

Lake County Schools

# East Ridge Middle School



## 2019-20 Schoolwide Improvement Plan

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## East Ridge Middle School

13201 EXCALIBUR RD, Clermont, FL 34711

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

### Demographics

**Principal: Jamie Sidoruk**

Start Date for this Principal: 8/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	57%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (62%) 2016-17: A (62%) 2015-16: C (53%) 2014-15: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## East Ridge Middle School

13201 EXCALIBUR RD, Clermont, FL 34711

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	C

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<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.

Our mission at East Ridge Middle School is to intentionally create opportunities for all students to become skilled, passionate, critical thinkers.

#### Provide the school's vision statement.

We are a dynamic, progressive, and collaborative learning community, embracing change and diversity while cultivating lifelong learners.

Our Belief is that we wear our SHIELD every day.

S – Self-motivated

H – Hardworking

I – Innovative

E – Empathetic

L – Life long learners

D – Dedicated to the success of ourselves and others.

### 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
Sidoruk, Jamie	Principal	Administrators, PASS, and overall working of the school
Moses, Nichole	Assistant Principal	Curriculum and Instruction, Guidance, Health Coordinator, Master Schedule, Testing, Cafeteria, Mental Health, & Textbooks
Wolfe, Brittany	Instructional Coach	Overseeing implementation and progress monitoring of reading intervention and framework, literacy, small group instruction, FAIR testing and monitoring
Spencer, Janice	Other	Maintain and Progress Monitoring of AVID Demonstration status, Elective/CTE Department Chair
Everett, Christine	Assistant Principal	AVID, ESE/504-MTSS, Agoge Academy, Community Relations and Teacher Assistance
Gomez, Frank	Assistant Principal	School Safety, Facilities, iPD, PBIS, Custodians, & TEAM Expert

### 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	345	347	413	0	0	0	0	1105	
Attendance below 90 percent	0	0	0	0	0	0	17	16	29	0	0	0	0	62	
One or more suspensions	0	0	0	0	0	0	31	41	49	0	0	0	0	121	
Course failure in ELA or Math	0	0	0	0	0	0	5	12	6	0	0	0	0	23	
Level 1 on statewide assessment	0	0	0	0	0	0	20	17	29	0	0	0	0	66	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

#### 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	34	51	72	0	0	0	0	157	

#### 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	1	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4	

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

70

#### Date this data was collected or last updated

Wednesday 9/4/2019

#### 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	20	43	43	0	0	0	0	106	
One or more suspensions	0	0	0	0	0	0	24	47	44	0	0	0	0	115	
Course failure in ELA or Math	0	0	0	0	0	0	20	27	56	0	0	0	0	103	
Level 1 on statewide assessment	0	0	0	0	0	0	33	44	59	0	0	0	0	136	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

#### 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	118	177	231	0	0	0	0	526	

#### 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	20	43	43	0	0	0	0	106	
One or more suspensions	0	0	0	0	0	0	24	47	44	0	0	0	0	115	
Course failure in ELA or Math	0	0	0	0	0	0	20	27	56	0	0	0	0	103	
Level 1 on statewide assessment	0	0	0	0	0	0	33	44	59	0	0	0	0	136	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	118	177	231	0	0	0	0	526	

**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	65%	50%	54%	58%	47%	52%
ELA Learning Gains	59%	52%	54%	56%	50%	54%
ELA Lowest 25th Percentile	45%	44%	47%	41%	39%	44%
Math Achievement	69%	56%	58%	64%	54%	56%
Math Learning Gains	68%	55%	57%	65%	56%	57%
Math Lowest 25th Percentile	62%	46%	51%	54%	45%	50%
Science Achievement	61%	49%	51%	55%	46%	50%
Social Studies Achievement	82%	70%	72%	82%	72%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	345 (0)	347 (0)	413 (0)	1105 (0)
Attendance below 90 percent	17 (20)	16 (43)	29 (43)	62 (106)
One or more suspensions	31 (24)	41 (47)	49 (44)	121 (115)
Course failure in ELA or Math	5 (20)	12 (27)	6 (56)	23 (103)
Level 1 on statewide assessment	20 (33)	17 (44)	29 (59)	66 (136)
	0 (0)	0 (0)	0 (0)	0 (0)

**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
06	2019	63%	52%	11%	54%	9%
	2018	62%	47%	15%	52%	10%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	59%	49%	10%	52%	7%
	2018	60%	48%	12%	51%	9%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
08	2019	66%	54%	12%	56%	10%
	2018	66%	55%	11%	58%	8%
Same Grade Comparison		0%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	58%	53%	5%	55%	3%
	2018	57%	49%	8%	52%	5%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	67%	58%	9%	54%	13%
	2018	66%	59%	7%	54%	12%
Same Grade Comparison		1%				
Cohort Comparison		10%				
08	2019	49%	39%	10%	46%	3%
	2018	35%	39%	-4%	45%	-10%
Same Grade Comparison		14%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	58%	49%	9%	48%	10%
	2018	59%	51%	8%	50%	9%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	71%	9%	71%	9%
2018	81%	70%	11%	71%	10%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	52%	41%	61%	32%
2018	90%	62%	28%	62%	28%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018	0%	50%	-50%	56%	-56%
Compare		0%			

### 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	31	50	51	39	62	55	27	66	42		
ELL	36	59	52	48	64	67	26	57	55		
AMI	56	56		56	69						
ASN	77	52	20	82	73		74	86	83		
BLK	54	55	44	61	65	57	49	66	87		
HSP	60	60	45	63	67	58	53	83	72		
MUL	64	53	33	68	69	63	45	75	80		
WHT	69	62	50	74	68	69	68	86	82		
FRL	52	55	45	55	62	58	47	73	68		

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	21	43	40	27	39	34	23	44	36		
ELL	33	50	47	48	50	36		45			
AMI	67	67		75	50						
ASN	79	64		80	74		75	82	71		
BLK	50	50	50	48	49	38	39	82	63		
HSP	62	59	53	60	56	44	56	78	66		
MUL	54	46	33	43	43	39	44	75	60		
WHT	69	62	52	72	62	49	73	87	72		
FRL	56	56	50	56	53	45	52	74	74		
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	17	35	30	22	48	43	14	44			
ELL	19	50	56	37	69	62		50			
AMI	46	42		77	75						
ASN	64	63		70	71	83	65	95	95		
BLK	42	50	43	49	59	47	51	71	77		
HSP	56	53	37	57	63	55	43	78	80		
MUL	48	54	48	62	61	56	42	87	75		
WHT	64	59	41	71	66	51	62	86	79		
FRL	45	50	39	53	60	53	42	77	75		

### 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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	641
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	59
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
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	60
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	61
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	61
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	70
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	58
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 lowest performance shown was in the ELA lowest 25% percentile component. The intervention time that was given was not maximized in our ELA classrooms.

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

The ELA lowest 25% percentile component also showed the biggest decline. The intervention time that was given was not maximized in our ELA classrooms. In addition, the ELA department was not teaching to the full intent of the standard.

**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.**

None

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

The Math lowest quartile made the most improvement with 17% gain from the prior year. The use of Freckle and targeted instruction during our intervention block.

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

As we get closer to progress reports and the end of the first quarter we would like to focus on the students that have multiple Early Warning Signs (Specifically students missing more than 10% of school, discipline and students failing ELA/Math). We will monitor students who have been retained at least once, failing one or more core content and/or have attendance concerns. Support will be given directly to student during SHIELD by either a content area teacher, literacy coach, counselor, PASS, administrator, behavior interventionist, and/or Mental Health Liaison depending on the need

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

1. ELA Lowest Quartile
2. ELA Learning Gains
3. ELA Achievement
4. Reduce the amount of office discipline referrals

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Academic Incorporation AVID Strategies (WICOR) in All Content Areas
<b>Rationale</b>	As an AVID National Demonstration School, the goal is to increase use and understanding of the Writing, Inquiry, Collaboration, Organization, and Reading strategies in all content areas, with an intense focus on the non-core content areas. The rationale is to assist in increasing our overall student proficiency in ELA and math, concentrating on infusing WICOR strategies across all contents will give students more opportunities to practice and deepen understanding of content. The AVID elective class also supports students in rigorous courses. In the AVID elective classes and during SHIELD block we will provide academic tutors/mentors, who are currently attending college, to assist in providing tools and WICOR strategies for all content areas for student success in all content areas.
<b>State the measurable outcome the school plans to achieve</b>	While the leadership team does learning walks each week, we should see an increase of 10% in the use of WICOR strategies being implemented each month.
<b>Person responsible for monitoring outcome</b>	Christine Everett (everettc@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	AVID Writing, Inquiry, Organization, Collaboration & Organization.
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify strengths and growth areas for the use of AVID WICOR strategies.</li> <li>2. Hire, train, and use 4 AVID Tutors to continue supporting WICOR strategies in the AVID elective classes and intervention blocks.</li> <li>3. Identify high yield strategies of WICOR that can be incorporated in each core and non-core content area that will enhance learning.</li> <li>4. PD for teachers on implementation and expectations.</li> <li>5. Increase use and functionality of technology to enhance instruction and engagement</li> <li>6. Learning walk collect data and make adjustments.</li> </ol>
<b>Person Responsible</b>	Janice Spencer (spencerj@lake.k12.fl.us)



#2	
<b>Title</b>	Intervention/Enrichment Time During the School Day
<b>Rationale</b>	East Ridge Middle School made significant learning gains in Math from the 2018 FSA. Our learning gains in ELA were not as significant, especially with our lowest quartile. We will continue the interventions with the lowest quartile in math and begin an intense focus on the lowest quartile in ELA during our intervention block.
<b>State the measurable outcome the school plans to achieve</b>	We expect a 3% gain in ELA and Math Achievement and lowest quartile.
<b>Person responsible for monitoring outcome</b>	Nichole Moses (mosesn@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Use of Freckle in ELA & Math 6th & 7th grade along with station rotation. One of the stations will be teacher-led instructed intervention. Use of IXL in ELA & Math in 8th grade along with station rotation. One of the stations will be teacher-led instructed intervention.
<b>Rationale for Evidence-based Strategy</b>	Using Freckle & IXL in Math last year proved to increase scores and learning gains for our lowest quartile & Math Achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify students level 1 in math &amp; level 1 in reading.</li> <li>2. Schedule students that are level 1 in math with their team math teacher during SHIELD block</li> <li>3. Schedule students that are level 2 in ELA with their team ELA teacher during SHIELD block</li> <li>4. Create a plan for the first 3 weeks.</li> <li>5. Create goals for each department with strategies that can be used across content in SHIELD block to support ELA and/or math in science and/or social studies.</li> <li>6. Vet teams plan for moving students during SHIELD block to get assistance in other subject areas, in order to keep students on track.</li> <li>7. Purchase and integrate an intervention program (IXL, ALEKS, etc) to assist with math and/or ELA to help students that are level 1 in this content area. - IXL (8th) &amp; Freckle (6th &amp; 7th)</li> <li>8. Throughout the year, offer Course Recovery through Edgenuity before school to assist students who have failed a core content area class to show mastery of that content area.</li> <li>9. During the 3rd quarter, offer an ELA/Math Boot camp (Aspire) twice a week, that will assist the lower quartile students with test anxiety, testing stamina, test-taking strategies and strategies for ELA and Math.</li> <li>10. Purchase laptops to update technology in classrooms and labs to assist with intervention program to assist with delivery of intervention.</li> </ol>
<b>Person Responsible</b>	Jamie Sidoruk (sidorukj@lake.k12.fl.us)

#3	
<b>Title</b>	School-wide Positive Behavior Intervention & Support
<b>Rationale</b>	East Ridge Middle is experiencing a high number of discipline referrals for level 1 or level 2 offense. Specifically, inappropriate conduct and defiance of authority are the most frequent offenses. We are in our 2nd year of our newly adopted vision, mission, and belief. This is being infused through out the school by posters in every class and common areas. Belief is stated everyday during announcements, and incentives/awards are given for faculty, staff, and students demonstrating our belief each month.
<b>State the measurable outcome the school plans to achieve</b>	We plan to decrease our number of offenses by 10% by the end of the year.
<b>Person responsible for monitoring outcome</b>	Frank Gomez (gomezf@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Positive Behavior Intervention & Support Restorative Practice Circles
<b>Rationale for Evidence-based Strategy</b>	East Ridge Middle School will increase student engagement, self-efficacy and responsibility for all students through the implementation of a school-wide Positive Behavior Interventions & Support System. Trust and respect between students and teachers will increase. Students will understand and begin to demonstrate the characteristics of SHIELD: Students will be self-motivated, hardworking, innovative, empathetic, life-long learners, dedicated to the success of themselves and others.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Focusing on the belief statement in every area of campus and the positive behaviors around campus will decrease level 1 and 2 offenses. In order to assist in promoting our school mission, vision, and beliefs around campus, we will purchase poster maker supplies to help.</li> <li>2. Taking time to explain the various offenses to students and teachers, as well as creating a plan so that the offenses does not occur.</li> <li>3. Repeat offenders from last year will be in counseling or a behavior intervention group during SHIELD using LEAPS lessons and setting short term attainable goals.</li> <li>4. Creation &amp; implementation of behavior tracking sheet with 4 or more intervention strategies.</li> <li>5. Daily announcement about Spartans taking up their SHIELDS daily.</li> <li>6. Create reward system to acknowledge students and staff.</li> <li>7. Recognize students and staff among their peers for attendance, bringing up grades, honor roll and daily demonstrating our beliefs.</li> <li>8. Work with community to get recognition gifts/prizes for students and staff recognized for daily demonstrating our beliefs.</li> <li>9. Incorporate restorative practices within the discipline procedures and routines and at faculty meetings.</li> </ol>
<b>Person Responsible</b>	Frank Gomez (gomezf@lake.k12.fl.us)

#4	
<b>Title</b>	Purpose and Collaborative Learning through use of Reading, Writing, Thinking, & Speaking
<b>Rationale</b>	Based on data from learning walks last year and our ELA data, we have discovered a disconnect between students' understanding the purposes of the lesson and teachers intended purpose. Research shows that focused teacher clarity has a .75 effective size on student achievement. Students should be able to know what they are learning, why they are learning, and how they will know they have learned it.
<b>State the measurable outcome the school plans to achieve</b>	Increase of 3% in Math, Science, & ELA achievement levels. When 90% of our students in all classrooms, 90% of our time can answer the following questions: What are you learning, Why are you learning it, How do you know you have learned it, we will achieve our goal.
<b>Person responsible for monitoring outcome</b>	Jamie Sidoruk (sidorukj@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	Continued implementation of DuFour's PLC model and learning and strategies from Better Learning through structured teaching by Fischer and Frey
<b>Rationale for Evidence-based Strategy</b>	John Hattie's research shows that focused teacher clarity and intentional collaborative planning with teachers will increase student achievement. Using these two strategies along with professional development and constructive learning walk feedback will assist in increasing our student proficiency in all areas.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide teachers PD on purpose, DuFour's PLC, collaborative learning, and teacher clarity</li> <li>2. Monitor implementation and provide feedback to teachers using ERMS Learning Walk Feedback, District Learning Walk tool, &amp; select voluntary targeted feedback cycle.</li> <li>3. Allow teachers time to observe other teachers in the classrooms who prove to be model classrooms in the areas of purpose, clarity and/or collaborative learning</li> <li>4. Provide common planning time within the school day, with a focus on intentional collaboration of creation of common lesson plans and assessments</li> </ol>
<b>Person Responsible</b>	Frank Gomez (gomezf@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.**

n/a

**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.**

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

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

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

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

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

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

All students in middle school start out in Tier 1. The first indicators of unsuccessful students will be identified through benchmark data and prior year FSA results. The school has developed a plan for the implementation and delivery of Tier 2 Reading and Math interventions. The lowest 20%tile students identified will receive these interventions.

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

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

**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.**

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

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

n/a

## Part V: Budget

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

1	III.A.	Areas of Focus: Academic Incorporation AVID Strategies (WICOR) in All Content Areas	\$0.00
2	III.A.	Areas of Focus: Intervention/Enrichment Time During the School Day	\$0.00
3	III.A.	Areas of Focus: School-wide Positive Behavior Intervention & Support	\$0.00
4	III.A.	Areas of Focus: Purpose and Collaborative Learning through use of Reading, Writing, Thinking, & Speaking	\$0.00
Total:			\$0.00