2013-2014 SCHOOL IMPROVEMENT PLAN

East Ridge High School

13322 EXCALIBUR RD
Clermont, FL 34711
352-242-2080
http://lake.k12.fl.us/erh

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	49%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
East Ridge High School

Principal
Julie Robinson Lueallen

School Advisory Council chair
Tracey Everett

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

Name	Title
Jacob Stein	Assistant Principal I
Dominick Clayton	Assistant Principal I
Melissa Frana	Assistant Principal II
Brent Frazier	Assistant Principal II
Charles Feld	Assistant Principal II
Renee Hoskinson	Literacy Coach - Department Chair
Craig Shaffer	Math Department Chair
Jonathan Stalma	Language Arts Department Chair
Nicole Moses	Science Department Chair
Grant Mollett	Social Studies Department Chair
Kristine Cavinder	ESE Specialist-Department Chair
Gary Christensen	Foreign Language Department Chair
Vince Santo	Practical and Performing Arts Department Chair
Lucressie McGriff	CTE Department Chair
Mary McCann	Physical Education Department Chair

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

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

School Advisory Council (SAC)

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

Membership of the SAC

TITLE NAME
PRINCIPAL Julie Robinson-Lueallen
CHAIRMAN Tracy Everett
VICE CHAIRMAN Beverly Cunningham
SECRETARY/STAFF Nicole Moses
ASSISTANT PRINCIPAL Jacob Stein
BUSINESS PARTNER(S) Stephanie Walters and Tammy Alford
STAFF Laura Bushwitz, Coral Hanson, Yemeko Fountain, Patricia Jemison- Martin, Tessine Moses,
STUDENT REPRENTATIEVE(S) Channel Lobdel, Hunter Figueroa
PARENTS Carol Colvin, Linette Pellitier, Nancy Strodes, Simone Seaton
CLASSIFIED EMPLOYEE Terri Poe

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Support College and Career Readiness
Approve Teacher Academic Grants
Approve SAI Plan

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

SAC Funds: $1722.18
Academic Mini Grants for Teachers and Students- $1,000
Classroom Supplies- $722.18

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

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

Highly Qualified Staff

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

Administrators

# of administrators
6

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

Administrator Information:

Julie Robinson Lueallen		
Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	DEGREES Master of Education -University of Southern Mississippi Bachelor of Science - Tusculum College CERTIFICATIONS Educational Leadership -all levels School Principal - all levels Business Education 6-12 Reading Endorsement
Performance Record	Principal of East Ridge High School-2013-2014 Principal of East Ridge High School 2012-2013-School Grade "Pending", Total FCAT Points 497, Total Performance Points 247, Total Gain Points 250, Reading Satisfactory 56%, Math Satisfactory 58%, Writing 58%, Science Satisfactory 75, Improve in Reading 68%,Improve in Math 65%, Lowest 25% Improve in Reading 65%, Lowest 25% Math 52%. Principal of East Ridge High School 2011-2012-School Grade "A", Total FCAT Points 529, Total Performance Points 204, Total Gain Points 259, Reading Satisfactory 51%, Math Satisfactory 70%, Writing 83%, Improve in Reading 61%, Improve in Math 66%, Lowest 25% Improve in Reading 62%, Lowest 25% Improve in Math 70%. Principal of East Ridge High School 2010-2011-School Grade "B", Total FCAT Points 442, Total Performance Points 226, Total Gain Points 216, Reading Satisfactory 47%, Math Satisfactory 69%, Science Satisfactory 33%, Writing Satisfactory 77%, Improve in Reading 49%, Improve in Math 70%, Lowest 25% Improve in Reading 43%, Lowest 25% Improve in Math 54%; AYP: No Subgroups made AYP in Math, No Subgroups except Blacks made AYP in Reading 31% via Safe Harbor. All Subgroups met Writing AYP: White 95%, Black 95%, Hispanic 91%, Asian 94%, Econ. Dis. 93%, ELL 71%, SWD 86%. Principal of Eustis Middle School 2009-2010-School-School Grade "A" Total Points 559 Points, Reading Mastery 76%, Math Mastery 68%, Science Satisfactory 54%, Writing Satisfactory 89%, Lowest 25% Improve in Reading 75%, Lowest 25% Improve in Math 63%, AYP: 77% No, Black and SWD did not make AYP in Reading. White, Black, Hispanic, ED and SWD did not make AYP in Math. Principal of Eustis Elementary School 2008-2009-School Grade "A", Total FCAT Points 625 Points, AYP: yes, Reading Satisfactory 78%, Math Satisfactory 79%, Science Satisfactory 68%, Writing Mastery 98%, Blacks, Hispanics made AYP via Safe Harbor or Growth Model. Principal of Eustis Elementary School 2007-2008-School Grade "A"

Brent Frazier		
Asst Principal	Years as Administrator: 1	Years at Current School: 2

Credentials	DEGREES Master in Education Bachelor of Arts CERTIFICATIONS Educational Leadership Middle Grades Science
Performance Record	Assistant Principal at East Ridge High School - 2012-13. School Grade "Pending". Total FCAT Points 497, Total Performance Points 247, Total Gain Points 250, Reading Satisfactory 56%, Math Satisfactory 58%, Writing Satisfactory 58%, Science Satisfactory 75%, Improve in Reading 68%, Improve in Math 65%, Lowest 25% Improve in Reading 65%, Lowest 25% Improve in Math 52%.

Melissa Frana		
Asst Principal	Years as Administrator: 1	Years at Current School: 2

Credentials	DEGREES Educational Specialist - National Louis University Masters - Mississippi State University Bachelor of Science - University of Florida CERTIFICATIONS Educational Leadership Physical Education
Performance Record	Assistant Principal at East Ridge High School 2012-13. School Grade "Pending". Total FCAT Points 497, Total Performance Points 247, Total Gain Points 250, Reading Satisfaction 56, Math Satisfaction 58, Writing Satisfaction 58, Science Satisfaction 75%, Improve in Reading 68%, Improve in Math 65%, Lowest 25% Improve in Reading 65%, Lowest 25% Improve in Math 52%.

Charles Feld		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Degrees Master of Science Educational Leadership Bachelor of Business Administration Certifications Educational Leadership (all levels) Exceptional Student Education (K-12) Driver Education Endorsement Reading Endorsement ESOL Endorsement
Performance Record	ESE Specialist at Umatilla High School 2012-2013- School Grade "Pending", Reading Satisfactory 46%, Math Satisfactory 51%, Writing Satisfactory 35%, Science Satisfactory 60%, Reading Gains 62%, Math Gains 51%, Lowest 25% Reading Gains 60%, Lowest 25% Math Gains 51%.

Dominick Clayton		
Asst Principal	Years as Administrator: 8	Years at Current School: 0

Credentials	DEGREES Master of Science - Barry University Bachelor of Science - John Carroll University CERTIFICATIONS Educational Leadership Business Education Math
Performance Record	Assistant Principal at Tavares Middle School 2012-2013- School Grade "C", Actual Grade "D", FCAT Points 486, Reading Satisfactory 55%, Math Satisfactory 52%, Writing Satisfactory 38%, Science Satisfactory 43%, Reading Gains 56%, Math Gains 58%, Lowest 25% Reading Gains 52%, Lowest 25% Math Gains 56%. Assistant Principal at Leesburg High School 2011-2012-School Grade "C", FCAT Points, Reading Satisfactory 42%, Math Satisfactory 43%, Writing (3.0 Scale) 75%, Science Satisfactory 27%, Reading Gains 61%, Math Gains 69%, Lowest 25% Reading Gains 62%, Lowest 25% Math Gains 76%. Assistant Principal at Leesburg High School 2010-2011

Jacob Stein		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	DEGREES Educational Specialist-Educational Leadership-NOVA University Masters in Varying Exceptionalities-NOVA University Bachelor of Arts-Physical Education-West Liberty State CERTIFICATIONS Educational Leadership Exceptional Education K-12 Physical Education K-8
Performance Record	Assistant Principal at East Ridge High School 2012-2013. School Grade "Pending", Total FCAT Points 497, Total Performance Points 247, Total Gain Points 250, Reading Satisfaction 56%, Math Satisfaction 58%, Writing Satisfaction 58%, Science Satisfaction 75% Improve in Reading 68%, Improve in Math 65%, Lowest 25% Improve in Reading 65%, Lowest 25% Improve in Math 52%. Assistant Principal at East Ridge High School 2011-2012. School Grade "A", Total FCAT Points 529, Total Performance Points 204, Total Gain Points 259, Reading Satisfactory 51%, Math Satisfactory 70%, Writing 83%, Improve in Reading 61%, Improve in Math 66%, Lowest 25% Improve in Reading 62%, Lowest 25% Improve in Math 70%, Assistant Principal at East Ridge High School 2010-2011. School Grade "B", Total FCAT Points 442, Total Performance Points 226, Total Gain Points 216, Reading Satisfactory 47%, Math Satisfactory 69%, Science Satisfactory 33%, Writing Satisfactory 77%, Reading LG 49%, Math LG 70%, Lowest 25% Improve in Reading43%, Lowest 25% Improve in Math 54%, AYP: No, Subgroups made AYP in math, No Subgroups except Blacks made AYP in Reading 31% via Safe Harbor, All Subgroups met Writing AYP: White 95%, Black 95% Hispanic 91%, , Asian 94%, Econ. Dis. 93%, ELL 71%, SWD 86%.

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Renee Hoskinson		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2

Areas	Reading/Literacy
Credentials	DEGREES Masters in Administration and Supervision - Nova University Bachelors in Elementary Education -Georgia State University CERTIFICATIONS K-12 Administrative Supervision K-6 Elementary Education Reading Endorsement ESOL Endorsement
Performance Record	Literacy Coach at East Ridge High School - 2012-13; School Grade "Pending". Total FCAT Points 497, Total Performance Points 247, Total Gain Points 250, Reading Satisfaction 56%, Math Satisfaction 58%, Writing Satisfaction 58%, Science Satisfaction 75%, Improve in Reading 68%, Improve in Math 65%, Lowest 25% Improve in Reading 65%, Lowest 25% Improve in Math 52%. Literacy Coach at Windy Hill Middle School - 2011-2012

Classroom Teachers

# of classroom teachers
116

 # receiving effective rating or higher
100, 86%

 # Highly Qualified Teachers
100%

 # certified in-field
114, 98%

 # ESOL endorsed
18, 16%

 # reading endorsed
11, 9%

 # with advanced degrees
53, 46%

 # National Board Certified
6, 5%

 # first-year teachers
4, 3%

 # with 1-5 years of experience
33, 28%

 # with 6-14 years of experience
55, 47%

 # with 15 or more years of experience
22, 19%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

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

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

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

STRATEGY # 1
Induction into Knighthood Orientation Program - New Teachers set up with highly effective and teachers. These teachers are highly effective with student relationships and student achievement.
PERSON RESPONSIBLE
Jacob Stein - Assistant Principal I
Nicole Moses - Department Chair/ Lead Teacher/ Educational Leadership Candidate
STRATEGY # 2
PLC - New Teachers (0-3 years) - Provides answers to questions and concerns related to day to day operations, TEAM Assessment, Data Chats (student, teacher, and parent) and support in specified curriculum area.
PERSONS RESPONSIBLE
Nicole Moses and Laura Rembert - Lead Teachers
Administration - All Administrators
STRATEGY # 3
Mentee Teachers and District Staff - assist in successful completion of the District Teachers Orientation Program. Involves completion of portfolio and professional development.
PERSONS RESPONSIBLE
Dominick Clayton - Assistant Principal I/ TQR
New Teachers
District Staff
STRATEGY # 4
Mentee Teacher assigned an Associate Teacher Mentor- Provides new teachers answers to questions and concerns related to day to day operations and curriculum needs.
PERSONS REPONSIBLE
Assistant Principals
Department Chairs

Teacher Mentoring Program/Plan

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

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

Knights Mentoring Program
MENTORS MENTEES
Nicole Moses-Chemistry New Chemistry Teacher
Heather Crawford - Earth Space Teacher Maricel Knapczyk- Earth Space Science Teacher
RATIONALE-Mentees New to School/ Mentors-Teacher Leaders, Academic Achievement, Positive Relationships
PLANNED ACTIVITIES- Weekly PLC that involves TEAM Assessment, Data Chats, Lesson Study, and Peer to Peer Review

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

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

CORE INSTRUCTION - Weekly classroom walkthroughs utilizing the DA Rigor Sheets, TEAM Evaluation, and Common Core
FCIM- Utilizing the Plan-Do-Check-Act
Task Cards- Higher Order Questions
Blue Prints
CBC - Scales and Rubrics
RESOURCE ALLOCATIONS- Discretionary Funding is based on FTE and provided via the District. ERHS utilizes several different funding sources to provide a curriculum that prepares students for College or Career. Those funding sources are as follows:
SAI Funding - Provides dollars for Level 1 and 2 Reading Students - Items purchases with funding: Achieve 3000, Leveled Reading Books, Transportation, ACT/SAT Preparation, Year Round Tutoring
AP Funding- East Ridge High School has an "Open" Enrollment Policy in AP resulting in over 695 students taking one or more AP Classes as our school.
IDEA Funding- East Ridge High is an "Inclusion" School. Funding provides classroom iPads, relevant and rigorous apps, resource materials to meet the diverse learning modalities of students and necessary student and teacher materials.
TEACHER SUPPORT- The team will be responsible for and participate in the problem solving, research on best practices, evaluation of programs and implementation and decision -making strategies. Classroom teachers will be involved in the RtI Meetings as necessary.
SMALL GROUP and INDIVIDUAL STUDENT NEEDS- Will be met through analyzing data on a weekly basis. Individual students will be monitored for progress in reaching benchmarks. Where there is risk of student(s) not meeting benchmarks, the team will collaborate and build a consensus on the best strategies to increase achievement.

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

Julie Lueallen, Principal: Supports the use of data-based decision making strategies, assures implementation of RtI and will ensure adequate professional development is in place for the staff.
Jacob Stein, Assistant Principal: Will set times, dates, and agendas for meetings, ensure team members are contributing, refers to action plan and ensures utilization of data to support student meetings.

Jane Boyack, Social Worker; Stacy Keaveny, Guidance Counselor- Provides information of services and expertise in assessments and interventions with students. Liaison with the community and families in support of student success and achievement.

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

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

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

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

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

General education teachers who will provide information about curriculum and will participate in data collection and will collaborate with other teachers in the implementation of Tier 1-3 instruction in an as needed basis. Laura Rembert, Reading, Maria Rodriguez-Vargas-ELL/Language Arts, Nicole Moses-Science, Betty Howard-Math, Grant Mollett-Social Studies.

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

The leadership team will focus on how we involve all groups; students, parents, staff, and administrators in the development and maintenance of a single school culture where the focus is on student achievement with the goal of college and career readiness. The leadership team will utilize the MTSS Fidelity Form to monitor fidelity.

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

Tier 1-3 Reading: Lake Benchmark Assessments, FAIR, FCAT 2.0, ACT/SAT Scores, eSembler,AS400, Edusoft, and FLDOE State/District/School Reports
Tier 1-3 Math: Lake Benchmark Assessments Algebra and Geometry EOC's, PERT, AP Math Results, ACT/SAT Scores, eSembler, AS400, Edusoft, and FLDOE State/District/School Reports
Tier 1-3 Science: Lake Benchmark Assessments, Biology EOC, ACT/SAT Scores, eSembler, AS400, Edusoft and FLDOE State/District/School Reports
Tier 1-3 Writing: Lake Benchmark Assessment, ERHS School Writing Plan-Feedback, FCAT Writing Scores, ACT/SAT Scores, eSembler, AS400, Edusoft, and FLDOE State/District/School Reports
Tier 1-3 Behavior/Attendance: PBS, Social Contracting, Attendance Policy, Lake County Schools Student Code of Conduct and Policy Guide, AS400, and FLDOE State/District/School Reports

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

MTSS will be supported directly through the RtI committee, to include weekly meetings. Teachers are involved in the MTSS process during RtI Meetings as the team identifies the problem, possible solutions and interventions. Teachers, as they frequent RtI Meetings will then be able to utilize the MTSS process with expertise within their classroom.

Increased Learning Time/Extended Learning Opportunities

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

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Purpose(s)

- Instruction in core academic subjects

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

Courses Passed
Students on Grade Level
Graduation Rates

Who is responsible for monitoring implementation of this strategy?

Drop-out Prevention Teacher
Core Teachers
Guidance Counselors-Grades 9-12
Administrator over Extended Programs

Strategy: Before or After School Program

Minutes added to school year:

Remediation program offers students with identified disabilities additional support in core classes.
Program delivered through direct instruction, peer tutoring and E20/20 Program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Courses Passed
Graduation Rates

Who is responsible for monitoring implementation of this strategy?

ESE School Specialist
ESE Teachers
Core Teachers
Guidance Counselors 9-12

Literacy Leadership Team (LLT)

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

Name	Title
Julie Robinson-Lueallen	Principal
Renee Hoskinson	Literacy Coach
Jacob Stein	Assistant Principal I
Stacy Keaveny	Guidance Conselor (Chair)
Johnathan Stalma	Language Arts Teacher
Nicole Moses	Science Teacher
Craig Shaffer	Math Teacher
Grant Mollett	Social Studies Teacher
Nicole Marconi	ESE Reading Teacher
Laura Rembert	Reading Teacher
Gary Christensen	Foreign Language Teacher
Kristine Cavinder	ESE Specialist
Vince Santo	Visual/Performing Arts Teacher
Lucressie McGriff	CTE Teacher
Mary McCann	PE Teacher
Sandy Sunderman	ILS
Suzanne McClure	Media Specialist

How the school-based LLT functions

The Literacy Coach, Principal and Assistant Principals will provide agenda items based on staff and student needs and/or request. Renee Hoskinson-Literacy Coach will document items discussed and distiribute appropriately.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

The school ensures every teacher contributes to the reading improvement of every student through the continued implementation of the ERHS School Wide Literacy Plan. The Literacy Leadership Team will identify and discuss reading curriculum materials and resources. The Literacy Leadership Team will continue promoting the current Literacy Plan with a focus on Common Core Standards and reading across the curriculum.

The Literacy Plan requires a focus in each content area that involves reading and writing support by the following:

Social Studies - Focus on DBQ's
Math - Real World Problems/ Incorporating more word problems
Language Arts - Writing Plan and Required Reading that supports non fiction and informational texts
Reading- Reading Strategies/Daily Writing (Journals)
Science- Common Assessments

College and Career Readiness

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

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

Each Academy has created Interdisciplinary projects to incorporate all or most of the subject areas in order to provide students with real life problems and examples in order to show integration of various subject matters and the real world. ERHS houses 14 CTE Programs of which 12 programs provide students the ability to earn an industry certification before graduating high school.

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

Increase enrollment and eligibility for AP courses/Increase performance rate in AP courses.
Utilize PERT scores to increase awareness of further opportunities in postsecondary study.
Informing parents of preparations that need to be made for a student to have college and/or career success by offering parent information nights for each grade level.
Publishing in print and on the website, all information needed to make postsecondary plans.
Continuing AVID Program that will address the needs of first generation students and encourage them to seek admission and acceptance to a four year university.
Encourage college visits by university admissions representatives.
Utilization of Choices and the use of Florida Virtual School Campus for preparation and planning for college.
Increasing CTE within the academics and student industry certification opportunities for credits.

Strategies for improving student readiness for the public postsecondary level

According to the 2011 High School Feedback Report 53.9% of the East Ridge High School 2011 Graduates completed a college preparatory curriculum. Respectively, the percent of graduates who took the SAT/ACT/CPT and scored at or above the college-level cut scores were the following: Math 68.9%, Reading 80.7%, Writing 83.9%, All three subjects 63.6%. The report also indicates that approximately 51.2% of the East Ridge High School 2011 graduates enrolled in a Florida public postsecondary institution.
East Ridge High School will institute the following strategies to improve the student readiness for public postsecondary success:
Expand the college/university presentations to the Junior Class
Transition to the Common Core Standards
Partner with Lake Sumter Community College to market the College Financial Aid Night.
Encourage more participation in Advanced Placement and Dual Enrollment courses when registering students.
CTE Teachers will educate students/parents on Bright Futures and Gold Seal opportunities.
Provide opportunities for students to review college websites through ADAPT activities.
Provide a page on the school website for FAQ's regarding access to college/university enrollment expectations.
Invite former East Ridge High School graduates who have a demonstrated successful transition to postsecondary education to speak to Junior and Senior Classes.

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

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	56%	No	63%
American Indian	58%		No	63%
Asian	72%	76%	Yes	75%
Black/African American	48%	37%	No	54%
Hispanic	53%	44%	No	57%
White	65%	67%	Yes	69%
English language learners	26%	13%	No	33%
Students with disabilities	33%	20%	No	40%
Economically disadvantaged	52%	42%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	294	25%	35%
Students scoring at or above Achievement Level 4	338	29%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	575	61%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	143	65%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		57%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	224	78%	82%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	482	58%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%		No	52%
American Indian				
Asian	78%		No	81%
Black/African American	40%		No	46%
Hispanic	38%		No	45%
White	53%		No	58%
English language learners	30%		No	37%
Students with disabilities	38%		No	44%
Economically disadvantaged	43%		No	49%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	393	58%	78%
Students in lowest 25% making learning gains (EOC)	106	52%	62%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	119	30%	36%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	39%	47%
Students scoring at or above Achievement Level 4	18	5%	6%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	28%	33%
Students scoring at or above Achievement Level 4	137	26%	31%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		72%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	346	75%	82%
Students scoring at or above Achievement Level 4	179	39%	44%

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

All Levels

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

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	520	26%	35%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		99%	100%
Students taking one or more advanced placement exams for STEM-related courses	129	6%	10%
CTE-STEM program concentrators	83		133
Students taking CTE-STEM industry certification exams	4	5%	15%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	582	28%	30%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	204	10%	10%
Completion rate (%) for CTE students enrolled in *accelerated* courses		15%	20%
Students taking CTE industry certification exams	118	6%	8%
Passing rate (%) for students who take CTE industry certification exams		92%	94%
CTE program concentrators	318	25%	35%
CTE teachers holding appropriate industry certifications	14	88%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	239	12%	10%
Students in ninth grade with one or more absences within the first 20 days	212	41%	37%
Students in ninth grade who fail two or more courses in any subject	98	19%	17%
Students with grade point average less than 2.0	335	16%	14%
Students who fail to progress on-time to tenth grade	10	2%	1%
Students who receive two or more behavior referrals	560	27%	24%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	150	7%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	40	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	656	86%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	95	62%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	628	86%	90%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increase parent involvement:
"Meet the Knights" - ERHS Curriculum Night-Monitor through sign-in-sheets and parent surveys
School Advisory Council Meetings-Advertise meetings on school website and School Messenger
Athletic and Academic Boosters- sign-in-sheets

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Involvement by 10% from our 2012-2013 school year percentage of 39%	801	39%	44%

Goals Summary

G1. Students identified as English Language Learners who score level 3 or above on the Biology EOC will increase by 10%.

G2. Percentage of students writing at 3.5 and above will increase from 58 percent to 78 percent , or a 20% increase.

G3. Students in the sub groups of Black/African American, English Language Learners, and Economically Disadvantaged, who demonstrate satisfactory progress in reading will increase by 10%.

G4. Students scoring level 3 or above on the Biology EOC for the 2013-2014 school year will increase from 75% to 82%.

G5. Students scoring a level 3 or above on the U.S. History EOC for the 2013-2014 school year will increase from 60% to 66%.

G6. Students making learning gains on the Algebra and Geometry EOC will increase by 20% from 65% to 78%.

G7. Students in Career and Technical Education courses will increase their pass rate on the industry certification exams by 10%.

Goals Detail

G1. Students identified as English Language Learners who score level 3 or above on the Biology EOC will increase by 10%.

Targets Supported
- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Teachers assistants
- Rosetta Stone,

Targeted Barriers to Achieving the Goal
- Lack of one on one instruction with a native speaker.
- Language barrier between primary instructor and students.

Plan to Monitor Progress Toward the Goal

Performance will increase as seen on the EOC and common assessments.

Person or Persons Responsible
Administration

Target Dates or Schedule:
All year

Evidence of Completion:
Performance on the EOC and common assessments will show progress.

G2. Percentage of students writing at 3.5 and above will increase from 58 percent to 78 percent , or a 20% increase.

Targets Supported
- Writing

Resources Available to Support the Goal
- Thinking Maps, Lake Writes, ERHS Writing Rubrics, AVID strategies

Targeted Barriers to Achieving the Goal
- Teacher implementation of the use of rubrics for grading.

Plan to Monitor Progress Toward the Goal

Implementation of a year long school wide writing initiative to be conducted across all grade levels as well as all departments.

Person or Persons Responsible
Administration Language Arts Department, Language Arts Chair, and all instructional staff.

Target Dates or Schedule:
Administration will monitor classrooms to ensure all Literacy Posters are visible to students and encourage teachers to refer to the posters during instruction, in addition to using the rubric for grading student work.

Evidence of Completion:
Student work will be assessed using the rubrics, Lake Writes Essays, and FCAT Writing 2.0

G3. Students in the sub groups of Black/African American, English Language Learners, and Economically Disadvantaged, who demonstrate satisfactory progress in reading will increase by 10%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Achieve 3000 , AVID strategies, Thinking Maps, and AVID WICR strategies

Targeted Barriers to Achieving the Goal
- Students having experienced recurring failures with standardized testing

Plan to Monitor Progress Toward the Goal

PMRN, Achieve 3000 , FAIR, and Edusoft

Person or Persons Responsible
Principal, Administrative Team, Literacy Coach, and Teachers

Target Dates or Schedule:
Ongoing Progress monitoring through FAIR assessment, reporting functions of Achieve 3000, Teacher Assessment, and classwork.

Evidence of Completion:
Results of PMRN, Achieve 3000 , FAIR, and Edusoft

G4. Students scoring level 3 or above on the Biology EOC for the 2013-2014 school year will increase from 75% to 82%.

Targets Supported

- Science

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Professional Development provided by the school and district.

Targeted Barriers to Achieving the Goal

- Lack of rigor in questions found on common assesments for Biology.

- Students are unable to make connections between content.

Plan to Monitor Progress Toward the Goal

Results of common assessments will be discussed by teachers and adminstration after each common assessment.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Year long

Evidence of Completion:
Common assessment results.

G5. Students scoring a level 3 or above on the U.S. History EOC for the 2013-2014 school year will increase from 60% to 66%.

Targets Supported

- Writing

- Social Studies

- U.S. History EOC

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Implementation of professional development at the school level with assistance from district staff

- Continue with monthly content meetings and benchmark/rigor worksheet

- Continue with the implementation of DBQ's

- Increase the use of manipulative, resources, and a variety of teaching strategies for students to master content

Targeted Barriers to Achieving the Goal

- lack of understanding/implementation of FCIM (curriculum blueprints/task cards)

Plan to Monitor Progress Toward the Goal

benchmark assessment/classroom assessment, DBQ's

Person or Persons Responsible
Administration, U.S. History teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
student progress on midyear benchmark results, classroom assessments, EOC results

G6. Students making learning gains on the Algebra and Geometry EOC will increase by 20% from 65% to 78%.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Instructional Focus Calendars
- Mini Assessments
- Test Item Specifications
- Spring Board for Algebra I
- Flipped Classrooms
- Common Core Cohort Training
- AVID Math Strategies

Targeted Barriers to Achieving the Goal
- Lack of understanding of FCIM
- Lack of knowledge of strategies for ELL students

Plan to Monitor Progress Toward the Goal

Common Assessment checks, Benchmark baseline, Mid-year Benchmark

Person or Persons Responsible
Administration and Math Department Head: Craig Shafer

Target Dates or Schedule:
On-going

Evidence of Completion:
Spreadsheet of student results on each of the assessments

G7. Students in Career and Technical Education courses will increase their pass rate on the industry certification exams by 10%.

Targets Supported

- CTE

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Professional development provided by the district and school.

- District level site visits by CTE district coordinators.

Targeted Barriers to Achieving the Goal

- Lack of rigor in instruction and assessments.

- Students are having difficulty reading at the level of required industry texts.

- Lack of background knowlege in testable areas.

Plan to Monitor Progress Toward the Goal

Use of content area meetings to discuss increased use of industry texts in reading and writing activities.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
DA rigor sheets due to administrator after each content meeting.

Action Plan for Improvement

Problem Solving Key

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

G1. Students identified as English Language Learners who score level 3 or above on the Biology EOC will increase by 10%.

G1.B1 Lack of one on one instruction with a native speaker.

G1.B1.S1 Teachers aids who speak other languages have been assigned to rotate through the Biology classes with ELL students.

Action Step 1

Teachers assistants will go into the classes with ELL students to provide one on one help.

Person or Persons Responsible

Teachers assistants

Target Dates or Schedule

All year

Evidence of Completion

A log of hours spent in classroom will be kept by administration.

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

Administrtation and teachers will monitor log.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

All year

Evidence of Completion

Log hours.

Plan to Monitor Effectiveness of G1.B1.S1

Performance on Biology EOC and benchmarks

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

All year

Evidence of Completion

EOC results

G1.B2 Language barrier between primary instructor and students.

G1.B2.S1 Teachers will utilize translation software to provide material in other languages to students

Action Step 1

Teachers will utilize translation software to provide material in other languages to ELL students

Person or Persons Responsible

Teachers

Target Dates or Schedule

All year

Evidence of Completion

Student notebooks

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

Administration will check students notebooks and lesson plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

All year

Evidence of Completion

Student notebooks and lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Administration will monitor student notebooks and teacher lesson plans

Person or Persons Responsible

Adminstration

Target Dates or Schedule

All year

Evidence of Completion

Lesson plans and student notebooks

G2. Percentage of students writing at 3.5 and above will increase from 58 percent to 78 percent , or a 20% increase.

G2.B1 Teacher implementation of the use of rubrics for grading.

G2.B1.S1 Implementation of a year long, school -wide initiative to be conducted across grade levels as well as departments

Action Step 1

Implementation of a year long school wide writing initiative to be conducted across all grade levels as well as all departments.

Person or Persons Responsible

Administration Language Arts Department, Language Arts Chair, and all instructional staff.

Target Dates or Schedule

Administration will monitor classrooms to ensure all Literacy Posters are visible to students and encourage teachers to refer to the posters during instruction, in addition to using the rubric for grading student work.

Evidence of Completion

Student work will be assessed using the rubrics, Lake Writes Essays, and FCAT Writing 2.0

Facilitator:

Literacy Coach and Language Arts Department Chair

Participants:

Instructional

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

Implementation of a year long school wide writing initiative to be conducted across all grade levels as well as all departments.

Person or Persons Responsible

Administration Language Arts Department, Language Arts Chair, and all instructional staff.

Target Dates or Schedule

Administration will monitor classrooms to ensure all Literacy Posters are visible to students and encourage teachers to refer to the posters during instruction, in addition to using the rubric for grading student work.

Evidence of Completion

Student work will be assessed using the rubrics, Lake Writes Essays, and FCAT Writing 2.0

Plan to Monitor Effectiveness of G2.B1.S1

Implementation of a year long school wide writing initiative to be conducted across all grade levels as well as all departments.

Person or Persons Responsible

Administration Language Arts Department, Language Arts Chair, and all instructional staff.

Target Dates or Schedule

Administration will monitor classrooms to ensure all Literacy Posters are visible to students and encourage teachers to refer to the posters during instruction, in addition to using the rubric for grading student work.

Evidence of Completion

Student work will be assessed using the rubrics, Lake Writes Essays, and FCAT Writing 2.0

G3. Students in the sub groups of Black/African American, English Language Learners, and Economically Disadvantaged, who demonstrate satisfactory progress in reading will increase by 10%.

G3.B1 Students having experienced recurring failures with standardized testing

G3.B1.S1 Lead students to demonstrated successes through a variety of research based tools- AVID strategies Achieve 3000, Rosetta Stone, FAIR, and Thinking Maps

Action Step 1

PMRN, Achieve 3000 , FAIR, and Edusoft

Person or Persons Responsible

Principal, Administrative Team, Literacy Coach, Reading Teachers, Literacy Team

Target Dates or Schedule

Ongoing Progress monitoring through FAIR assessment, reporting functions of Achieve 3000, teacher assessment, and classwork and benchmark assessments (FCIM).

Evidence of Completion

Results of PMRN, Achieve 3000, FAIR, and Edusoft as well as FCAT 2.0

Facilitator:

AVID TEACHERS

Participants:

All Teachers with specialized instruction of Reading and Language Arts teachers.

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

FAIR assessments, Achieve 3000, and LCSB Mini -assessments

Person or Persons Responsible

Principal, Administrative Team, Literacy Coach, and Teachers

Target Dates or Schedule

Ongoing progress monitoring through FAIR Assessment and LCSB Mini-Assements

Evidence of Completion

Results of FAIR assessments, Achieve 3000, and LCSB Mini -assessments

Plan to Monitor Effectiveness of G3.B1.S1

PMRN, Achieve 3000 , FAIR, and Edusoft

Person or Persons Responsible

Principal, Administrative Team, Literacy Coach, and Teachers

Target Dates or Schedule

Ongoing Progress monitoring through FAIR assessment, reporting functions of Achieve 3000, Teacher Assessment, and classwork.

Evidence of Completion

Results of PMRN, Achieve 3000 , FAIR, and Edusoft

G4. Students scoring level 3 or above on the Biology EOC for the 2013-2014 school year will increase from 75% to 82%.

G4.B1 Lack of rigor in questions found on common assesments for Biology.

G4.B1.S1 Teachers will work together using a lesson study during content meetings in order to futher knowledge on how to create questions that are aligned to the Biology EOC.

Action Step 1

Instructors will work with a teacher expert to learn how to create proper questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During planning period and after school during content meetings.

Evidence of Completion

Teacher feedback

Facilitator:

Laura Bushwitz

Participants:

All Biology teachers

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

Walkthroughs will be conducted on a weekly basis

Person or Persons Responsible

Administration and department head

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough data will indicate that the appropriate strategies are being used.

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B1.S2 Teachers will review current common assessments in order to ensure questions are properly aligned

Action Step 1

Teachers will work during content meetings to make sure common assessment questions are reflective of the EOC.

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

Twice a month during content meetings

Evidence of Completion

Common assessment questions will be changed to reflect rigor of the EOC.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Monitor Biology common assessment questions to ensure the rigor of questions match the rigor of the EOC.

Person or Persons Responsible

Adminstration and Science department head

Target Dates or Schedule

Twice a month during content meetings.

Evidence of Completion

Common assessment questions and content meeting sign-in sheets.

Plan to Monitor Effectiveness of G4.B1.S2

Administration and teachers will monitor performance on common assessment to see if it is similar to the results of the EOC

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

After EOC results return in May

Evidence of Completion

Increase performance on Biology EOC.

G4.B1.S3 Biology teachers will attend the C2 Collaborative Cohort in order to enhance understanding on the use of Thinking Maps, and how to integrate common core standards into curriculum.

Action Step 1

Teachers will attend C2 Collaborative Cohort

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

September 19th

Evidence of Completion

Teacher sign in sheets

Facilitator:

Andrea Pyatt

Participants:

Biology teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Teacher will incorporate Thinking Maps into their lessons.

Person or Persons Responsible

Biology teachers

Target Dates or Schedule

All year

Evidence of Completion

Walkthroughs and lesson plans

Plan to Monitor Effectiveness of G4.B1.S3

Thinking maps will be used to enhance student understanding of Common Core Standards.

Person or Persons Responsible

Administrators

Target Dates or Schedule

All year

Evidence of Completion

Performance on Biology EOC.

G4.B2 Students are unable to make connections between content.

G4.B2.S1 FCIM will be used in Biology in order to help students remediate concepts not mastered.

Action Step 1

Teachers will use the FCIM process to remediate students who have not mastered concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

All Biology students have an FCIM notebook.

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

Walkthroughs will be conducted weekly to monitor progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Students keep and FCIM notebook.

Plan to Monitor Effectiveness of G4.B2.S1

Student performance on common assessments will improve.

Person or Persons Responsible

Administration and Teacher

Target Dates or Schedule

All year.

Evidence of Completion

Increased mastery as seen on common assessments.

G5. Students scoring a level 3 or above on the U.S. History EOC for the 2013-2014 school year will increase from 60% to 66%.

G5.B4 lack of understanding/implementation of FCIM (curriculum blueprints/task cards)

G5.B4.S1 Professional development will take place with the assistance of school and/or district staff on understanding the FCIM process and how to implement blueprints and task cards for aligning standards

Action Step 1

review and practice implementation of blueprints and task cards for student mastery w/ district staff as needed

Person or Persons Responsible

administrator, staff

Target Dates or Schedule

quarterly

Evidence of Completion

CWT's, lesson planning and delivery, student engagement

Facilitator:

SS project manager

Participants:

administrator, staff

Plan to Monitor Fidelity of Implementation of G5.B4.S1

CWT's (observations) benchmark/rigor worksheet

Person or Persons Responsible

Charles Feld (administrator)

Target Dates or Schedule

quarterly

Evidence of Completion

lessons plans correlated to blueprints and task cards

Plan to Monitor Effectiveness of G5.B4.S1

baseline benchmark and mid year benchmark assessment

Person or Persons Responsible

U.S. History teachers

Target Dates or Schedule

weekly/monthly/quarterly/mid-year

Evidence of Completion

instructional visit walkthrough checklist

G6. Students making learning gains on the Algebra and Geometry EOC will increase by 20% from 65% to 78%.

G6.B1 Lack of understanding of FCIM

G6.B1.S1 Professional Development will be provided on what FCIM is and how the process is used in each math content area.

Action Step 1

Presentation with explanation of the FCIM process and how it will be used in math department's classrooms.

Person or Persons Responsible

Dominick Clayton, Math Department Head: Craig Shafer, and ERHS Math Department

Target Dates or Schedule

September and on-going

Evidence of Completion

Power point will be saved and submitted to the principal.

Facilitator:

Dominick Clayton

Participants:

East Ridge High School Math Department

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

Classroom walk through, TEAM evaluations, Lesson Plan checks, Data Chats, Common Planning, Scheduled Mini Assessments

Person or Persons Responsible

Administration and Math Department Head: Craig Shafer

Target Dates or Schedule

On-going

Evidence of Completion

Increase in student achievement on the algebra and geometry EOC's

Plan to Monitor Effectiveness of G6.B1.S1

CWT, TEAM evaluations, Data Chats, Lesson Plan checks, Common Planning

Person or Persons Responsible

Administration and Math Department Head: Craig Shafer

Target Dates or Schedule

On-going

Evidence of Completion

Increase in student achievement on the algebra and geometry EOC's

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B3 Lack of knowledge of strategies for ELL students

G6.B3.S1 Utilize Spring Board curriculum for algebra classes exposing ELL students to more rigorous mathematics.

Action Step 1

Trained on Spring Board for Algebra I

Person or Persons Responsible

Algebra I Teachers

Target Dates or Schedule

Spring of 2013

Evidence of Completion

Training certificate

Facilitator:

Spring Board Trainer

Participants:

Algebra I teachers

Plan to Monitor Fidelity of Implementation of G6.B3.S1

CWT's, TEAM evaluations, Lesson plan checks

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Reports generated from the software on student progress

Plan to Monitor Effectiveness of G6.B3.S1

Review of software generated reports

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

On-going

Evidence of Completion

Common Plan documentation, Data based Instructional decisions

G7. Students in Career and Technical Education courses will increase their pass rate on the industry certification exams by 10%.

G7.B1 Lack of rigor in instruction and assessments.

G7.B1.S1 Increased use of informational and industry text incorporated daily.

Action Step 1

Minimum bi-weekly reading and writing activities using industry texts to improve their overall skills in a CTE specific setting.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Minimum bi-weekly

Evidence of Completion

Walkthrough data to indicate appropriate strategy needed.

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

Walk-throughs

Person or Persons Responsible

Administration and Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through data indicating use of appropriate strategy.

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B1.S2 Incorporation of thinking maps and assessments based on industry tested areas.

Action Step 1

Increased rigor within written and practical examinations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During written and practical exams

Evidence of Completion

Student completion and preparation for industry certification

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B2 Students are having difficulty reading at the level of required industry texts.

G7.B2.S1 Increased use of informational and industry text incorporated daily.

Action Step 1

Reading and writing activities using industry texts to improve their overall skills in a CTE specific setting.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

Minimum bi-weekly

Evidence of Completion

Walkthrough data to indicate appropriate strategy needed.

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

Walk-throughs

Person or Persons Responsible

Administration and CTE Department Chair

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through data which indicates use of appropriate strategies.

Plan to Monitor Effectiveness of G7.B2.S1

Use of content area meetings to discuss increased use of industry texts in reading and writing activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

DA rigor sheets due to administrator after each content meeting.

Coordination and Integration

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

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

Title X Homeless funds will be utilized to assist with homeless students who are in need of tutoring. This fund will also support our homeless students with transportation and school supplies.
Supplemental Academic Instruction (SAI)- Utilize funding to provide a year-long and summer tutoring program that supports level 1 and 2 students in passing academic courses and EOC's.
Anti-Bullying Programs
Capturing Kids Hearts is a Leadership Class focused on growing student leaders through awareness and anti-bullying
Bullying Boxes- for anonymous information which is investigated by administration
Anti-Bullying -"Self Awareness Week"
"Storming the Castle"
Leap Lessons regarding cyber-bullying
CTE -Increased student industry certification opportunities through the addition of two new programs-Engineering and AG-Tech.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. Percentage of students writing at 3.5 and above will increase from 58 percent to 78 percent , or a 20% increase.

G2.B1 Teacher implementation of the use of rubrics for grading.

G2.B1.S1 Implementation of a year long, school -wide initiative to be conducted across grade levels as well as departments

PD Opportunity 1

Implementation of a year long school wide writing initiative to be conducted across all grade levels as well as all departments.

Facilitator

Literacy Coach and Language Arts Department Chair

Participants

Instructional

Target Dates or Schedule

Administration will monitor classrooms to ensure all Literacy Posters are visible to students and encourage teachers to refer to the posters during instruction, in addition to using the rubric for grading student work.

Evidence of Completion

Student work will be assessed using the rubrics, Lake Writes Essays, and FCAT Writing 2.0

G3. Students in the sub groups of Black/African American, English Language Learners, and Economically Disadvantaged, who demonstrate satisfactory progress in reading will increase by 10%.

G3.B1 Students having experienced recurring failures with standardized testing

G3.B1.S1 Lead students to demonstrated successes through a variety of research based tools- AVID strategies Achieve 3000, Rosetta Stone, FAIR, and Thinking Maps

PD Opportunity 1

PMRN, Achieve 3000 , FAIR, and Edusoft

Facilitator

AVID TEACHERS

Participants

All Teachers with specialized instruction of Reading and Language Arts teachers.

Target Dates or Schedule

Ongoing Progress monitoring through FAIR assessment, reporting functions of Achieve 3000, teacher assessment, and classwork and benchmark assessments (FCIM).

Evidence of Completion

Results of PMRN, Achieve 3000, FAIR, and Edusoft as well as FCAT 2.0

G4. Students scoring level 3 or above on the Biology EOC for the 2013-2014 school year will increase from 75% to 82%.

G4.B1 Lack of rigor in questions found on common assesments for Biology.

G4.B1.S1 Teachers will work together using a lesson study during content meetings in order to futher knowledge on how to create questions that are aligned to the Biology EOC.

PD Opportunity 1

Instructors will work with a teacher expert to learn how to create proper questions.

Facilitator

Laura Bushwitz

Participants

All Biology teachers

Target Dates or Schedule

During planning period and after school during content meetings.

Evidence of Completion

Teacher feedback

G4.B1.S3 Biology teachers will attend the C2 Collaborative Cohort in order to enhance understanding on the use of Thinking Maps, and how to integrate common core standards into curriculum.

PD Opportunity 1

Teachers will attend C2 Collaborative Cohort

Facilitator

Andrea Pyatt

Participants

Biology teachers

Target Dates or Schedule

September 19th

Evidence of Completion

Teacher sign in sheets

G5. Students scoring a level 3 or above on the U.S. History EOC for the 2013-2014 school year will increase from 60% to 66%.

G5.B4 lack of understanding/implementation of FCIM (curriculum blueprints/task cards)

G5.B4.S1 Professional development will take place with the assistance of school and/or district staff on understanding the FCIM process and how to implement blueprints and task cards for aligning standards

PD Opportunity 1

review and practice implementation of blueprints and task cards for student mastery w/ district staff as needed

Facilitator

SS project manager

Participants

administrator, staff

Target Dates or Schedule

quarterly

Evidence of Completion

CWT's, lesson planning and delivery, student engagement

G6. Students making learning gains on the Algebra and Geometry EOC will increase by 20% from 65% to 78%.

G6.B1 Lack of understanding of FCIM

G6.B1.S1 Professional Development will be provided on what FCIM is and how the process is used in each math content area.

PD Opportunity 1

Presentation with explanation of the FCIM process and how it will be used in math department's classrooms.

Facilitator

Dominick Clayton

Participants

East Ridge High School Math Department

Target Dates or Schedule

September and on-going

Evidence of Completion

Power point will be saved and submitted to the principal.

G6.B3 Lack of knowledge of strategies for ELL students

G6.B3.S1 Utilize Spring Board curriculum for algebra classes exposing ELL students to more rigorous mathematics.

PD Opportunity 1

Trained on Spring Board for Algebra I

Facilitator

Spring Board Trainer

Participants

Algebra I teachers

Target Dates or Schedule

Spring of 2013

Evidence of Completion

Training certificate

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Percentage of students writing at 3.5 and above will increase from 58 percent to 78 percent , or a 20% increase.	$2,100
G3.	Students in the sub groups of Black/African American, English Language Learners, and Economically Disadvantaged, who demonstrate satisfactory progress in reading will increase by 10%.	$17,500
G6.	Students making learning gains on the Algebra and Geometry EOC will increase by 20% from 65% to 78%.	$14,500
	Total	$34,100

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Discretionary Budget/SAI Funds	$14,500	$0	$14,500
School Dicretionary Funds	$0	$17,500	$17,500
School Discretionary Funds	$2,100	$0	$2,100
Total	$16,600	$17,500	$34,100

Budget Details

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

G2. Percentage of students writing at 3.5 and above will increase from 58 percent to 78 percent , or a 20% increase.

G2.B1 Teacher implementation of the use of rubrics for grading.

G2.B1.S1 Implementation of a year long, school -wide initiative to be conducted across grade levels as well as departments

Action Step 1

Implementation of a year long school wide writing initiative to be conducted across all grade levels as well as all departments.

Resource Type

Evidence-Based Program

Resource

District Writing Plan, Edusoft, Rubrics, Substitutes for Grading

Funding Source

School Discretionary Funds

Amount Needed

$2,100

G3. Students in the sub groups of Black/African American, English Language Learners, and Economically Disadvantaged, who demonstrate satisfactory progress in reading will increase by 10%.

G3.B1 Students having experienced recurring failures with standardized testing

G3.B1.S1 Lead students to demonstrated successes through a variety of research based tools- AVID strategies Achieve 3000, Rosetta Stone, FAIR, and Thinking Maps

Action Step 1

PMRN, Achieve 3000 , FAIR, and Edusoft

Resource Type

Evidence-Based Materials

Resource

Acheive 3000 Software Program/Thinking Maps

Funding Source

School Dicretionary Funds

Amount Needed

$17,500

G6. Students making learning gains on the Algebra and Geometry EOC will increase by 20% from 65% to 78%.

G6.B3 Lack of knowledge of strategies for ELL students

G6.B3.S1 Utilize Spring Board curriculum for algebra classes exposing ELL students to more rigorous mathematics.

Action Step 1

Trained on Spring Board for Algebra I

Resource Type

Evidence-Based Program

Resource

Spring Board Algebra 1 Resources

Funding Source

Discretionary Budget/SAI Funds

Amount Needed

$14,500