strategies to use at home and at school.

D. Public and Collaborative Teaching

The school's 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.

ERMS provides Innovative Professional Development to create more collaboration time for teachers during the school day. The PLUS Team teachers push into the core classes, covering one grade level per week, which allows our core teachers to collaborate with their grade level subject area for an entire day approximately once every three weeks. The PLUS teachers use the Odell Curriculum to ensure our students are receiving extra practice in the recursive reading and writing standards.

In Innovative Professional Development (IPD), our teachers focus on reviewing student data and create lessons based on the needs of their individual students. They create project-based learning and cross-curricular lessons and work on developing common assessments. Each IPD also has a set time devoted to new learning and classroom visits, ensuring that our teachers are continuing to be lifelong learners, as well as our students.

Mini IPD, is a departmental IPD session that occurs weekly. The departments review student data and discuss vertical articulation to ensure our students can successfully identify their expectations for not only this year, but into the next grade level and beyond.

Using the Literacy Design Collaborative (LDC) (Marilyn Crawford, Eleanor Daugherty, and Vicki Phillips), a team of Social Studies teachers will learn to unpack the Florida Standards, create mini tasks, macro tasks, assignments, modules and common assessments while conducting Lesson Studies of the tasks they created together. By doing this, our teachers will have an incredible advantage of understanding the depth of knowledge that each standard will require so that ALL of our students are better prepared for the Florida Standards Assessment and ultimately better prepared for a Career, College, and 21st Century Skills.

Collaborative funds will also be used to provide substitute teachers to help increase collaborative time for teachers during iPD days.

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

- Use Soft-Search software to find the most qualified applicants—Bookkeeper/Principal
- Use appropriate screener questions and interview questions—Administrative Interviewer
- Make reference calls to previous principals (directors)—Administrator/Bookkeeper
- Assign mentors—Jamie Sidoruk, AP
- Use appropriate coaching techniques—Leadership
- Create an Innovative Professional Development system where new teachers can learn the standards and be better prepared to teach students more quickly
- Continue Agoge Academy, where new teachers meet with their mentors and receive professional development in classroom management and instructional strategies—Jamie Sidoruk, AP and Brittany Wolfe, Literacy Coach

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

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

This year we have 13 teachers participating in the Agoge Academy. Their mentor is a member of their curriculum department and is listed in parentheses.

Gonzales (Hall)
Hughes (Hardy)
Mace (Bowen)
Martin (Condra)
Welsh (Dilocker)
Reyes (Clark)
Grosz (Refeinburg)
Parrott (Lema)
Brantley (Kuhn)
Burchett (Kelso)
Donaldson (Jones)
Sorrells (Lafaele)
St. Clair (Piwowar)

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.

A large group of teachers attended state and district trainings that outlined the Florida State Standards in detail, emphasizing the rigor needed to meet the standards, and reinforcing the literacy and math shifts. Those teachers that attended the Standards Institute and the Lake County Standards Academy will lead professional development within their departments to ensure all teachers are aligning their lessons to the Florida State Standards and creating rigorous tasks and assessment that are standards aligned.

Recurring ELA standards, with an emphasis on writing, will be embedded across all subject areas by encouraging the teachers to include one content standard, one reading standard, and one writing standard in each lesson, thereby having the students constantly thinking, speaking, writing and reading in each and every class.

Teachers will enhance and differentiate instructional strategies in an effort to engage students in the rigorous curriculum based on the standards, goals, and initiatives for each department.

Teachers will have more opportunities for professional collaboration by attending Innovative Professional Development approximately once every three weeks with their grade level subject area and meeting with the entire department weekly to assist in planning vertically.

Teachers will have more opportunities for professional collaboration since they will now meet every 3 weeks for planning. Entire departments will meet once per week to plan vertically. Additionally, professional development opportunities have been created monthly for interdisciplinary planning.

East Ridge Middle School is a Nationally recognized demonstration school for AVID. Along with our AVID electives we believe in the core value of using WICOR in all lesson planning and design. WICOR incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their major. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond college graduation. AVID's scaffold of social and academic structures instills these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for rigorous fields of study, using writing as a powerful thinking and communication tool, and fostering collaboration among students, teachers, and other professionals within higher education and the "real" world of working and living. "WICOR AVID's Foundation for Higher Teaching and Learning"

b. Instructional Strategies

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

Benchmark test results along with Moby Max reports help determine areas of weakness so that teachers may provide supplement material/assistance for targeted students.

Assessment data, such as FAIR, allows us to put programs in place such as our reading class. FAIR-FS is a comprehensive system designed for students who have an achievement level of 1 or 2 on FSA. The data is used to predict literacy success and diagnose weaknesses using research based skills. We implement learning strategies classes, ESE grade level core classes, support facilitation and co-teach services to meet the diverse needs of students who are having difficulty.

As instructional leaders, administrators complete learning walks on a regular basis and provide teachers with feedback through data chats allowing them to see which areas of instruction within the classroom are growth areas as well as strengths. Administrators look for trends and patterns on "Best Practices" in the classroom including WICOR strategies that help support Standards Based Instruction.

Teachers/students tracking student progress allows teachers to appropriately differentiate instruction to meet the needs of all students based on their scale score in relation to the learning goal.

Administrators will conduct data chats with core teachers at least 4 times per year. Data will be analyzed to help track student performance as well as identify gaps and trends that will help teachers to make best decisions in the classrooms. Administrators develop 4 driving questions that will lead the data chat meetings. Administrators discuss student performance using benchmark data, grade reports, attendance, achieve 3000 and fair data. Action plans will be put into place to support students who are considered struggling learners. Teams will continue to monitor lowest 30% throughout the year.

Data is used to determine student understanding and mastery of a skill is gathered in a number of ways in the classroom. Pretests, quizzes, tests, personal student rating with scale scores given both verbally and written are the most common. Teachers provide small group instruction and use blending learning to make this more engaging. Students may be placed in homogeneous groups so the teacher can easily differentiate assignments and spend more time with each group according to their need.

Through the SAI budget we are able to provide programs for students who have difficulty attaining proficiency on state assessments. Our course recovery program is designed to focus on students who have not earned a passing grade for their core subject area during the first nine weeks and every nine week period thereafter. Students will be encouraged to participate in a course recovery program that will be offered after the first nine week period and continue thereafter throughout the year and into the summer. We will use Edgenuity for our course recovery program. We will use Edgenuity to reinforce standards based instruction in Math, Language Arts, Social Studies and Science as part of a course recovery program after the first nine week period ends and every nine week period thereafter. Our course recovery program will meet on Tuesday and Thursday from 8:00AM – 9:00 AM. Course recovery will also be offered in the summer two days per week for a total of eight hours on Tuesdays and Thursdays. Hours of operation will be 8:00 AM – 12:00 PM. AVID classes will provide 4 college tutors to work with our students in the elective AVID class. AVID strategies will be infused throughout all curriculum areas to assist our struggling learners in their core classes. AVID tutors will utilize the tutorial process to give students' the confidence they need to be successful in rigorous courses, note taking, deduction, presentation, and high order questioning skills.

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

Strategy: Before School Program

Minutes added to school year: 4,320

Through SAI funding we will use Edgenuity to reinforce standards based instruction in Math, Language Arts, Social Studies and Science as part of a course recovery program after the first nine week period ends and every nine week period thereafter. Course recovery will also be offered in the summer two days per week for a total of eight hours on Tuesdays and Thursdays. Hours of operation will be 8:00 AM – 12:00 PM.

Strategy Rationale

Students will be able to keep up with the rest of their peers and remain on target for grade promotion.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sidoruk, Jamie, sidorukj@lake.k12.fl.us

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

Course Recovery Attendance Data, Student Success Rate Data, Teacher Grade Distribution Reports, Retention Rates.

Strategy: Extended School Day

Minutes added to school year: 0

Through SAI funding AVID classes will provide college tutors to work with our students in the elective AVID class. AVID strategies will be infused throughout all curriculum areas to assist our struggling learners in their core classes. AVID tutors will utilize the tutorial process to give students' the confidence they need to be successful in rigorous courses, note taking, deduction, presentation, and high order questioning skills.

Strategy Rationale

AVID students will be given extra time during instructional day to practice skills that relate to their rigorous course work by participating in a TRF. This will allow students to revise knowledge and help make connections with content from all content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Spencer, Janice, spencerj@lake.k12.fl.us

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

Course Recovery Attendance Data, Student Success Rate Data, Teacher Grade Distribution Reports, Retention Rates, Algebra EOC Scores and FSA scores.

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.

Starting with the incoming 6th graders, we hold a parent night in May and invite all of the incoming students and their parents to attend. We have a presentation about the school, our expectations, and school practices and then our AVID students take the parents and students on a tour of the campus.

During the first two days of the school year, the students stay with their advisor and learn all about lockers, locks, hall passes, appropriate use of technology, the Code of Student Conduct, and take care of any paperwork. By the third day, they begin attending all of their classes.

For the rising 9th graders, preparing them to think through difficult situations and stand on their own is one of the best support systems we can provide. Along with being academically ready to attend the high school, our students learn as much as we can teach them about listening for understanding, cyber safety, and perseverance.

Our AVID coordinator partners with our feeder high schools to help select students who will be participating in the AVID elective program. Students are encouraged to apply for the program before they enter high school. Those students who are selected to move on then participate in an interview with a team committee member. The decision to move the student into the AVID elective program during their 9th grade year will be dependent on the student's grades, test scores, interview and teacher recommendations. These elements are looked at closely to help determine if the student fits the AVID learner profile for success. These meetings are also conducted with our incoming 6th grade students from our feeder pattern elementary schools.

b. College and Career Readiness

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

Our Teacher/Advisors meet with each student in their advisory to discuss their grades and future. We have a CAPE academy for Business, Technology Education, and Culinary, where students can earn industry certification before they leave 8th grade. In addition, we use the AVID System school-wide to promote college and career readiness. Also, all 7th and 8th grade students take the PSAT paid for by the Florida Partnership.

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

We have three industry-certified courses of study in Business, Technology Education, and Culinary that can have the students certified by the time they are promoted from 8th grade.

We are a National Demonstration School for AVID (Advancement Via Individualized Determination), a system that prepares students to be college-ready by helping them become and stay organized and by bringing in college students as tutors and guest speakers to encourage them to think ahead. Our technology class incorporates math along with robotic technology for a number of careers.

Our 8th graders take part in a career planning component as a unit in their U.S. History class.

In addition, all students grade 6-8, take part in a college and career planning activity created by our

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

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

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

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

In order to prepare students at the postsecondary level we place students in rigorous coursework to challenge them. Some students are placed in the AVID program to help give them strategies and support to be successful in advanced courses. Students are also required in US History to learn about different college and career options through the college and career aspect of that course's curriculum component. ERMS also prepares students for careers by offering three industry certifications through our CTE classes: Culinary (NRFSP), Robotics (Inventor), Digital Info Technology (Digital Tools). Along with the industry certifications, students are also able to attain digital certifications in their computer applications, intro to and exploring technology and business education classes. Students are exposed to different college options through AVID, Student PLUS Time, and other events done around campus.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction through innovative lesson design in all content areas for all students.
- G2.** East Ridge Middle School will increase student engagement, self-efficacy and responsibility for all students through the implementation of a school-wide Positive Behavior Interventions & Support System.
- G3.** East Ridge Middle School will create a school environment supported by AVID (Advance Via Individual Determination), focused on college and career readiness in order to advance students in 21st century life skills; with an intense focus on WICOR strategies.

Strategic Goals Detail

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

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

G098208

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	60120.0
Algebra I EOC Pass Rate	92.0
FSA ELA Achievement	61.3
Statewide Science Assessment Achievement	59.5
ELA/Reading Lowest 25% Gains	46.9
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to be provided with more professional development on standards-based instruction.
- Teachers need time to visit other classrooms to observe best practices on standards-based instruction.
- Teachers need a better understanding on how to use data to help drive their instruction.
- Students come to school with varying degrees of schema.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LDC Modules Through Social Studies
- Innovative Professional Development
- Lake County Data Information System
- Common Department Planning
- PLUS Team
- Professional Learning Communities
- Monthly Department, Team and Staff Meetings
- AVID Elective
- Agoge Academy
- Curriculum Blueprints
- Test Item Specifications
- CPalms

Plan to Monitor Progress Toward G1. 8

Teacher walkthrough data will be collected as well TEAM observation data. We will also analyze benchmark data throughout the year and common assessment data to help track student progress towards specific learning goals. Report card data will also be analyzed for student participation in course recovery. Teachers will analyze student work samples during iPD to help determine if the product is meeting the standards.

Person Responsible

Jamie Sidoruk

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Learning walk data and TEAM Observation data, Benchmark data, common assessment data, report card data, student work samples through iPD.

G2. East Ridge Middle School will increase student engagement, self-efficacy and responsibility for all students through the implementation of a school-wide Positive Behavior Interventions & Support System.

1a

G098209

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0
1+ Suspensions Grade 06	4.0
1+ Suspensions Grade 07	20.0
1+ Suspensions Grade 08	10.0
Retained Students	10.0

Targeted Barriers to Achieving the Goal 3

- All staff are unfamiliar with the new PBIS framework.
- Student motivation toward positive behavior system

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Positive Behavioral Interventions and Support Project
- Student Agendas
- Administrators
- Guidance Counselors
- Advisory Class Mentoring
- Bully intervention program/curriculum
- Staff mentoring program
- Student mentoring program
- District Training
- ERMS PBIS Committee

Plan to Monitor Progress Toward G2. 8

By examining quantitative and qualitative data regarding completed PBIS Flowcharts, office referrals, teacher input and in and out of school suspension rates between this year and last year, we can conclude that our PBIS is having a positive effect on the school culture.

Person Responsible

Eric Sochocki

Schedule

Quarterly, from 8/17/2017 to 8/17/2017

Evidence of Completion

Comparing discipline referral/offenses rates from the current year to last year; as well as examining teacher input and PBIS Flowchart completion will give evidence of the new PBIS program's effectiveness.

G3. East Ridge Middle School will create a school environment supported by AVID (Advance Via Individual Determination), focused on college and career readiness in order to advance students in 21st century life skills; with an intense focus on WICOR strategies. 1a

G098210

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0
ELA/Reading Lowest 25% Gains	46.9
FSA ELA Achievement	61.3
Statewide Science Assessment Achievement	59.5
FSA Mathematics Achievement	60.0
Retained Students	15.0
Algebra I EOC Pass Rate	92.0

Targeted Barriers to Achieving the Goal 3

- New teachers to the district have not been exposed to AVID strategies.
- Sustaining the high expectation of infusing AVID strategies school wide.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID Binders
- AVID Essentials
- Common Department Planning
- Plus Team
- AVID Elective
- Agoge Academy
- Innovative Professional Development
- CPalms
- Curriculum Blue Prints
-

Plan to Monitor Progress Toward G3. 8

Walkthrough data will be collected throughout the year to determine if AVID strategies are being utilized in all content areas. We will also monitor lesson plans to ensure teachers are using appropriate AVID strategies to increase student engagement in the classroom. Course recovery participation will be monitored quarterly as well as teacher retention rates.

Person Responsible

Jamie Sidoruk

Schedule

Annually, from 1/4/2017 to 5/24/2017

Evidence of Completion

Learning walk data, lesson plans, AVID Essential Binder Course Recovery data and Teacher retention data.

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

 G098208

G1.B1 Teachers need to be provided with more professional development on standards-based instruction.

2

 B264191

G1.B1.S1 Teachers will plan collaboratively by grade level and department during the school day and attend professional development with an emphasis on standards-based instruction. **4**

 S279849

Strategy Rationale

When teachers develop a deeper knowledge of how to increase a depth of knowledge in standards-based instruction FSA scores will increase school wide.

Action Step 1 **5**

Teachers will be provided PD on standards-based instruction through the use of a common planning schedule.

Person Responsible

Jamie Sidoruk

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

iPD Agendas, Student Work Samples, iPD Calendar, Unit Lesson Plans, Common Assessments.

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

Learning walks will be used to monitor the effectiveness of standards-based instruction being implemented in all core content areas as well as student products meeting the standard for instruction.

Person Responsible

Stephanie Mayuski

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Learning Walk Data.

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

Student work samples will be collected and analyzed. Learning walks will be conducted and shared with faculty members. Lesson plans will be monitored and data chats will be conducted school wide.

Person Responsible

Rachael Adams

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom Learning Walk Data, Data Chat Forms, Student Achievement Scores FSA/Benchmark.

G1.B1.S2 Through the use of iPD and mini iPD, we are able create a Plus Team of 3 teachers who will support reading and writing through the Odell Curriculum. This will allow time for core teachers to plan collaboratively approximately 1 entire school day every 3 weeks with PD included. 4

 S279850

Strategy Rationale

Teachers will be able to see first hand how standards-based instruction can be effectively implemented in the classroom.

Action Step 1 5

Teachers will be given time to walk classrooms during their planning time.

Person Responsible

Jamie Sidoruk

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Agendas

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

Teachers will be given time to complete a reflection activity at the end of the iPD day. Reflections will be submitted to out iPD coach and administration to monitor planning time through the iPD process.

Person Responsible

Rachael Adams

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

iPD Agendas, Planning Reflection Sheets.

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

Teachers will meet with administration and our iPD Coach before and after their iPD day to share plans and ideas that relate to lesson planning.

Person Responsible

Rachael Adams

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

iPD Agendas, Sign In Sheets, Reflection Forms.

G1.B1.S3 Agoge Academy provides PD 8 times throughout the year for teachers who are new to Lake County Public Schools. 4

 S279851

Strategy Rationale

Teachers new to the Lake County Public Schools are more effective in the classroom when given extra support throughout the year.

Action Step 1 5

New Teachers to ERMS will participate in a teacher support system designed to retain highly qualified teachers. Teachers will be given a mentor throughout the year as well as monthly PD opportunities to help learn best practices that fit the needs of ERMS students.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Meeting Agendas, PD Schedule, Teacher Feedback Surveys, Mentor Conversation Logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Learning walks will be conducted and shared among the leadership team as well as TEAM data to determine if this strategy is being implemented with fidelity. Staff members will also complete a end of year survey to determine the needs of the program for the upcoming school year.

Person Responsible

Jamie Sidoruk

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Learning Walkthroughs and Feedback Cycles, Staff Surveys.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Agoge Academy will monitor the effectiveness of teachers in the classroom and the retention rate for teachers that are new to East Ridge Middle School.

Person Responsible

Jamie Sidoruk

Schedule

On 5/25/2018

Evidence of Completion

Team observation IPS scores and new teacher retention rate for the 2017-2018 school year.

G1.B1.S4 We have 3 Plus teachers, but some of our teams have more than 3 teachers. Because of that we need to hire substitutes. These substitutes will allow our overflow teachers to collaborate with their respective departments. 4

 S279852

Strategy Rationale

Teachers will be able to plan collaboratively and align with their colleagues in their respective departments.

Action Step 1 5

Through the use of district collaborative funds, overflow teachers will be afforded an opportunity to collaboratively plan with their department colleagues.

Person Responsible

Stephanie Mayuski

Schedule

Every 3 Weeks, from 8/28/2017 to 5/25/2018

Evidence of Completion

iPD Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The leadership team will conduct regular learning walks to observed instruction planned in iPD.

Person Responsible

Stephanie Mayuski

Schedule

Every 3 Weeks, from 8/28/2017 to 5/25/2018

Evidence of Completion

We will collect trend data by using the learning walk tool.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Leadership team will discuss learning walks and trend data from the learning walk tool.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

We will use individual feedback from learning walks and trend data from the learning walk tool to discuss observed instruction.

G1.B2 Teachers need time to visit other classrooms to observe best practices on standards-based instruction. 2

 B264192

G1.B2.S1 Teacher observation time will be built into the iPD collaborative agenda. 4

 S279853

Strategy Rationale

Teachers will be able to learn best practices in the classroom when given time to conduct leaning walks with their cohort.

Action Step 1 5

Teachers will conduct walkthroughs as part of their professional development during iPD time.

Person Responsible

Rachael Adams

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

iPD Agendas, Reflection Forms.

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

Administrators and our iPD coach will meet with teachers before and after their iPD day to help with planning the iPD day.

Person Responsible

Rachael Adams

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Agendas, Reflection Forms.

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

Administrators and our iPD coach will participate in the iPD process with planning and implementation.

Person Responsible

Rachael Adams

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Agendas, Reflection Forms and Learning Walk Data.

G1.B3 Teachers need a better understanding on how to use data to help drive their instruction. **2**

 B264193

G1.B3.S1 Our science scores have remained fairly consistent over the last 3 years with a 55% (+/-1%). We target formative assessment methods in order to reinforce or enrich students understanding of standards as the information is presented. Noticing there is a direct correlation between FSA ELA scores and SSA grade 5 assessment, targeting literacy strategies will allow for students to increase comprehension in both ELA and Science. Using formative data to find gaps in our instruction and help students meet standards and achieve proficiency on the 8th grade SSA. **4**

 S279854

Strategy Rationale

Teachers will be able to identify and incorporate effective formative assessment methods to collect data on student progress. Teachers will also be able to incorporate more literacy strategies in their instruction to assist with comprehension of content.

Action Step 1 **5**

Administration will arrange for training on literacy in science for a science teachers.

Teachers and our iPD Coach will determine the most effective formative data method.

Teachers will work together to disaggregate data by standards to identify gaps and areas of weakness in students' achievement.

Teachers will design quality standards-based lessons.

Teachers will design common assessments to administer at the beginning, middle and end of 6th and 7th grade to progress monitor student performance.

Physical Science (8th grade) teachers will assist students in tracking mastery of standards.

Person Responsible

Nichole Moses

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

iPD sessions, Mini-iPD sessions

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

Administration will be able to see formative assessments and literacy strategies during Learning Walks.

Teachers will be able to use formative assessments with corresponding data selected as sources to identify instructional gaps.

The Science Department will be able to provide a first draft of a common assessment that can be used as a progress monitoring tool from year to year.

Person Responsible

Nichole Moses

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Teacher data chats, student scores, student mastery tracking with 8th grade students.

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

Teachers will analyze formative assessments and benchmark data as well as common assessments to track student progress throughout the year.

Person Responsible

Nichole Moses

Schedule

Monthly, from 8/27/2017 to 5/25/2018

Evidence of Completion

Analysis of common assessment data for mid-year and end –of year. Analysis of formative assessments Student gains evident on science LSA benchmark exams Student mastery tracking

G1.B4 Students come to school with varying degrees of schema. **2**

 B264194

G1.B4.S1 Intensive math and reading course are provided for students earning a level 1 or 2 on FSA.

4

 S279855

Strategy Rationale

Individual students require more support to be successful.

Action Step 1 **5**

Guidance counselors will assign students intensive math and/or reading classes based on prior year FSA data.

Person Responsible

Eric Sochocki

Schedule

Quarterly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Individual student schedules and master schedule.

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

Ensure that the master schedule is created to provide each student the intensive elective course based upon documented need.

Person Responsible

Eric Sochocki

Schedule

Daily, from 8/3/2017 to 8/31/2017

Evidence of Completion

Every student that has a documented math or language arts deficiency will be able to take their intensive elective.

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

Prior year FSA data will be pulled to ensure that each student with a level 1 or 2 on math or language arts are assigned their necessary intensive elective.

Person Responsible

Eric Sochocki

Schedule

Daily, from 8/1/2017 to 8/31/2017

Evidence of Completion

Guidance counselors will meet with the intensive reading and math teachers to ensure all students are getting their necessary interventions.

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

Ensure that the master schedule allows students to take their necessary intervention courses.

Person Responsible

Eric Sochocki

Schedule

On 8/31/2017

Evidence of Completion

All students requiring intervention elective classes will be hand scheduled to ensure they receive the necessary classes.

G2. East Ridge Middle School will increase student engagement, self-efficacy and responsibility for all students through the implementation of a school-wide Positive Behavior Interventions & Support System. 1

G098209

G2.B1 All staff are unfamiliar with the new PBIS framework. 2

B264195

G2.B1.S1 Training all staff on the use and importance of institutionalized PBIS. 4

S279856

Strategy Rationale

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

Action Step 1 5

Use of school bought/supplied agendas to increase communication.

Person Responsible

Eric Sochocki

Schedule

On 8/31/2017

Evidence of Completion

All students are supplied agendas.

Action Step 2 5

Training all staff about our new PBIS program and teaching them how to use their new PBIS flowcharts.

Person Responsible

Eric Sochocki

Schedule

On 8/7/2017

Evidence of Completion

All teachers received their individual binders that contain all their PBIS flowcharts and sign-in sheets.

Action Step 3 5

School-wide training of the WHY behind PBIS.

Person Responsible

Margaret Young

Schedule

On 8/3/2017

Evidence of Completion

Sign-in sheets at faculty meeting.

Action Step 4 5

PBIS committee was trained at district PBIS three day training.

Person Responsible

Eric Sochocki

Schedule

Daily, from 6/20/2017 to 6/22/2017

Evidence of Completion

TNL PD points.

Action Step 5 5

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

Person Responsible

Margaret Young

Schedule

Biweekly, from 8/8/2017 to 5/28/2018

Evidence of Completion

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

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

Administrators will monitor the completed PBIS flowcharts that teachers submit with discipline referrals.

Person Responsible

Eric Sochocki

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Grade level administrators will keep track of which teachers are submitting PBIS flowcharts and ensure that interventions were tried and parent communication has been completed before the referral was written.

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

PBIS committee will present findings, decisions and data at SAC and faculty meetings.

Person Responsible

Margaret Young

Schedule

Monthly, from 9/5/2017 to 5/1/2018

Evidence of Completion

Faculty agendas, sign-in sheets, SAC meeting agenda and minutes.

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

Discipline data and teacher input will be reviewed to determine effectiveness of the program and to determine what changes need to be made to the program.

Person Responsible

Eric Sochocki

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

The PBIS committee will collect qualitative data from conversations with peers/team members regarding their understanding and use of the PBIS Flowcharts. That qualitative data will be shared at the regular meetings and influence changes to the PBIS Flowchart system. In addition to qualitative data, ERMS discipline quantitative data will be collected each nine weeks to identify discipline trends and make necessary procedural changes, or classroom management trainings available to those who have demonstrated a need.

G2.B2 Student motivation toward positive behavior system 2

 B264196

G2.B2.S1 A student token reward system will be created to give students the ability to "buy" preferred activities/rewards. 4

 S279857

Strategy Rationale

When students are rewarded for good behavior, good behavior is more likely to be replicated.

Action Step 1 5

PBIS committee will create reward and incentive system.

Person Responsible

Eric Sochocki

Schedule

On 6/20/2017

Evidence of Completion

The committee created embossed "Spartan Rocks" as the token economy and a list of earned rewards.

Action Step 2 5

Three "Spartans Rock" reward tokens will be given to teachers to distribute to worthy students.

Person Responsible

Eric Sochocki

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Teachers receiving and distributing the tokens.

Action Step 3 5

Students are able to "buy" their rewards every Tuesday and Thursday in the cafeteria.

Person Responsible

Eric Sochocki

Schedule

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

Evidence of Completion

Spent "Spartans Rock" tokens will be put into periodic drawings for additional prizes.

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

The distribution of tokens and rewards will be systematically be provided on a weekly basis.

Person Responsible

Eric Sochocki

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Prizes awarded and tokens spent will be monitored.

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

The amount of prize redemption will be monitored to determine the effectiveness of the program.

Person Responsible

Eric Sochocki

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Prize redemption will give data regarding student and teacher buy-in, as well as student reward preference.

G3. East Ridge Middle School will create a school environment supported by AVID (Advance Via Individual Determination), focused on college and career readiness in order to advance students in 21st century life skills; with an intense focus on WICOR strategies. 1

G098210

G3.B1 New teachers to the district have not been exposed to AVID strategies. 2

B264197

G3.B1.S1 Agoge Academy monthly support meetings provide professional development on AVID strategies. 4

S279858

Strategy Rationale

Monthly PD on strategies will give new teachers more time to learn best practices on using WICOR in the classroom.

Action Step 1 5

The Agoge Academy will provide new teachers with Professional Development 8 times per year on best practices in the classroom with an intense focus on WICOR strategies.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Meeting Sign In Sheets, Agendas, Teacher Feedback Forms.

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

All leadership team members will conduct learning walks every week to ensure to identify trends in WICOR being used school wide.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Classroom Walkthrough Data, Agoge Academy PD Calendar, Sign In Sheets, Teacher Feedback Forms.

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

Walkthrough data will be collected and analyzed for trends and patterns through leadership data chats.

Person Responsible

Stephanie Mayuski

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

WICOR Walkthrough Data.

G3.B1.S2 Agoge Acedemy provides all new teachers to Lake County Public Schools additional time with a mentor for support throughout the year. 4

 S279859

Strategy Rationale

Schools are able to retain highly qualified teachers when they are given support throughout the year.

Action Step 1 5

Agoge Academy will provide all new teachers to Lake County Public Schools a mentor.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Staff Surveys, Mentor Courageous Conversations Checklist.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Monthly meetings will be conducted throughout the year with district personnel and administration. Mentors will be held accountable to complete and document courageous conversations meetings throughout the year.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Courageous conversations checklist will be collected. Administration will check in with new teachers monthly to discuss progress throughout the year on academic and behavioral strategies being used in classrooms.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administration will monitor the participation of mentees and mentors attending our Agoge Academy meetings throughout the year.

Person Responsible

Jamie Sidoruk


Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Courageous Conversations checklist will be collected by administration and documented throughout the year.

G3.B2 Sustaining the high expectation of infusing AVID strategies school wide. 2

 B264198

G3.B2.S1 The use of AVID strategies school wide will increase the amount of student engagement in the classroom and will in turn be a vehicle of support for standards based instruction. 4

 S279860

Strategy Rationale

When AVID strategies are used correctly, student engagement and motivation increase in the classroom.

Action Step 1 5

Teachers will be provided PD on various AVID strategies throughout the year.

Person Responsible

Jamie Sidoruk

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

PD Agendas, Bi Weekly Spartan Chats, AVID Demo Visits.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

WICOR walkthroughs will be conducted and shared with staff members. Learning walks will also be conducted weekly to ensure strategies are being implemented. AVID Essentials will be monitored and shared monthly in meetings with AVID trained members.

Person Responsible

Janice Spencer

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

AVID Essentials Binder, Learning Walkthroughs, WICOR walkthroughs.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student participation in course recovery will be monitored as well as teacher retention rates throughout the year.

Person Responsible

Jamie Sidoruk

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Course recovery data and teacher retention data.



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					
G3.MA1 M408273	Walkthrough data will be collected throughout the year to determine if AVID strategies are being...	Sidoruk, Jamie	1/4/2017	Learning walk data, lesson plans, AVID Essential Binder Course Recovery data and Teacher retention data.	5/24/2017 annually
G2.B2.S1.A1 A377204	PBIS committee will create reward and incentive system.	Sochocki, Eric	6/20/2017	The committee created embossed "Spartan Rocks" as the token economy and a list of earned rewards.	6/20/2017 one-time
G2.B1.S1.A4 A377202	PBIS committee was trained at district PBIS three day training.	Sochocki, Eric	6/20/2017	TNL PD points.	6/22/2017 daily
G2.B1.S1.A3 A377201	School-wide training of the WHY behind PBIS.	Young, Margaret	8/3/2017	Sign-in sheets at faculty meeting.	8/3/2017 one-time
G2.B1.S1.A2 A377200	Training all staff about our new PBIS program and teaching them how to use their new PBIS...	Sochocki, Eric	8/7/2017	All teachers received their individual binders that contain all their PBIS flowcharts and sign-in sheets.	8/7/2017 one-time
G2.MA1 M408266	By examining quantitative and qualitative data regarding completed PBIS Flowcharts, office...	Sochocki, Eric	8/17/2017	Comparing discipline referral/offenses rates from the current year to last year; as well as examining teacher input and PBIS Flowchart completion will give evidence of the new PBIS program's effectiveness.	8/17/2017 quarterly
G1.B4.S1.MA1 M408257	Ensure that the master schedule allows students to take their necessary intervention courses.	Sochocki, Eric	7/24/2017	All students requiring intervention elective classes will be hand scheduled to ensure they receive the necessary classes.	8/31/2017 one-time
G1.B4.S1.MA1 M408258	Ensure that the master schedule is created to provide each student the intensive elective course...	Sochocki, Eric	8/3/2017	Every student that has a documented math or language arts deficiency will be able to take their intensive elective.	8/31/2017 daily
G1.B4.S1.MA2 M408259	Prior year FSA data will be pulled to ensure that each student with a level 1 or 2 on math or...	Sochocki, Eric	8/1/2017	Guidance counselors will meet with the intensive reading and math teachers to ensure all students are getting their necessary interventions.	8/31/2017 daily
G2.B1.S1.A1 A377199	Use of school bought/supplied agendas to increase communication.	Sochocki, Eric	8/10/2017	All students are supplied agendas.	8/31/2017 one-time
G2.B2.S1.A3 A377206	Students are able to "buy" their rewards every Tuesday and Thursday in the cafeteria.	Sochocki, Eric	9/5/2017	Spent "Spartans Rock" tokens will be put into periodic drawings for additional prizes.	9/7/2017 weekly
G2.B1.S1.MA4 M408263	PBIS committee will present findings, decisions and data at SAC and faculty meetings.	Young, Margaret	9/5/2017	Faculty agendas, sign-in sheets, SAC meeting agenda and minutes.	5/1/2018 monthly
G1.B1.S1.MA1 M408245	Student work samples will be collected and analyzed. Learning walks will be conducted and shared...	Adams, Rachael	8/14/2017	Classroom Learning Walk Data, Data Chat Forms, Student Achievement Scores FSA/Benchmark.	5/24/2018 daily
G1.B1.S1.MA1 M408246	Learning walks will be used to monitor the effectiveness of standards-based instruction being...	Mayuski, Stephanie	8/14/2017	Learning Walk Data.	5/24/2018 daily
G1.B1.S1.A1 A377192	Teachers will be provided PD on standards-based instruction through the use of a common planning...	Sidoruk, Jamie	8/14/2017	iPD Agendas, Student Work Samples, iPD Calendar, Unit Lesson Plans, Common Assessments.	5/24/2018 daily
G3.B1.S1.MA1 M408267	Walkthrough data will be collected and analyzed for trends and patterns through leadership data...	Mayuski, Stephanie	8/28/2017	WICOR Walkthrough Data.	5/24/2018 weekly
G1.B1.S2.A1 A377193	Teachers will be given time to walk classrooms during their planning time.	Sidoruk, Jamie	8/21/2017	Agendas	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
G1.MA1  M408260	Teacher walkthrough data will be collected as well TEAM observation data. We will also analyze...	Sidoruk, Jamie	8/28/2017	Learning walk data and TEAM Observation data, Benchmark data, common assessment data, report card data, student work samples through iPD.	5/25/2018 quarterly
G1.B2.S1.MA1  M408253	Administrators and our iPD coach will participate in the iPD process with planning and...	Adams, Rachael	8/28/2017	Agendas, Reflection Forms and Learning Walk Data.	5/25/2018 weekly
G1.B2.S1.MA1  M408254	Administrators and our iPD coach will meet with teachers before and after their iPD day to help...	Adams, Rachael	8/28/2017	Agendas, Reflection Forms.	5/25/2018 weekly
G1.B2.S1.A1  A377196	Teachers will conduct walkthroughs as part of their professional development during iPD time.	Adams, Rachael	8/14/2017	iPD Agendas, Reflection Forms.	5/25/2018 daily
G1.B3.S1.MA1  M408255	Teachers will analyze formative assessments and benchmark data as well as common assessments to...	Moses, Nichole	8/27/2017	Analysis of common assessment data for mid-year and end –of year. Analysis of formative assessments Student gains evident on science LSA benchmark exams Student mastery tracking	5/25/2018 monthly
G1.B3.S1.MA1  M408256	Administration will be able to see formative assessments and literacy strategies during Learning...	Moses, Nichole	8/28/2017	Teacher data chats, student scores, student mastery tracking with 8th grade students.	5/25/2018 monthly
G1.B3.S1.A1  A377197	Administration will arrange for training on literacy in science for a science teachers....	Moses, Nichole	8/28/2017	iPD sessions, Mini-iPD sessions	5/25/2018 monthly
G1.B4.S1.A1  A377198	Guidance counselors will assign students intensive math and/or reading classes based on prior year...	Sochocki, Eric	8/2/2017	Individual student schedules and master schedule.	5/25/2018 quarterly
G2.B1.S1.MA1  M408261	Discipline data and teacher input will be reviewed to determine effectiveness of the program and to...	Sochocki, Eric	8/28/2017	The PBIS committee will collect qualitative data from conversations with peers/team members regarding their understanding and use of the PBIS Flowcharts. That qualitative data will be shared at the regular meetings and influence changes to the PBIS Flowchart system. In addition to qualitative data, ERMS discipline quantitative data will be collected each nine weeks to identify discipline trends and make necessary procedural changes, or classroom management trainings available to those who have demonstrated a need.	5/25/2018 quarterly
G2.B2.S1.A2  A377205	Three "Spartans Rock" reward tokens will be given to teachers to distribute to worthy students.	Sochocki, Eric	8/28/2017	Teachers receiving and distributing the tokens.	5/25/2018 weekly
G3.B1.S1.MA1  M408268	All leadership team members will conduct learning walks every week to ensure to identify trends in...	Mayuski, Stephanie	8/28/2017	Classroom Walkthrough Data, Agoge Academy PD Calendar, Sign In Sheets, Teacher Feedback Forms.	5/25/2018 weekly
G3.B1.S1.A1  A377207	The Agoge Academy will provide new teachers with Professional Development 8 times per year on best...	Sidoruk, Jamie	8/25/2017	Meeting Sign In Sheets, Agendas, Teacher Feedback Forms.	5/25/2018 monthly
G3.B2.S1.MA1  M408271	Student participation in course recovery will be monitored as well as teacher retention rates...	Sidoruk, Jamie	8/28/2017	Course recovery data and teacher retention data.	5/25/2018 quarterly
G3.B2.S1.MA1  M408272	WICOR walkthroughs will be conducted and shared with staff members. Learning walks will also be...	Spencer, Janice	8/28/2017	AVID Essentials Binder, Learning Walkthroughs, WICOR walkthroughs.	5/25/2018 monthly

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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
G3.B2.S1.A1  A377209	Teachers will be provided PD on various AVID strategies throughout the year.	Sidoruk, Jamie	8/28/2017	PD Agendas, Bi Weekly Spartan Chats, AVID Demo Visits.	5/25/2018 monthly
G1.B1.S2.MA1  M408247	Teachers will meet with administration and our iPD Coach before and after their iPD day to share...	Adams, Rachael	8/28/2017	iPD Agendas, Sign In Sheets, Reflection Forms.	5/25/2018 weekly
G1.B1.S2.MA1  M408248	Teachers will be given time to complete a reflection activity at the end of the iPD day....	Adams, Rachael	8/28/2017	iPD Agendas, Planning Reflection Sheets.	5/25/2018 weekly
G3.B1.S2.MA1  M408269	Administration will monitor the participation of mentees and mentors attending our Agoge Academy...	Sidoruk, Jamie	8/28/2017	Courageous Conversations checklist will be collected by administration and documented throughout the year.	5/25/2018 monthly
G3.B1.S2.MA1  M408270	Monthly meetings will be conducted throughout the year with district personnel and administration....	Sidoruk, Jamie	8/28/2017	Courageous conversations checklist will be collected. Administration will check in with new teachers monthly to discuss progress throughout the year on academic and behavioral strategies being used in classrooms.	5/25/2018 monthly
G3.B1.S2.A1  A377208	Agoge Academy will provide all new teachers to Lake County Public Schools a mentor.	Sidoruk, Jamie	8/28/2017	Staff Surveys, Mentor Courageous Conversations Checklist.	5/25/2018 monthly
G1.B1.S3.MA1  M408249	Agoge Academy will monitor the effectiveness of teachers in the classroom and the retention rate...	Sidoruk, Jamie	8/28/2017	Team observation IPS scores and new teacher retention rate for the 2017-2018 school year.	5/25/2018 one-time
G1.B1.S3.MA1  M408250	Learning walks will be conducted and shared among the leadership team as well as TEAM data to...	Sidoruk, Jamie	8/28/2017	Learning Walkthroughs and Feedback Cycles, Staff Surveys.	5/25/2018 quarterly
G1.B1.S3.A1  A377194	New Teachers to ERMS will participate in a teacher support system designed to retain highly...	Sidoruk, Jamie	8/28/2017	Meeting Agendas, PD Schedule, Teacher Feedback Surveys, Mentor Conversation Logs.	5/25/2018 monthly
G1.B1.S4.MA1  M408251	Leadership team will discuss learning walks and trend data from the learning walk tool.	Mayuski, Stephanie	8/28/2017	We will use individual feedback from learning walks and trend data from the learning walk tool to discuss observed instruction.	5/25/2018 weekly
G1.B1.S4.MA1  M408252	The leadership team will conduct regular learning walks to observed instruction planned in iPD.	Mayuski, Stephanie	8/28/2017	We will collect trend data by using the learning walk tool.	5/25/2018 every-3-weeks
G1.B1.S4.A1  A377195	Through the use of district collaborative funds, overflow teachers will be afforded an opportunity...	Mayuski, Stephanie	8/28/2017	iPD Agendas	5/25/2018 every-3-weeks
G2.B1.S1.A5  A377203	PBIS committee will meet bi-weekly at first and monthly there-after.	Young, Margaret	8/8/2017	Meeting agendas and sign-in sheets will be kept; as well as presentations to be made at faculty meetings.	5/28/2018 biweekly
G2.B1.S1.MA1  M408262	Administrators will monitor the completed PBIS flowcharts that teachers submit with discipline...	Sochocki, Eric	8/10/2017	Grade level administrators will keep track of which teachers are submitting PBIS flowcharts and ensure that interventions were tried and parent communication has been completed before the referral was written.	5/30/2018 daily
G2.B2.S1.MA1  M408264	The amount of prize redemption will be monitored to determine the effectiveness of the program.	Sochocki, Eric	9/11/2017	Prize redemption will give data regarding student and teacher buy-in, as well as student reward preference.	5/31/2018 monthly
G2.B2.S1.MA1  M408265	The distribution of tokens and rewards will be systematically be provided on a weekly basis.	Sochocki, Eric	9/5/2017	Prizes awarded and tokens spent will be monitored.	5/31/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Teachers need to be provided with more professional development on standards-based instruction.

G1.B1.S1 Teachers will plan collaboratively by grade level and department during the school day and attend professional development with an emphasis on standards-based instruction.

PD Opportunity 1

Teachers will be provided PD on standards-based instruction through the use of a common planning schedule.

Facilitator

Rachael Adams and Administration

Participants

All Instructional Personnel

Schedule

Daily, from 8/14/2017 to 5/24/2018

G1.B1.S2 Through the use of iPD and mini iPD, we are able create a Plus Team of 3 teachers who will support reading and writing through the Odell Curriculum. This will allow time for core teachers to plan collaboratively approximately 1 entire school day every 3 weeks with PD included.

PD Opportunity 1

Teachers will be given time to walk classrooms during their planning time.

Facilitator

Rachael Adams

Participants

All Teachers

Schedule

Weekly, from 8/21/2017 to 5/24/2018

G1.B1.S3 Agoge Academy provides PD 8 times throughout the year for teachers who are new to Lake County Public Schools.

PD Opportunity 1

New Teachers to ERMS will participate in a teacher support system designed to retain highly qualified teachers. Teachers will be given a mentor throughout the year as well as monthly PD opportunities to help learn best practices that fit the needs of ERMS students.

Facilitator

District Representatives, Jamie M. Sidoruk, Janice Spencer, Rachael Adams and Brittany Wolfe.

Participants

Teachers

Schedule

Monthly, from 8/28/2017 to 5/25/2018

G1.B1.S4 We have 3 Plus teachers, but some of our teams have more than 3 teachers. Because of that we need to hire substitutes. These substitutes will allow our overflow teachers to collaborate with their respective departments.

PD Opportunity 1

Through the use of district collaborative funds, overflow teachers will be afforded an opportunity to collaboratively plan with their department colleagues.

Facilitator

Rachael Adams

Participants

teachers

Schedule

Every 3 Weeks, from 8/28/2017 to 5/25/2018

G1.B2 Teachers need time to visit other classrooms to observe best practices on standards-based instruction.

G1.B2.S1 Teacher observation time will be built into the iPD collaborative agenda.

PD Opportunity 1

Teachers will conduct walkthroughs as part of their professional development during iPD time.

Facilitator

Rachael Adams

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 5/25/2018

G2. East Ridge Middle School will increase student engagement, self-efficacy and responsibility for all students through the implementation of a school-wide Positive Behavior Interventions & Support System.

G2.B1 All staff are unfamiliar with the new PBIS framework.

G2.B1.S1 Training all staff on the use and importance of institutionalized PBIS.

PD Opportunity 1

Training all staff about our new PBIS program and teaching them how to use their new PBIS flowcharts.

Facilitator

Eric Sochocki Ed.D.

Participants

All instructional staff members.

Schedule

On 8/7/2017

PD Opportunity 2

School-wide training of the WHY behind PBIS.

Facilitator

Margaret Young and Heather Tomlin.

Participants

All instructional staff members.

Schedule

On 8/3/2017

PD Opportunity 3

PBIS committee was trained at district PBIS three day training.

Facilitator

LCS and Florida PBIS Project

Participants

PBIS committees from participating Lake County Schools.

Schedule

Daily, from 6/20/2017 to 6/22/2017

G3. East Ridge Middle School will create a school environment supported by AVID (Advance Via Individual Determination), focused on college and career readiness in order to advance students in 21st century life skills; with an intense focus on WICOR strategies.

G3.B1 New teachers to the district have not been exposed to AVID strategies.

G3.B1.S1 Agoge Academy monthly support meetings provide professional development on AVID strategies.

PD Opportunity 1

The Agoge Academy will provide new teachers with Professional Development 8 times per year on best practices in the classroom with an intense focus on WICOR strategies.

Facilitator

Brittany Wolfe

Participants

New teachers to Lake County Public Schools.

Schedule

Monthly, from 8/25/2017 to 5/25/2018

G3.B2 Sustaining the high expectation of infusing AVID strategies school wide.

G3.B2.S1 The use of AVID strategies school wide will increase the amount of student engagement in the classroom and will in turn be a vehicle of support for standards based instruction.

PD Opportunity 1

Teachers will be provided PD on various AVID strategies throughout the year.

Facilitator

Janice Spencer, Jamie M. Sidoruk, Rachael Adams and District Representatives.

Participants

Teachers

Schedule

Monthly, from 8/28/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be provided PD on standards-based instruction through the use of a common planning schedule.	\$0.00
2	G1.B1.S2.A1	Teachers will be given time to walk classrooms during their planning time.	\$0.00
3	G1.B1.S3.A1	New Teachers to ERMS will participate in a teacher support system designed to retain highly qualified teachers. Teachers will be given a mentor throughout the year as well as monthly PD opportunities to help learn best practices that fit the needs of ERMS students.	\$0.00
4	G1.B1.S4.A1	Through the use of district collaborative funds, overflow teachers will be afforded an opportunity to collaboratively plan with their department colleagues.	\$0.00
5	G1.B2.S1.A1	Teachers will conduct walkthroughs as part of their professional development during iPD time.	\$0.00
6	G1.B3.S1.A1	Administration will arrange for training on literacy in science for a science teachers. Teachers and our iPD Coach will determine the most effective formative data method. Teachers will work together to disaggregate data by standards to identify gaps and areas of weakness in students' achievement. Teachers will design quality standards-based lessons. Teachers will design common assessments to administer at the beginning, middle and end of 6th and 7th grade to progress monitor student performance. Physical Science (8th grade) teachers will assist students in tracking mastery of standards.	\$0.00
7	G1.B4.S1.A1	Guidance counselors will assign students intensive math and/or reading classes based on prior year FSA data.	\$0.00
8	G2.B1.S1.A1	Use of school bought/supplied agendas to increase communication.	\$0.00
9	G2.B1.S1.A2	Training all staff about our new PBIS program and teaching them how to use their new PBIS flowcharts.	\$0.00
10	G2.B1.S1.A3	School-wide training of the WHY behind PBIS.	\$0.00
11	G2.B1.S1.A4	PBIS committee was trained at district PBIS three day training.	\$0.00
12	G2.B1.S1.A5	PBIS committee will meet bi-weekly at first and monthly there-after.	\$0.00
13	G2.B2.S1.A1	PBIS committee will create reward and incentive system.	\$0.00
14	G2.B2.S1.A2	Three "Spartans Rock" reward tokens will be given to teachers to distribute to worthy students.	\$0.00
15	G2.B2.S1.A3	Students are able to "buy" their rewards every Tuesday and Thursday in the cafeteria.	\$0.00
16	G3.B1.S1.A1	The Agoge Academy will provide new teachers with Professional Development 8 times per year on best practices in the classroom with an intense focus on WICOR strategies.	\$0.00
17	G3.B1.S2.A1	Agoge Academy will provide all new teachers to Lake County Public Schools a mentor.	\$0.00
18	G3.B2.S1.A1	Teachers will be provided PD on various AVID strategies throughout the year.	\$0.00
Total:			\$0.00