

Lake County Schools

East Ridge High School



2019-20 Schoolwide Improvement Plan

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East Ridge High School

13322 EXCALIBUR RD, Clermont, FL 34711

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

Demographics

Principal: Julie Robinson Lueallen

Start Date for this Principal: 8/14/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (61%) 2016-17: B (58%) 2015-16: B (56%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>51%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>59%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The vision of East Ridge High School is to promote a culture that is academically and physically safe for all students to learn and to become productive members of society.

Provide the school's vision statement.

When we enter this campus, we are...

1 Knight: Working Together

1 Knight: Striving for Excellence

1 Knight: Bold in Character, Empowered with Strength

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

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Lueallen, Julie	Principal	Student learning results, student learning as a priority, instructional implementation plan, faculty development, learning environment, decision-making, leadership development, school management, communication, and professional and ethical behaviors. Oversees all administrators and leadership team.
Munoz, Raymond	Assistant Principal	Student learning results, student learning as a priority, instructional implementation plan, faculty development, learning environment, decision-making, leadership development, school management, communication, and professional and ethical behaviors. Oversees Career-Technical education, computer science, custodial, school safety and PASS.
Frana, Melissa	Assistant Principal	Student learning results, student learning as a priority, instructional implementation plan, faculty development, learning environment, decision-making, leadership development, school management, communication, and professional and ethical behaviors. Oversees ESE and Guidance.
Cuebas, Myra	Teacher, K-12	Physical Education/HOPE Department Chair
Mollet, Grant	Teacher, K-12	Social Science Department Chair
Shaffer, Craig	Teacher, K-12	Mathematics Department Chair
Balkaran, Brent	Assistant Principal	Student learning results, student learning as a priority, instructional implementation plan, faculty development, learning environment, decision-making, leadership development, school management, communication, and professional and ethical behaviors. Oversees Social Science, Foreign Language and Testing.
Keaveny, Stacy	Assistant Principal	Student learning results, student learning as a priority, instructional implementation plan, faculty development, learning environment, decision-making, leadership development, school management, communication, and professional and ethical behaviors. Oversees English Language Arts, Reading, ELL, and curriculum.
Long, Carly	Teacher, K-12	English Language Arts Department Chair
King, Justin	Teacher, Career/ Technical	Career-Technical Education Department Chair
Hoskinson, Renee	Instructional Coach	Reading Department Chair, School Literacy Coach
Hunt, Keith	Assistant Principal	Student learning results, student learning as a priority, instructional implementation plan, faculty development, learning environment, decision-

Name	Title	Job Duties and Responsibilities
		making, leadership development, school management, communication, and professional and ethical behaviors. Oversees Mathematics and Physical Education/HOPE.
Bushwitz, Laura	Teacher, K-12	Science Department Chair
Pearson, Patti	School Counselor	School Counseling Department Chair

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	608	678	643	577	2506
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	76	107	107	80	370
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	4	4	4	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	87	137	113	68	405

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	165	238	229	93	725

The number of students identified as retainees:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	21	5	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	4	11	4	20

FTE units allocated to school (total number of teacher units)

119

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	85	93	137	385
One or more suspensions	0	0	0	0	0	0	0	0	0	43	36	19	25	123
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	91	83	80	9	263
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	126	102	78	53	359

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	367	415	409	386	1577

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	85	93	137	385
One or more suspensions	0	0	0	0	0	0	0	0	0	43	36	19	25	123
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	91	83	80	9	263
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	126	102	78	53	359

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	367	415	409	386	1577

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	50%	56%	58%	46%	53%
ELA Learning Gains	52%	46%	51%	50%	45%	49%
ELA Lowest 25th Percentile	37%	33%	42%	39%	40%	41%
Math Achievement	51%	44%	51%	57%	44%	49%
Math Learning Gains	50%	45%	48%	44%	41%	44%
Math Lowest 25th Percentile	41%	36%	45%	34%	33%	39%
Science Achievement	80%	68%	68%	80%	63%	65%
Social Studies Achievement	80%	69%	73%	80%	69%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	608 (0)	678 (0)	643 (0)	577 (0)	2506 (0)
Attendance below 90 percent	76 (70)	107 (85)	107 (93)	80 (137)	370 (385)
One or more suspensions	2 (43)	4 (36)	4 (19)	4 (25)	14 (123)
Course failure in ELA or Math	0 (91)	0 (83)	0 (80)	0 (9)	0 (263)
Level 1 on statewide assessment	87 (126)	137 (102)	113 (78)	68 (53)	405 (359)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	58%	47%	11%	55%	3%
	2018	56%	46%	10%	53%	3%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	57%	48%	9%	53%	4%
	2018	60%	49%	11%	53%	7%
Same Grade Comparison		-3%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	66%	14%	67%	13%
2018	73%	61%	12%	65%	8%
Compare		7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	67%	12%	70%	9%
2018	77%	69%	8%	68%	9%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	52%	-16%	61%	-25%
2018	43%	62%	-19%	62%	-19%
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	49%	8%	57%	0%
2018	61%	50%	11%	56%	5%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	33	25	22	35	35	47	37		96	19
ELL	25	49	42	30	49	41	71	43		83	53
ASN	84	69		64	68		87	88		96	87
BLK	51	48	38	38	41	31	71	73		93	38
HSP	54	49	39	47	50	39	74	72		93	53
MUL	63	71	47	50	57		81	86		89	56
WHT	64	53	33	60	52	49	88	86		94	67
FRL	49	46	32	38	43	33	66	68		92	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	24	23	32	43	38	40	52		85	16
ELL	23	45	43	20	43	36	33	39		85	47
ASN	73	69	67	63	47		90	74		97	84
BLK	46	48	50	43	44	38	61	71		94	38
HSP	55	48	39	50	47	36	74	73		91	51

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
MUL	67	59		56	36		83	84			
WHT	65	56	41	67	55	53	85	89		94	53
FRL	49	49	40	50	49	44	71	73		92	43

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	30	22	29	31	21	39	41		76	17
ELL	7	26	25	23	33	32	48	40		46	53
ASN	69	58		69	47		88	93		90	63
BLK	46	42	33	36	32	20	71	70		83	25
HSP	53	46	36	50	44	39	71	75		80	46
MUL	60	58	40	50	38		88	74		100	33
WHT	63	53	42	68	48	39	88	88		94	61
FRL	45	45	40	46	41	27	71	72		83	40

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	663
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The overall lowest data component was ELA Lowest 25th Percentile (37%). In disaggregating the data into components, Student With Disabilities (SWD) held a significant impact on our lowest performing data across both ELA (18%) and Math (22%), and lower quartile learning gains (ELA - 25%; Math - 35%). ERHS is also concerned with specific subgroup lower quartile gains in ELA for Black (38%), Hispanic (39%) and White (33%), and lower quartile gains in Math for Black (31%) and Hispanic (39%). College and Career percentages for SWD (19%) and Black students (38%) are significantly low. Factors contributing to low performance in these areas could be attributed to lack of focus on struggling students during remediation, failure to re-teach skills that were not mastered, limited instructional support for SWD, and failure to provide and support SWD and Black students with career and technical pathways.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest overall decline from 2017-2018 to 2018-2019 was the Algebra 1 EOC achievement dropping from 43% to 34%. In drilling down to components, this is mirrored in our concern for SWD as they had a significant drop for achievement (-10%) and learning gains (-8%). Factors contributing to this decrease could include lack of focus on SWD and lower quartile students for remediation and that the majority of students taking Algebra 1 in 9th grade are coming below grade level in math.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to state data was the ELA lowest quartile (-5%) and math lowest quartile (Algebra 1 focus; -4%). This gap is discussed in detail in previous question A as it was also the area of greatest decline.

Which data component showed the most improvement? What new actions did your school take in this area?

College and Career acceleration increased 2%-7% in every subgroup area, except two (Black maintained at 38% and Asian fell 3%). We focused on providing an opportunity for industry certification for seniors that had not previously had the opportunity during high school due to remediation classes. We eliminated PE electives for 9th grade and allowed only 1 PE course for 10th grade, requiring these grade levels to take at least one Career Technical course. Counselor advised students of industry certification pathways during scheduling.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Attendance - students with attendance below 90%: 9th (70), 10th (85), 11th (93), and 12th (137)
2. Level 1 on statewide assessment: 9th (126), 10th (78)

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest quartile learning gains in ELA and Algebra 1
2. Overall learning gains in ELA and Algebra 1
3. SWD Reading and ELA gains
4. SWD and Black students College and Career Readiness acceleration

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Academic: Based on the school data from the Needs Assessment/Analysis section, ELA lower quartile gains is one of our most critical areas of focus.
Rationale	This area of focus was identified as a critical area of need because we were below the state in lower quartile learning gains by 5%, and we had a decrease of 6% from 2018, which places our struggling students at more risk of being behind grade level in ELA and at risk of not meeting graduation requirements.
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see a 11% increase in our school data of ELA lower quartile gains from 37% to 50%, recovering the loss from 2018 and increasing an additional 7%.
Person responsible for monitoring outcome	Stacy Keaveny (keavenys@lake.k12.fl.us)
Evidence-based Strategy	An instructional framework, with a focus on purpose and collaboration that allows for adjustment of instruction in response to student data (both student-to-student and teacher-to-teacher), will be used to increase ELA lower quartile learning gains from 37% to 50%. To monitor this strategy, the ELA lower quartile data will be analyzed twice a quarter through common assessments and PLC's by English 1 and English 2 teachers, the literacy coach and administration.
Rationale for Evidence-based Strategy	If we implement, monitor and support an instructional focus on purpose and collaboration, then teachers can adjust instruction in response to student data on common assessments, and implement reteaching and remediation in support of lower quartile students, increasing their learning gains and mastery of ELA standard-based skills.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide all Level 1 ELA students in 9th & 10th grade with Intensive Reading support daily. 2. Schedule two ESE support facilitators to work directly with the English 1 & English 2 teams and students daily. 3. Implement flextime with weekly targeted remediation of lower quartile students. 4. Implement weekly PLC's focused on planning, teaching, and learning through the four questions/instructional framework, with the support of common planning and administration. 5. Implement school-wide literacy plan to increase reading and writing across content areas (LDC and DBQ) with support from school-based professional development, literacy coach, ELA teams and administration. 6. Implement Pre-AP spiraling curriculum and bi-quarterly common assessments in English 1 with training and support from College Board and administration. 7. Utilize SAI funds to support after school tutoring from October to May to support lower quartile students. <p>Who: Administration, Literacy Coach, Teachers Frequency: Evaluate bi-quarterly When: 8/12/19-5/29/20</p>

Evidence: Schedule, District Instructional Focus, CWT's Data, Lesson Plans, Flextime Manager, Common Assessment Data, PLC's

Person Responsible Julie Lueallen (robinson-lueallenj@lake.k12.fl.us)

#2	
Title	Academic: Based on the school data from the Needs Assessment/Analysis section, Math lower quartile is a critical area of focus, in conjunction with the subsequent school data in Algebra 1 EOC achievement data.
Rationale	This area was identified as a critical area of need because we were below the state in lower quartile gains by 4%, and we had a decrease of 2% from 2018, which places our struggling students with significant gaps in meeting mastery of entry-level high school mathematics. Algebra 1 is also identified as a critical area within this context as we had a 7% decrease in achievement from 2018- to 2019.

State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see a 9% increase in our school data of Math lower quartile gains from 41% to 50%, recovering the loss from 2018 and increasing an additional 5%. We also expect to see an increase in Algebra 1 EOC achievement from 36% to 48%, recovering the loss from 2018 and increasing 5%.
Person responsible for monitoring outcome	Keith Hunt (huntk@lake.k12.fl.us)
Evidence-based Strategy	An instructional framework, with a focus on purpose and collaboration (both student-to-student and teacher-to-teacher) will be used to increase Math lower quartile learning gains from 41% to 50%, and Algebra 1 EOC achievement from 36% to 48%. To monitor this strategy, the Algebra 1 and Geometry lower quartile data will be analyzed bi-quarterly through common assessments and PLC's by Algebra 1 and Geometry teachers and administration.
Rationale for Evidence-based Strategy	If we implement, monitor and support an instructional focus on purpose and collaboration, then teachers can adjust instruction in response to student data on common assessments, and implement reteaching and remediation in support of lower quartile students, increasing learning gains and mastery of math skills.

Action Step

Description	<ol style="list-style-type: none"> 1. Schedule three ESE support facilitators to work directly with Algebra 1 (two) and Geometry (one) students and teachers daily. 2. Implement flextime with weekly targeted remediation of lower quartile students. 3. Implement weekly PLC's focused on planning, teaching and learning through the four questions with the support of common planning and administration. 4. Implement Pre-AP spiraling curriculum and bi-quarterly common assessments in Algebra 1 with training and support from College Board and administration. 5. Utilize SAI funds to provide and implement ALEKS bi-weekly. 6. Utilize SAI funds to support after school tutoring from October to May to support lower quartile students. <p>Who: Administration and Teachers Frequency: Bi-quarterly When: 8/12/19-5/29/20 Evidence: Schedule, District Instructional Focus, CWT Data, Lesson Plans, Flextime Manager, Common Assessment Data, PLC's</p>
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Person Responsible Julie Lueallen (robinson-lueallenj@lake.k12.fl.us)

#3

Title School Culture: Based on subgroup population data from the Needs Assessment/Analysis section, College & Career Acceleration is a critical area of focus.

Rationale This area of focus was identified as a critical area of need because only 19% of our SWD and 38% of our Black students graduated high school with either college curriculum exposure or industry certification which greatly impacts their opportunities in post-secondary education and the workforce.

State the measurable outcome the school plans to achieve By focusing on this area, we expect to see an increase in College and Career Acceleration for SWD from 19% to 30% and for Black students from 38% to 48%.

Person responsible for monitoring outcome Raymond Munoz (munozr@lake.k12.fl.us)

Evidence-based Strategy A school culture with high expectations, positive relationships, restorative practices and an emphasis on collective efficacy will be used to increase the subgroup data College and Career Acceleration with our SWD from 19% to 30% and with our Black students from 38% to 48%. To monitor this strategy, Early Warning System data, scheduling pathways, attendance, and industry certification data will be analyzed quarterly.

Rationale for Evidence-based Strategy If we implement, support and monitor high expectations, positive relationships, restorative practices and collective efficacy, then we will see an increase in the collective efficacy of SWD and Black students entering dual enrollment, taking AP courses, and competing industry certifications through guidance and support of school faculty and staff.

Action Step

- Description**
1. Implement flextime with weekly targeted remediation for AP and industry certification support.
 2. Support High School High Tech program for SWD daily.
 3. Develop and sustain integration of AP Course and Exam Description (CED) protocols into instruction to support all students.
 4. Academic and career counseling for all students with a focus on industry pathways in 9th & 10th grade, and options for industry certification in 11th & 12th.
 5. Schedule one ESE support facilitator to work directly with Digital Information Technology teachers and students daily.

Person Responsible Julie Lueallen (robinson-lueallenj@lake.k12.fl.us)

#4	
Title	Intervention: Based on ESSA subgroup population data from the Needs Assessment/ Analysis, the following components are critical areas of focus: ELA and Math lower quartile gains, and SWD (all areas).
Rationale	These focus areas were identified as a critical areas of need because they fell below the federal guideline of 41% which indicates that East Ridge High School is not responsive in moving minority and special populations one or more school years of growth.
State the measurable outcome the school plans to achieve	<p>By focusing on these areas, we expect the following results:</p> <ol style="list-style-type: none"> 1. ELA Achievement: SWD 18% to 41% 2. Math Achievement: SWD 35% to 41% 3. ELA Lower Quartile Learning Gains: SWD 25% to 41%; Blk 38% to 41%, Hsp 39% to 41%, Wht 33% to 41% 4. Math Lower Quartile Learning Gains: SWD 35% to 41%, Blk 31% to 41%; Hsp 39% to 41% 5. Social Studies Achievement: SWD 37% to 41% 6. College & Career Acceleration: SWD 19% to 35%; Blk 38% to 41% <p>(With a focus on ELA and Math lower quartile gains, we also expect an impact on overall learning gains not listed here.)</p>
Person responsible for monitoring outcome	Melissa Frana (franam@lake.k12.fl.us)
Evidence-based Strategy	An instructional framework, with a focus on professional learning communities that plan what students need to know and be able to do, how will we know if they know it, how we will respond if they don't know it, and how we will respond if they do know it, will be used to achieve the learning gains established in our measurable outcomes. To monitor this strategy, the lower quartile and subgroup population data will be analyzed bi-quarterly through common assessments and PLC's across all content areas by teachers, coaches and administration.
Rationale for Evidence-based Strategy	If we implement, monitor and support PLC's with a cyclical focus on the four planning, teaching and learning questions, then teachers across all content areas can adjust instruction, remediate and re-teach in response to evidence-based student data provided by common assessments in support of lower quartile and subgroup populations, increasing their learning gains and mastery of core content tested areas as well as school-wide curriculum.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement/maintain quarterly mentoring groups for Black and Hispanic males with a focus on school success. 2. Provide all Level 1 ELA students in 9th-12th grades with remedial reading support daily. 3. Schedule seven ESE support facilitators to work directly with SWD in tested areas (English 1, English 2, Algebra 1 (2), Geometry, Biology, and Digital Information Technology) daily. 4. Implement bi-weekly remediation targeting lower quartile and SWD through flextime. 5. Implement weekly PLC's focused on planning, teaching and learning through the four questions with the support of common planning and administration. 6. Implement school-wide literacy plan daily to increase reading and writing across content areas (LDC and DBQ) with support from school-based professional development, literacy coach and administration. This includes a focused concentration on supporting 9th & 10th

grade core courses of Earth/Space Science and World History, and Career Technical Education as the plan and monitor literacy and writing during their PLC's.

Person Responsible Julie Lueallen (robinson-lueallenj@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

East Ridge High School established and maintains active membership with parents, families, and other community stakeholders through the School Advisory Council (SAC). Members are representative of our populations and includes teachers, non-instructional, parents, administrators and community partners. ERHS participates monthly in the Chamber of Commerce meetings, and has business community support through High School High Tech program. ERHS communicates with all stakeholders through the website, school messenger, Facebook and Twitter. ERHS hosts an ELL parent night yearly and provides ELL after school tutoring in ELA and math.

PFEP Link

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

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 High School provides an orientation for each grade level in August prior to the start of each school year. The freshman class receives a more in depth version of the orientation, including campus tours and interaction with teachers and student government representatives. Parents also have 90 minutes information session during new student orientation. In the spring, school counselors and administrator attend an orientation at each of the feeder middle schools to help students register for classes, which is followed up with a parent night to go over the same material. Students meet one-on-one with a counselor to schedule classes and make changes to schedules. Students and parents schedule appointments as needed, and their request, throughout the school year. Counselors, teacher and administrators meet with students and parents on a variety of issues that impact high school success throughout the year.

ERHS has a mental health counselor on-site for social-emotional learning and supports students with mental health challenges through one-on-one sessions, evaluations, referrals as well as and parent and faculty education and communication. The PASS allocation provides restorative practices among students and faculty, and social-emotional support for students on-campus in lieu of out-of-school suspensions.

Sophomore, Junior and Senior classes have additional opportunities to attend class meeting and college

and career nights throughout the school year, that allows the opportunity to meet with school counselors and college representatives.

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

Systems, Leadership, Instruction, and Culture (SLIC)- This model allows focus on our vision, communicating strategy and collaborative problem-solving. SLIC aligns goals to specific, measurable, attainable, realistic and timely strategic objectives, establishing a functional structure conducive to continuing success.

(Responsibility: Lueallen)

Instruction:

*AVID WICOR

*LDC

*Thinking Maps

*Literacy Plan

*Curriculum Maps and Blueprints

*Curriculum transparency- Learning goal, skill, learning scales and student tracking for mastery

(Responsibility: Administration, Literacy Coach, AVID Coordinator, Teachers)

Instructional Support:

*CWT- Weekly CWT's utilizing district walk-through tool and a focus on Reading, Writing, Thinking and Speaking

*Innovative Professional Development (IPD) - Purposeful collaborative time in which student products are analyzed and instruction is changed to meet student needs.

*Teacher support- Leadership team participates in the problem solving, best practices, evaluating programs, implementation and decision-making with all teachers. Classroom teachers participate in MTSS meetings.

*After school ELL tutoring for support in ELA and Math.

(Responsibility: Administration, Leadership Team, School Counselors, Teachers)

Resource Allocations: Discretionary Funding is based on FTE and provided via the District.

*SAI Funding- Provides funding for students scoring Level 1 or 2 on the ELA FSA. Items purchased with funding: Achieve 3000, leveled reading Books, transportation, ACT/SAT test prep books, and tutoring.

*AP Funding- ERHS supports Equity and Access, resulting in weighted FTE funding that support AP supplies, AP teacher training, AP program growth and technology.

*IDEA Funding- ERHS practices the inclusion model for special needs as much as possible. Funding provides classroom iPads, relevant and rigorous apps, resource materials to meet the diverse learning modalities of students, and student/teacher supplies.

*DLA for ELL students.

*Title III funding for ELL after school tutors.

(Responsibility: Lueallen, Keaveny, ESE Specialist)

Social/Emotional Support:

*Anti-Bullying Programs

*PASS

*Capturing Kids Hearts

*Storming the Castle

* Meet the Knights Orientation

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.

Increase enrollment and eligibility for AP courses and increase performance rates in AP courses.

Use PSAT scores progress monitoring and AP Potential.

Partnership with Lake Sumter State College - Health Science Collegiate Academy

Utilize PERT/ACT/SAT scores to increase awareness of opportunities in post-secondary study.

Inform 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.

College and Career Readiness Night, sponsored by DECA, to include representatives from colleges, universities, and the Florida Office of Financial Aid/FASFA.

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

Continue the AVID Program and address the needs of first generation students, encouraging them to seek admission and acceptance to a four-year university.

Encourage college visits by university admissions representatives.

Increasing CTE participation and completion for all students, targeting industry certification.

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

Utilize High School High Tech (HSHT) to link transition from school to post-secondary employment and education for ESE students.

ELL students have access to Title III resources such as Word-to-Word dictionaries and Academic Glossaries.

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

ERHS uses the following strategies to advance college and career awareness:

1. Face-to-face student and counselor meetings to discuss career pathways and access to college level and/or industry certification.
2. High School High Tech
3. Chamber of Commerce Job Readiness Program
4. College Fair (sponsored by DECA)

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Academic: Based on the school data from the Needs Assessment/Analysis section, ELA lower quartile gains is one of our most critical areas of focus.	\$0.00
2	III.A.	Areas of Focus: Academic: Based on the school data from the Needs Assessment/Analysis section, Math lower quartile is a critical area of focus, in conjunction with the subsequent school data in Algebra 1 EOC achievement data.	\$0.00
3	III.A.	Areas of Focus: School Culture: Based on subgroup population data from the Needs Assessment/Analysis section, College & Career Acceleration is a critical area of focus.	\$0.00
4	III.A.	Areas of Focus: Intervention: Based on ESSA subgroup population data from the Needs Assessment/Analysis, the following components are critical areas of focus: ELA and Math lower quartile gains, and SWD (all areas).	\$0.00
Total:			\$0.00