# East Ridge Middle School

# 2021-22 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: 6/30/2018

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 57% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Native American Students<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (66%)<br><br>2017-18: A (62%)<br><br>2016-17: A (62%) |
| **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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## 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) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | No | 58% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 54% |

### School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | A | A | A |

### School Board Approval

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### SIP Authority

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

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Sidoruk, Jamie | Principal | Started July 2018, oversees other administrators, Department Chairs, PLT Leaders, Guiding Coalition, SAC, School Budget, Clerical/Bookkeeper, Social Studies Department, CTE, and AVID, School Budget and Data and overall working of the school. |
| Gomez, Frank | Assistant Principal | Master Schedule, Guidance, Curriculum & Instruction; Mental Health, Textbooks |
| Everett, Christine | Assistant Principal | Agoge Academy, Health Coordinator, MTSS, Community Relations, Teacher Assistants, Chromebooks |
| Spencer, Janice | Instructional Coach | Progress monitoring of AVID implementation-AVID National Demonstration status |

### Demographic Information

**Principal start date**
Saturday 6/30/2018, 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**

72

**Total number of students enrolled at the school**

1,134

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

16

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

20

**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 | 340 | 373 | 419 | 0 | 0 | 0 | 0 | 1132 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 71 | 81 | 0 | 0 | 0 | 0 | 200 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 11 | 0 | 0 | 0 | 0 | 18 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 17 | 0 | 0 | 0 | 0 | 33 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 25 | 30 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 35 | 40 | 0 | 0 | 0 | 0 | 91 |
| 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 | 80 | 231 | 176 | 0 | 0 | 0 | 0 | 487 |

**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 | 1 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 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 |

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

## 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 | | | | 65% | 50% | 54% | 64% | 49% | 53% |
| ELA Learning Gains | | | | 59% | 52% | 54% | 59% | 50% | 54% |
| ELA Lowest 25th Percentile | | | | 45% | 44% | 47% | 50% | 45% | 47% |
| Math Achievement | | | | 69% | 56% | 58% | 65% | 55% | 58% |
| Math Learning Gains | | | | 68% | 55% | 57% | 58% | 56% | 57% |
| Math Lowest 25th Percentile | | | | 62% | 46% | 51% | 45% | 47% | 51% |
| Science Achievement | | | | 61% | 49% | 51% | 62% | 51% | 52% |
| Social Studies Achievement | | | | 82% | 70% | 72% | 83% | 72% | 72% |

**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 |
| 06 | 2021 | | | | | |
| | 2019 | 63% | 52% | 11% | 54% | 9% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 59% | 49% | 10% | 52% | 7% |
| Cohort Comparison | | -63% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 66% | 54% | 12% | 56% | 10% |
| Cohort Comparison | | -59% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 58% | 53% | 5% | 55% | 3% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 67% | 58% | 9% | 54% | 13% |
| Cohort Comparison | | -58% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 49% | 39% | 10% | 46% | 3% |
| Cohort Comparison | | -67% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 58% | 49% | 9% | 48% | 10% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 66% | -66% | 67% | -67% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 80% | 71% | 9% | 71% | 9% |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| **ALGEBRA EOC** | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 93% | 52% | 41% | 61% | 32% |
| **GEOMETRY EOC** | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 49% | -49% | 57% | -57% |

## Grade Level Data Review - Progress Monitoring Assessments

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

6th Grade-Performance Matters (LSAs Q1 and Mid)
7th Grade-Performance Matters (LSAs Q1, Mid, and Q3 when applicable)
8th Grade-Performance Matters (LSAs Q1, Mid, and Q3 when applicable)
Homeless flag used for economically disadvantaged.

| Grade 6 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 69 | 166 | |
| | Economically Disadvantaged | 1 | 1 | |
| | Students With Disabilities | 3 | 9 | |
| | English Language Learners | 3 | 7 | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 105 | 167 | |
| | Economically Disadvantaged | 1 | 1 | |
| | Students With Disabilities | 8 | 19 | |
| | English Language Learners | 4 | 9 | |

| Grade 7 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 89 | 191 | |
| | Economically Disadvantaged | 0 | 1 | |
| | Students With Disabilities | 5 | 15 | |
| | English Language Learners | 0 | 2 | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 87 | 196 | |
| | Economically Disadvantaged | 0 | 0 | |
| | Students With Disabilities | 5 | 21 | |
| | English Language Learners | 1 | 5 | |
| **Civics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 97 | 240 | 118 |
| | Economically Disadvantaged | 0 | 0 | 0 |
| | Students With Disabilities | 6 | 30 | 7 |
| | English Language Learners | 1 | 5 | 1 |

| Grade 8 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 99 | 226 | |
| | Economically Disadvantaged | 0 | 2 | |
| | Students With Disabilities | 3 | 17 | |
| | English Language Learners | 0 | 6 | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 80 | |
| | Economically Disadvantaged | 0 | 1 | |
| | Students With Disabilities | 1 | 12 | |
| | English Language Learners | 1 | 8 | |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 150 | 214 | 139 |
| | Economically Disadvantaged | 1 | 2 | 0 |
| | Students With Disabilities | 8 | 13 | 4 |
| | English Language Learners | 2 | 4 | 3 |

## 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 | 23 | 36 | 26 | 29 | 42 | 38 | 23 | 45 | 67 | | |
| ELL | 40 | 53 | 48 | 49 | 58 | 50 | 33 | 44 | | | |
| AMI | 65 | 53 | | 82 | 53 | | | | | | |
| ASN | 79 | 63 | | 81 | 68 | | 83 | 82 | 100 | | |
| BLK | 50 | 54 | 37 | 50 | 50 | 37 | 56 | 63 | 66 | | |
| HSP | 52 | 53 | 34 | 54 | 52 | 46 | 53 | 59 | 83 | | |
| MUL | 58 | 45 | | 57 | 43 | | 69 | 71 | | | |
| WHT | 68 | 60 | 33 | 71 | 64 | 48 | 73 | 85 | 90 | | |
| FRL | 44 | 47 | 32 | 47 | 48 | 40 | 49 | 60 | 71 | | |
| **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 | | |

| 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 |
| 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 | | |

## 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 | 61 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 67 |
| Total Points Earned for the Federal Index | 609 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 37 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 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 | 63 |
| 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 | 79 |
| 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 | 51 |
| 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 | 54 |
| 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 | 57 |
| 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 | 66 |
| 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 | 49 |
| 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?**

It was observed when students from virtual schooling, there was an increase in students performing at the proficiency level.

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

ELA bottom quartile learning gains; ELA Achievement, ELA learning gains, 8th grade Math Achievement

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

Absenteeism, Pandemic.
Greater support for students who are quarantined or absent for whatever reason.

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

The 2019 state assessments, the greatest improvement was the math achievement level, math learning gains, and math bottom quartile learning gains.

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

Math SHIELD intervention focused their efforts on our students who performed in the bottom quartile of our students on the state assessments the year before. They filled their carved-out intervention block with those students and added in extras to fill to at least 18 students with each math teacher. Those students stayed with those teachers throughout the year, unless they showed a need for intervention in another tested area such as ELA, Civics, or 8th Grade Science.

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

Walk to interventions using FlexTime Manager so that every subject area can take a hands-on approach to scheduling their students. This will allow greater access to intervention for our ESE students and ELL students who are usually blocked into other areas when we schedule our intervention/acceleration time using Skyward. Students will also be able to choose if they have not been claimed by a teacher. After school tutoring virtual tutoring and course recovery programs will also help to accelerate learning.

**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.**

Flextime Manager Trainings, Professional Learning Teams training. In our teacher onboarding program (Agoge Academy) we will be going through Doug Fischer's book "Better Learning through Structured Teaching".

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

The district has invested a lot into the FlexTime Scheduler program and our teachers and students will be trained to use it. Training our students to be cognizant of their own gaps in knowledge and need for intervention will ensure the sustainability of this service.

## Part III: Planning for Improvement

**Areas of Focus:**

| **#1. Other specifically relating to Academic incorporation of AVID Strategies (WICOR)** |
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| **Area of Focus Description and Rationale:** | Looking at the test scores of our incoming 6th graders, it 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 2021-2022. These can be seen on the district learning walk tool using the check boxes for Reading, Writing, Thinking, Talking. |
| **Monitoring:** | Classroom Learning Walks by AVID Coordinator and Admin<br>Instructional coaching/observations by AVID Coordinator and Admin |
| **Person responsible for monitoring outcome:** | Janice Spencer (spencerj@lake.k12.fl.us) |
| **Evidence-based Strategy:** | WICOR: Writing, Inquiry, Collaboration, Organization, Reading |
| **Rationale for Evidence-based Strategy:** | Alignment with District Focus; Maintenance of National Demonstration Status |

| **Action Steps to Implement** |
|---|

*Identify strengths & growth areas for the use of AVID WICOR strategies

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

*Professional Learning for teachers on implementation and expectations for WICOR strategies & how it relates to their other learning.

| **Person Responsible** | Janice Spencer (spencerj@lake.k12.fl.us) |
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*Learning walk data collection and application

| **Person Responsible** | Jamie Sidoruk (sidorukj@lake.k12.fl.us) |
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Hiring and training AVID tutors

| **Person Responsible** | Janice Spencer (spencerj@lake.k12.fl.us) |
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Offering course recovery for students who are credit deficient or have failed one quarter or one semester of a core class during the school year

| **Person Responsible** | Frank Gomez (gomezf@lake.k12.fl.us) |
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### #2. Instructional Practice specifically relating to Differentiation

| **Area of Focus Description and Rationale:** | The Intervention/Enrichment Block is an opportunity for teachers, during the school day, to implement prescribed interventions for their own students, including just in time support. 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 our bottom quartile students will show learning gains on statewide assessments. |
| **Monitoring:** | *On-going/Daily Learning Walks by Leadership Team<br>*Professional Learning Teams<br>*Common Assessments |
| **Person responsible for monitoring outcome:** | Jamie Sidoruk (sidorukj@lake.k12.fl.us) |
| **Evidence-based Strategy:** | Response to intervention will be implemented through the intervention time during the school day for this area of focus to increase the percentage of students in the bottom quartile that show learning gains over the 60% mark. |
| **Rationale for Evidence-based Strategy:** | If we implement, monitor, and support walk to intervention, we will see over 60% of our bottom quartile students show learning gains on the 2022 statewide assessments. |

### Action Steps to Implement

*Admin, teachers, and students will be trained using FlexTime Manager
*Bottom Quartile and MTSS students are assigned to intervention 4 days a week to start the nine weeks with hopes of more student autonomy in the 2nd-4th nine weeks.

| **Person Responsible** | Jamie Sidoruk (sidorukj@lake.k12.fl.us) |
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*Students will use FlexTime Manager to choose their area of support

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

Students who earn failing marks in any quarter will be able to recover courses here on campus with a teacher overseeing their completion using the edgenuity software. This especially supports our students who have scored a level 1 or 2 previously on FSA as those students are the ones who are less prepared coming into the school year. Last year of our students requiring course recovery, around 92% of them had scored a level 1 or 2 on either the ELA or Math FSA at the last test administration.

| **Person Responsible** | Christine Everett (everettc@lake.k12.fl.us) |
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| #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, out of school suspensions is on eof 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 to less than 100. |
| **Monitoring:** | Monthly discipline data will be shared at Leadership meetings. |
| **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 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 Team there will be a decrease in the number of students out of school suspended. |

## Action Steps to Implement

PBIS Committee will meet prior to school starting and then quarterly to plan, analyze discipline data and adjust plans.

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

**According to the data from SafeSchoolsforAlex.org, East Ridge Middle School is among the safest in the state of Florida and the 2nd Safest in Lake County Schools. We have the fewest incidents of property damage, the 3rd fewest in regards to Drug/Alcohol incidents. We were 6th out of 10 when it comes to violent type incidents. Based on EWS Data from the needs assessment analysis, 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. By focusing on this area, we expect to see a decrease in the number of students with out of school suspensions to less than 100. Monthly discipline data will be shared at Leadership meetings. Positive Behavior Intervention and Supports will be used to decrease the number of students with out of school suspensions 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. If we implement, monitor, and support PBIS strategies and go forward with our Guiding Coalition Team there will be a decrease in the number of students out of school suspended. PBIS Committee will meet prior to school starting and then quarterly to plan, analyze discipline data and adjust plans.**

## 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.

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. Last year, we formed a committee that has a goal of creating a more equitable experience for all of our students that come through East Ridge Middle School.

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

*Administrators: Set the vision, Participate in Sunshine Committee, Choose faulty/staff of the month
*Faculty/staff: Follow school vision, Participate in Sunshine Committee, Choose SHIELD student winners, Participate in faculty shout-outs
*Students: Participate in counselor sessions, students can nominate peers for SHIELD nominations
*Parents: Active members of SAC, parent volunteers, participate in Teacher Appreciation Week
*Community members: Donations to school

## 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) | $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 |
| | | Total: | $0.00 |