

Lake County Schools

East Ridge Middle School



2020-21 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: 8/18/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2019-20 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: A (66%) 2017-18: A (62%) 2016-17: A (62%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* 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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Sidoruk, Jamie	Principal	Started July 2018, Responsible over other 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 Assistants
Gomez, Frank	Assistant Principal	School Safety, Facilities, iPD, PBIS, Custodians, & TEAM Expert

Demographic Information

Principal start date

Tuesday 8/18/2020, Jamie Sidoruk

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

67

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 School Improvement (SI) Information*	
SI Region	Central

Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	256	307	312	0	0	0	0	875	
Attendance below 90 percent	0	0	0	0	0	0	16	22	40	0	0	0	0	78	
One or more suspensions	0	0	0	0	0	0	20	19	26	0	0	0	0	65	
Course failure in ELA	0	0	0	0	0	0	7	1	3	0	0	0	0	11	
Course failure in Math	0	0	0	0	0	0	7	1	3	0	0	0	0	11	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	20	17	0	0	0	0	37	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	20	17	0	0	0	0	37	

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	57	70	0	0	0	0	161

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	1	0	1	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1	

Date this data was collected or last updated

Wednesday 8/26/2020

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		
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	

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	

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		
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	

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	

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	
	(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.

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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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		

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
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
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	68

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 data component that showed the lowest performance in the truncated 2019-2020 school year was our mid-year 8th Grade Math and Algebra data points. Contributing factors include scheduling as many students into Algebra as we can. 245 students took the Algebra mid-year test, while only 155 students took the 8th Grade Math mid-year. This shows that many students went from regular 7th grade math to Algebra. These students, while capable, come to Algebra with gaps in their knowledge based on the different maps of Advanced 7th Math and regular 7th Math. We were working on closing that gap by providing intervention for these advanced students during our SHIELD block. We usually reserve our math teachers for those Math students in the lowest quartile. 2019-2020 we made a change at the halfway mark to intervene on behalf of these Algebra students in order to fill those gaps. For our 8th Math students, these are students who historically have rarely, or never, risen to an achievement level of 3 or higher on FSA Math assessments. We use their SHIELD Block to strategically aim at and target those standards at the base level of the grade-level standards and work our way up, prescribing appropriate interventions to fill those missing bricks in the wall of their math knowledge.

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

Algebra showed the greatest decline from Mid-Year to Mid-Year. At the mid-year of 2019-2020 only 68% of our Algebra students showed an achievement level of 3 or above. 2018-2019 Algebra EOC was passed at a level 3 or above by 93% of our students. Again, I think the decline at the mid-year mark was due to placing an abundance of students into Algebra sections that did not have the prerequisite skills from 7th grade Math due to the difference in the expected curriculum between Advanced 7th Math and Regular 7th Math. We were working to close that gap prescriptively during our SHIELD Block for those students who went from Regular 7th Math to Algebra.

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.

We did not have State data for 2019-2020. Going into 2019 we were not behind the state average in any area of the data except in ELA Low 25% Learning Gains. Both East Ridge Middle School saw 45% of our students in that category show learning gains while overall in the State of Florida, 47% of those students showed learning gains. This gap is a gap of 2%. This has been a trend, showing similar percentages for the last four years. 2016 saw 41% of the lowest 25% make learning gains in ELA, 2017 41%, 2018 50%. We see this consistent data with the lowest 25% because of the cyclical nature of ELA Standards. We were working to correct this by 2020 testing through our SHIELD Block with ELA teachers. We were teaching our ELA and Intensive Reading teachers how to look at data and prescribe interventions for their students, especially those students classified as our lowest 25%.

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

Going into 2019 the area that showed the most improvement was Math Lowest Quartile Learning Gains which had gone from 45 in 2018 testing to 62 in 2019 testing. We attribute this improvement to the commitment to prescriptive intervention during our SHIELD Block. Our math teachers used diagnostic software (Freckle and/or iXL) to find out what the students did not know that they should know. They then designed and taught lessons to target those areas. The prescribing and designing of interventions took place during our IPD days.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

While suspensions were down across the board from the year before, there were other variables that could have contributed (i.e.: not being in school after spring break). The data still needs to improve. Attendance among our eighth graders is also an area of concern.

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

1. Use our SHIELD Block to diagnose gaps in knowledge and prescribe interventions to target those gaps.
2. Use our PASS program to teach students appropriate behaviors and reactions before OSS.
3. Utilize our PBIS committee to research and prescribe TIER I support that may help limit absences.
4. Utilize AVID strategies campus-wide to help our students adjust to distance and digital learning.
5. Utilize our SAI Budget to target areas of improvement for our students who scored Level 1 or Level 2 the last time they took a statewide assessment.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Academic Incorporation of AVID Strategies (WICOR) in all content areas**Area of Focus Description and Rationale:**

Looking at the test scores of our incoming fifth graders shows us year after year that the majority of our incoming students come to us as at achievement level or higher. However, also looking at our feeder elementary schools, the percentage of students performing at grade level or higher decreases from 3rd grade to 4th grade, and again from 4th grade to 5th grade. The well-researched AVID strategies of WICOR have been shown to bring students who are at grade level performance and catapult them into college readiness. The strategies also bring students who score a smidge below grade level up to a level of on-grade-level performance. As an AVID National Demonstration School and Site of Distinction, the focus is to increase frequency of use and understanding of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in all content areas, including non-core content areas. The rationale is that this intense focus on teaching students to make use of their opportunities to write, inquire, collaborate, organize, and read will assist in increasing overall proficiency in ELA and Math and deepen understanding in any content area. The AVID Elective class also supports students in their most rigorous core-content courses. In the AVID Elective and in our 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.

Measurable Outcome:

The leadership team should see an increase of 10% in the use of WICOR strategies being implemented each month of school for 2020-2021. These can be seen on the district learning walk tool using the check boxes for Reading, Writing, Thinking, Talking.

Person responsible for monitoring outcome:

Christine Everett (everettc@lake.k12.fl.us)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:**Action Steps to Implement**

Identify strengths and growth areas for the use of AVID WICOR strategies

Person Responsible

Janice Spencer (spencerj@lake.k12.fl.us)

Hire, train, and use 4 AVID Tutors to continue supporting WICOR strategies in the AVID elective classes and intervention blocks

Person Responsible

Janice Spencer (spencerj@lake.k12.fl.us)

Identify high yield strategies for WICOR that can be implemented in each content area that will enhance student learning

Person Responsible

Janice Spencer (spencerj@lake.k12.fl.us)

PD for teachers on implementation and expectations for WICOR strategies and how it relates to their other learning around Independent Learning.

Person Responsible Janice Spencer (spencerj@lake.k12.fl.us)

Learning walk data collection and application

Person Responsible Janice Spencer (spencerj@lake.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

The Intervention/Enrichment Block is the opportunity for ELA and Math teachers, during the school day, to implement prescribed interventions for their own students who are categorized as the lowest 25% in a setting with fewer students. Based on the data from our 2019 testing concerning our lowest 25% in ELA, and from 2018 concerning our lowest 25% in Math and ELA, an intense focus on Intervention provided to our lowest 25% is needed. The intense focus on this time of the day combines three of John Hattie's most impact-full educational practices: Collective Teacher Efficacy, Teacher Estimates of Student Achievement, and Response to Intervention

Measurable Outcome: More than 60% of students placed in ELA and Math SHIELD Block classes with show learning gains on statewide assessments.

Person responsible for monitoring outcome: Jamie Sidoruk (sidorukj@lake.k12.fl.us)

Evidence-based Strategy: Response to Intervention will be implemented through the scheduled Intervention time during the school day for this Area of Focus to increase the percentage of students in the Lowest 25% ELA subgroup that show learning gains over the 60% mark. The percentage of students in the Lowest 25% Math subgroup will continue to show learning gains over the 60% mark. Before and after school tutoring will be available after Mid-Year formative assessments based on student performance data from those mid-year assessments.

Rationale for Evidence-based Strategy: If we implement, monitor, and support Response to Intervention in our ELA and Math SHIELD Blocks, we will see over 60% of our Lowest 25% ELA and Math students show learning gains on 2021 Statewide assessments.

Action Steps to Implement

Schedule students that are in the Lowest 25% subgroup for ELA in SHIELD Block classes with their ELA teachers.

Person Responsible Nichole Moses (mosesn@lake.k12.fl.us)

Schedule students that are in the Lowest 25% subgroup for Math in SHIELD Block classes with their Math teachers.

Person Responsible Nichole Moses (mosesn@lake.k12.fl.us)

Provide resources pertaining to Response to Intervention for the ELA and Math teachers

Person Responsible Jamie Sidoruk (sidorukj@lake.k12.fl.us)

Provide training for ELA and Math teachers on the resources for Response to Intervention

Person Responsible Brittany Wolfe (wolfeb@lake.k12.fl.us)

Provide time for ELA and Math teachers to work together to design and prescribe interventions for their individual students in their SHIELD Block classes

Person Responsible Frank Gomez (gomezf@lake.k12.fl.us)

Ensure ELA teachers know how to use formative assessments to prescribe interventions for their students in the lowest 25%

Person Responsible Christine Everett (everettc@lake.k12.fl.us)

Ensure Math teachers know how to use formative assessments to prescribe interventions for their students in the lowest 25%

Person Responsible Frank Gomez (gomezf@lake.k12.fl.us)

Monitor progress of lowest 25% in ELA and Math on Q1 and Mid-Year formative assessments and make adjustments in SHIELD block roster accordingly if necessary.

Person Responsible Frank Gomez (gomezf@lake.k12.fl.us)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Based on EWS data from the Needs Assessment/Analysis section, out of school suspensions is one of our most critical areas of focus. This Area of Focus was identified as a critical need because of avoidable out of school suspensions which negatively impact student learning.
Measurable Outcome:	By focusing on this area, we expect to see a decrease in the number of students with out of school suspensions from 121 to less than 100.
Person responsible for monitoring outcome:	Frank Gomez (gomezf@lake.k12.fl.us)
Evidence-based Strategy:	Positive Behavior Intervention and Supports will be used to decrease the number of students with out of school suspensions from 121 to less than 100. Some PBIS strategies that will be used will include but not be limited to school wide rewards and recognition for students who display our desired character traits of SHIELD (Self-Motivated, Hard Working, Innovative, Empathetic, Life-Long-Learners, Dedicated to the success of ourselves and others; providing teachers with a common classroom intervention list, and providing students with agendas. To monitor this strategy, discipline data will be analyzed monthly by the PBIS Team and adjustments made to the PBIS plan and PASS program. We will begin our Guiding Coalition Team to make sure all of our students have equitable experiences on our campus and with our teachers.
Rationale for Evidence-based Strategy:	If we implement, monitor, and support PBIS strategies, and go forward with our guiding coalition there will be a decrease in the number of students out of school suspended.

Action Steps to Implement

PBIS Committee meets before the start of the school at least quarterly to plan, analyze discipline data, and adjust plans.

Person Responsible Frank Gomez (gomezf@lake.k12.fl.us)

PBIS Committee works with PASS Instructor to plan and implement lessons based on discipline areas of focus as evidenced by discipline data.

Person Responsible Frank Gomez (gomezf@lake.k12.fl.us)

Puts together a Guiding Coalition of faculty and staff members that are charged with ensuring equitable experiences for all of our students and teachers at East Ridge Middle School.

Person Responsible Jamie Sidoruk (sidorukj@lake.k12.fl.us)

#4. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

With the relentless movement towards online learning, even in the face-to-face classroom setting, an intense focus on making reading, writing, thinking, and talking a part of independent learning is necessary. We know that reading, writing, thinking, and talking are elements that we MUST see across every content area if we want to see an increase in student achievement and we cannot lose sight of that despite the limitations of online learning and the necessity of over-reliance on independent learning in the COVID-19 world in which we live. This year, we will have an intense focus on the Independent Learning phase of Fisher&Frey's Gradual Release Model from Better Learning through Structured Teaching.

Measurable Outcome:

With an intense focus on this area, we expect to not see a decrease in achievement or learning gains from our 2019 statewide assessment data to our 2021 statewide assessment data, despite the time away from face-to-face instruction so many of our students have endured.

Person responsible for monitoring outcome:

Jamie Sidoruk (sidorukj@lake.k12.fl.us)

Evidence-based Strategy:

Reading, writing, thinking, and talking will be used across all content areas in order to keep our statewide assessment data from decreasing in any area. To monitor this strategy, the leadership team will conduct learning walks in all classrooms across content areas. The leadership teams findings will be analyzed monthly by Mr. Sidoruk.

Rationale for Evidence-based Strategy:

If we implement, monitor, and support reading, writing, thinking, and talking across all content areas, our statewide assessment data will not show decreases in any category.

Action Steps to Implement

Develop a learning walk calendar and rotation for the leadership team that ensures all classrooms are walked weekly.

Person Responsible

Jamie Sidoruk (sidorukj@lake.k12.fl.us)

Set the purpose and "look-for's" for each week's learning walks, making sure to regularly include Independent Learning as a "look-for".

Person Responsible

Jamie Sidoruk (sidorukj@lake.k12.fl.us)

Ensure professional development is available and offered to teachers in regards to how best to implement reading, writing, thinking, and talking into their online classroom routines and assignments, even in independent learning situations.

Person Responsible

Frank Gomez (gomezf@lake.k12.fl.us)

Collect and analyze data in regards to reading, writing, thinking, and talking based on learning walks.

Person Responsible

Jamie Sidoruk (sidorukj@lake.k12.fl.us)

Share findings from the analyzing of learning walk data with the staff in a way that promotes more reading, writing, thinking, and talking across all content areas, in every lesson and encourages teachers to use the

Independent Learning phase of instruction as they learn more about the strategies they can use through school based PD.

Person Responsible Jamie Sidoruk (sidorukj@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

After identifying our areas of focus, there are no other schoolwide improvement priorities that were identified in 2.E.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Building a positive school culture starts at the top of any school hierarchy. Every morning, Principal Sidoruk (Mr. Sid) ends morning announcements with the call for all teachers, students, and staff to pick up their SHIELDS. Spartans are Self-motivated, Hard working, Innovative, Empathetic, Life-long learners, Dedicated to the success of themselves and others. Many days during morning and afternoon announcements, Mr. Sid lets students know he loves them. Teachers recognize, and the PBIS Committee incentivizes, those SHIELD characteristics in students and staff. Any staff member can nominate a student for a SHIELD Award, and at every Faculty Meeting begins with reading "Spartan Shout-Out" cards - thank you cards filled out by staff members for other staff members. Each month we also recognize a Faculty Member of the Month and a Staff Member of the Month. Gifts are always donated from local organizations and businesses. As a school, we limit our focus when it comes to instructional practice development to only a few things at a time that we know are high-impact focuses; AVID Strategies across all subject areas, Reading/Writing/ Thinking/Talking across all subject areas, and Fisher&Frey's Gradual Release Model.

Families are invited to come to the school campus beginning as early as February the school year before they come to Middle School. They meet the principal, assistant principal, counselor, and teachers that are scheduled to be their points of contact when they come on campus as 6th Graders. During the summer, closer to the start of school we host families again; offering School Tours for families new to East Ridge, and Schedule/ID/Textbook pick-up events for those returning students. All parents and community members are invited to be a part of our SAC Committee each year. We hold monthly meetings the first Tuesday of each month. We keep our SAC Committee and visitors abreast of all the news from the school, including Community Events of which we will take part, Safety Updates, our AVID Club Activities, our fine arts and performing arts events, our school data, Spirit Nights at local restaurants and businesses, any

donations from local businesses, and all other happenings regarding East Ridge Middle School. Administrators and counselors work together with schools in our feeder patterns in both directions to aid in vertical planning and curriculum alignment, both academic and social-emotional. Our Administrators routinely reach out to local business and request partnerships with various initiatives and events. This year, we have begun to form a committee that has a goal of creating a more equitable experience for all of our students that come through East Ridge Middle School.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Academic Incorporation of AVID Strategies (WICOR) in all content areas	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00