East Ridge High School

2021-22 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: 8/12/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	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	61%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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

Name	Position 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.
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, Reading and Testing.
Hunt, Keith	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 Mathematics, Physical Education/HOPE, and Athletics.
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, ELL, Guidance, and curriculum.
Santos, Daniel	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 Foreign Language, and ESE.
Sochocki, Eric	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 Science, Fine/Performing Arts, and Food Service.
Decerbo, Samantha	Teacher, K-12	Fine/Performing Arts Department Chair
Furber, Clarissa	Teacher, K-12	Foreign Language Department Chair

Name	Position Title	Job Duties and Responsibilities
Hoskinson, Renee	Instructional Coach	Reading Department Chair and Literacy Coach
King, Justin	Teacher, Career/Technical	Career/Technical Department Chair
Land, Wendy	Teacher, K-12	Science Department Chair
Long, Carly	Teacher, K-12	English Language Arts Department Chair
Marconi, Nicole	Teacher, ESE	ESE Department Chair
Mollet, Grant	Teacher, K-12	Social Science Department Chair
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, technology and PASS.
Pearson, Patti	School Counselor	Guidance Department Chair
Shaffer, Craig	Teacher, K-12	Mathematics Department Chair
Moses, Tessine	Graduation Coach	Graduation Facilitator

Demographic Information

Principal start date

Thursday 8/12/2021, Julie Robinson Lueallen

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.*

2

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.*

15

Total number of teacher positions allocated to the school

113

Total number of students enrolled at the school

2,454

Identify the number of instructional staff who left the school during the 2020-21 school year.

25

Identify the number of instructional staff who joined the school during the 2021-22 school year.

21

Demographic Data

Early Warning Systems

2021-22

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	642	645	672	564	2523
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	131	116	154	88	489
One or more suspensions	0	0	0	0	0	0	0	0	0	29	23	32	13	97
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	35	32	5	72
Course failure in Math	0	0	0	0	0	0	0	0	0	0	40	216	116	372
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	77	81	89	69	316
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	162	57	33	252
Number of students with a substantial reading deficiency	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	0	0	0	239	376	307	141	1063

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	52	3	55
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	3	2	2	10

Date this data was collected or last updated

Thursday 8/12/2021

2020-21 - 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	0	0	0	587	552	590	541	2270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	64	82	82	124	352
One or more suspensions	0	0	0	0	0	0	0	0	0	39	36	24	11	110
Course failure in ELA	0	0	0	0	0	0	0	0	0	55	59	17	6	137
Course failure in Math	0	0	0	0	0	0	0	0	0	55	59	17	6	137
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	88	73	95	33	289
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	81	64	59	20	224

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	348	347	336	320	1351

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	19	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	1	5	1	10

2020-21 - 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	0	0	0	587	552	590	541	2270
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	64	82	82	124	352
One or more suspensions	0	0	0	0	0	0	0	0	0	39	36	24	11	110
Course failure in ELA	0	0	0	0	0	0	0	0	0	55	59	17	6	137
Course failure in Math	0	0	0	0	0	0	0	0	0	55	59	17	6	137
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	88	73	95	33	289
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	81	64	59	20	224

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	19	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	1	5	1	10

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	50%	56%	60%	49%	56%
ELA Learning Gains				52%	46%	51%	53%	49%	53%
ELA Lowest 25th Percentile				37%	33%	42%	43%	44%	44%
Math Achievement				51%	44%	51%	57%	50%	51%
Math Learning Gains				50%	45%	48%	50%	47%	48%
Math Lowest 25th Percentile				41%	36%	45%	43%	41%	45%
Science Achievement				80%	68%	68%	78%	65%	67%
Social Studies Achievement				80%	69%	73%	80%	72%	71%

Grade Level Data Review - State Assessments
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
09	2021					
	2019	58%	47%	11%	55%	3%
Cohort Comparison						
10	2021					
	2019	57%	48%	9%	53%	4%
Cohort Comparison		-58%				

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
2021					
2019	80%	66%	14%	67%	13%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	67%	12%	70%	9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	36%	52%	-16%	61%	-25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	49%	8%	57%	0%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

9th & 10th ELA & Mathematics - Lake Standards Assessment, APM (ELA Only), Pre-AP Unit Checks
11th & 12th ELA - Concordant scores, Khan Academy
11th & 12th Mathematics - Concordant scores
10th Biology - Lake Standards Assessments
11th US History - Lake Standards Assessments

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	25	23	25	29	30	50	44		98	42
ELL	28	51	42	25	33	39	49	68		100	62
AMI	29	38									
ASN	66	41		56	23		90	87		97	87
BLK	45	41	33	30	31	36	72	64		100	64

2021 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 2019-20	C & C Accel 2019-20
HSP	43	44	34	35	28	33	67	76		99	73
MUL	46	46		39	24		83	69		100	64
WHT	64	47	32	54	31	23	80	85		98	77
FRL	42	38	29	32	27	30	70	71		98	66

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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	49
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	34
Native American Students Subgroup Below 41% in the Current Year?	YES
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	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	53
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	59
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	
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	59
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Grade level trends - Achievement equal to or higher than district and state with the exception of Algebra 1. Overall achievement and learning gains dropped from 2019.
Subgroup trends - ESSA data shows subgroups above the minimum 41% mark except for Students with Disabilities (37%).
Core content area trends - Overall achievement and learning gains in ELA and Math decreased from 2019 to 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Achievement and learning gains in Algebra 1.
Achievement and learning gains of Students with Disabilities.
Learning gains for lower quartile in Algebra 1 and 9th/10th ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors: Attendance and mobility during a pandemic, leading to inconsistent instruction. Lake Live student scores were consistently lower than their traditional counterparts.
New Actions: All students enrolled in school are traditional. Consistent instructional practice using the Lake County Instructional Framework to include consistent and timely instructional feedback.
Professional Learning Communities focused on instructional improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

College and Career Acceleration and Graduation Rate

What were the contributing factors to this improvement? What new actions did your school take in this area?

For the past two years, we have focused on improving College and Career Readiness, targeting specific subgroups that, though they are graduating with a diploma, they were not graduating ready to enter the workforce. We coordinated with Career-Technical teachers about recruitment and retention of students in program pathways, industry testing and remediation for retakes, parent and community marketing about programs and support with guidance counseling and scheduling.

What strategies will need to be implemented in order to accelerate learning?

1. Professional Learning Communities for all content areas on Thursdays with common planning periods.
2. Flextime - Student re-teaching and remediation time within the school day.
3. SAI and AP funded tutoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Leadership team and teacher-leaders, along with administration, continue to train faculty in PLC work, using data and resources from Solution Tree. Wednesday's are content planning days targeting lesson plans and resources for the following week. Thursdays are designated PLC days during common planning, targeting review of student work, identifying trends within the student work and instructional practice within those trends, and collaboration on how the instruction can change to remediate, re-teach, or accelerate individual students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teacher-leaders will continue to participate in PLC professional development in order to support all teachers at East Ridge High School.
Flextime will be twice a week through the fall and move to 4x's per week in the spring semester.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Based on the core content data from the Needs Assessment/Analysis section School Data Review, achievement in all tested content areas, and learning gains within ELA and Math, are critical areas of focus. These areas were identified as critical needs because we were below the state and district in achievement in ELA and Algebra 1, we dropped in learning gains in ELA and Math, and we dropped in achievement for Biology, Geometry and US History from 2019 to 2021, which places our struggling students with significant gaps in meeting mastery of entry-level high school core content areas. If we focus our instruction on Purpose, Guided Instruction, and Collaboration with our teachers through common planning and Professional Learning Community protocols, East Ridge High School student achievement will increase.
Measurable Outcome:	By focusing on this area, we expect to see the following in each designated area: Meeting High Standards in ELA: Increase from 53% to 63% Making Learning Gains in ELA: Increase from 45% to 52% ELA Lower Quartile Gains: Increase from 33% to 45% Making High Standards in Math: Increase from 43% to 52% Making Learning Gains in Math: Increase from 30% to 45% Math Lowest Quartile Gains: Increase from 30% to 45% Achievement in Biology: Increase from 76% to 80% Achievement in US History: Increase from 78% to 80%
Monitoring:	Quarterly summative assessments (Lake Standards Assessments, APM, and Pre-AP Unit Checks) will be used to increase achievement and learning gains as addressed in the measurable outcomes.
Person responsible for monitoring outcome:	Julie Lueallen (robinson-lueallenj@lake.k12.fl.us)
Evidence-based Strategy:	Professional Learning Communities, and the programs noted below for each area, will be used to increase student achievement and learning gains by 3% each quarter in order to meet the measurable outcome. To monitor this strategy, school data and classroom walkthrough feedback data will be analyzed quarterly by administration and leadership team. *Achieve 3000 (ELA) *StudySync (ELA) *Khan Academy (ELA) *ALEKS (Algebra & Geometry) *Flextime (all content areas)
Rationale for Evidence-based Strategy:	If we implement, monitor and support with an instructional refocus on purpose, guided instruction, and collaboration, then teachers can adjust instruction in response to student data on a weekly basis, and implement targeted re-teaching and remediation in support of all students, increasing achievement and learning gains.

Action Steps to Implement

1. Provide all Level 1 9th & 10th grade students with Intensive Reading support.
2. Provide all ESE and ELL support within regular education classroom in all tested areas.
3. Targeted re-teach and remediation time during the school day (Flextime).
4. Weekly Professional Learning Communities using the Four Planning Questions, with a focus on Questions 3 & 4, and protocols for evaluating student work to drive instruction using the LCS District Instructional Framework.

5. Pre-AP spiraling curriculum for Algebra 1, English 1 and English 2.
6. Use of ALEKS for additional remediation support.

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

#2. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Based on the EWS data from the Needs Assessment/Analysis section list, attendance is our most critical area of focus. Attendance was identified as a critical area of need because 19% of our students missed more than 10 days of school, which significantly impacted our achievement level in all tested areas, as well as learning gains.
Measurable Outcome:	By focusing on attendance, we expect to see a decrease in absences from 19% of our students being out more than 10 days, to no more than 10% of our students being out for more than 10 days.
Monitoring:	Skyward attendance reports will be utilized to monitor progress towards our goal of decreasing the percentage of students missing 10 days or more from 19% to 10%.
Person responsible for monitoring outcome:	Brent Balkaran (balkaranb@lake.k12.fl.us)
Evidence-based Strategy:	Restorative Practices and PASS will be used to decrease the percentage of students missing more than 10 days of school. To monitor this strategy, school attendance and suspension data will be analyzed quarterly by administration and leadership team.
Rationale for Evidence-based Strategy:	If we implement, monitor and support Restorative Practices with students, and utilize PASS to ensure students continue to have access to instruction, then the percentage of students missing more than 10 days of school this year will decrease by 9%.

Action Steps to Implement

1. Establish Restorative Practices/Community Circles during opening week procedures in every class.
2. Each teacher will develop Social Contracts for their classroom during opening week.
3. Use PASS/ISS to address student behavior in lieu of OSS when possible.
4. Integrate Restorative Practices in PASS/ISS.
5. Provide additional training to new teachers on Restorative Practices during the first grading period of school.

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

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on ESSA data from the Needs Assessment/Analysis section, the Federal Index for Students with Disabilities is our most critical area of need. This area of focus was identified as a critical area of need because only our Students with Disabilities missed the federal target of 41%, coming in at 37%. If we focus our instruction on Purpose, Guided Instruction, and Collaboration with our teachers through common planning and Professional Learning Community protocols, Student with Disabilities will increase in achievement.
Measurable Outcome:	By focusing on this area, we expect to see an increase in Students with Disabilities achievement, as determined by the Federal Index, from 37% to 47%.
Monitoring:	Quarterly summative assessments (Lake Standards Assessments, APM, and Pre-AP Unit Checks) will be used to increase achievement and learning gains as addressed in the measurable outcomes.
Person responsible for monitoring outcome:	Daniel Santos (santosd@lake.k12.fl.us)
Evidence-based Strategy:	Professional Learning Communities, with tested content areas including ESE support facilitators as members of the content teams, and the programs noted below for each area, will be used to increase student achievement by 3% each quarter in order to meet the measurable outcome. To monitor this strategy, school data, classroom walkthrough feedback data will be analyzed quarterly, and PLC work monitored weekly, by administration and leadership team. *Achieve 3000 (ELA) *StudySync (ELA) *Khan Academy (ELA) *ALEKS (Algebra & Geometry) *Flextime (all content areas)
Rationale for Evidence-based Strategy:	If we implement, monitor and support with an instructional refocus on purpose, guided instruction, and collaboration, then teachers can adjust instruction in response to student data on a weekly basis, and implement targeted re-teaching and remediation in support of all students, increasing achievement and learning gains.

Action Steps to Implement	

1. Develop ESE support facilitation schedule that provides student support in tested areas and allows for one-on-one and small group instruction with the regular education teacher in the classroom.
2. Develop protocols with Learning Strategy teachers to focus instructional time on reading and math support integrated into Learning Strategy standards.
3. Tested area support facilitators will provide targeting re-teaching and remediation during flextime to support the content area standards and student mastery.

Person Responsible Daniel Santos (santosd@lake.k12.fl.us)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on the EWS data from the Needs Assessment/Analysis section list, course failures in math and achievement on Algebra 1 EOC are critical areas of focus. Course failures in math for 11th and 12th grade students is also a critical area of focus as it has a significant impact on math mastery progression and in meeting graduation requirements. Achievement on the Algebra 1 EOC is a critical need because we were below the state and district in achievement Algebra 1, we dropped in learning gains.
Measurable Outcome:	By focusing on course failures in math and Algebra 1, we expect to see a decrease in math course failures from 27% to 15% and learning gains in math increase from 30% to 45%.
Monitoring:	Skyward progress reports and D/F lists will be utilized to monitor progress towards our goal of decreasing math failures from 27% to 15%. APM reports will be utilized to monitor progress toward our goal of increasing gains by 3% each quarter.
Person responsible for monitoring outcome:	Keith Hunt (huntk@lake.k12.fl.us)
Evidence-based Strategy:	Targeted intervention through one-on-one and small group remediation during flextime will be used to support students in math mastery, thereby improving overall grades and achievement. To monitor this strategy, the D/F list will be analyzed quarterly by math teachers and administration, and APM progress reports.
Rationale for Evidence-based Strategy:	If we implement, monitor and support targeted re-teaching and remediation during flextime, the percentage of students that fail a math course this year will decrease by 12% and math achievement from 30% to 45%.

Action Steps to Implement

1. Targeted re-teach and remediation time during the school day (Flextime).
2. Weekly Professional Learning Communities using the Four Planning Questions, with a focus on Questions 3 & 4, and protocols for evaluating student work to drive instruction using the LCS District Instructional Framework.
3. Pre-AP spiraling curriculum for Algebra 1.
4. Use of ALEKS for additional remediation support.
6. Core content area faculty will attend Grading Practices PD during pre-planning.
7. Each content team will analyze grading practices within their team as part of the PLC process.
8. Teaching teams will review grading practices quarterly by analyzing D/F lists with master of standards for individual students.

Person Responsible	Keith Hunt (huntk@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

East Ridge High School is ranked 205/505 high schools statewide with a rating of moderate. Within Lake County, we are ranked 2/8 for both safety and suspensions. Violent incidents, drug/ public order incidents, and suspension are middle, and property incidents are very low. During the upcoming year, we will focus on reducing suspensions. This focus integrates into our Culture & Environment area of focus in that Restorative Practices, and use of PASS in ISS, will keep our students on campus when possible.

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.

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. 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.
Social/Emotional Support:
*Anti-Bullying Programs

*PASS
*Capturing Kids Hearts
*Storming the Castle
* Meet the Knights Curriculum

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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 the 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.
SAC - Participates in providing guidance and support for school vision, goals, policies & procedures.
South Lake Chamber of Commerce - Student recognition and support for career/job fair.
College and University Reps - Information and support of student CCR plans.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$8,201.53
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	1500-COUNTY & CITY FEES	0801 - East Ridge High School	School Improvement Funds		$8,201.53
			Notes: AVID tutors for students with identified learning gaps in core content areas within AVID courses/program.			
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation				$7,470.74
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0801 - East Ridge High School	School Improvement Funds		$7,470.74
			Notes: Extra duty pay instructional for after school tutoring for lower quartile students.			
4	III.A.	Areas of Focus: Instructional Practice: Math				$7,470.74
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0801 - East Ridge High School	School Improvement Funds		$7,470.74
			Notes: Extra duty pay instructional for after school tutoring for lower quartile students and students at-risk of not graduating.			
					Total:	$23,143.01