East Ridge High School

2022-23 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: 8/23/2011

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 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	2021-22: B (54%) 2018-19: B (60%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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.

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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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 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 ethical behaviors. Oversees Social Studies, World Languages and Testing.
Calabrese, 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 ethical behaviors. Oversees Reading and Physical Education.
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 ethical behaviors. Oversees Mathematics 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 ethical behaviors. Oversees Exceptional Student Education and Guidance.
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 ethical behaviors. Oversees Career-Technical Education and School Safety.
Scott, Reshonda	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 ethical behaviors. Oversees English Language Arts.
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 ethical behaviors. Oversees Science and Performing/Fine Arts.

Name	Position Title	Job Duties and Responsibilities
Coley, Gail	Teacher, K-12	Science Department Chair
Decerbo, Samantha	Teacher, K-12	Fine/Performing Arts Department Chair
Ferrell, Timothy	Teacher, K-12	Social Science Department Chair
Furber, Clarissa	Teacher, K-12	World Languages Department Chair
Hoskinson, Renee	Instructional Coach	Reading Department Chair
King, Justin	Teacher, Career/ Technical	Career-Technical Department Chair
Long, Carly	Teacher, K-12	English Language Arts Department Chair
Marconi, Nicole	Teacher, ESE	ESE Department Chair
Moses, Tessine	Graduation Coach	Graduation Facilitator
Pearson, Patti	School Counselor	Guidance Department Chair
Shaffer, Craig	Teacher, K-12	Math Department Chair

Demographic Information

Principal start date
Tuesday 8/23/2011, Julie Robinson Lueallen

Number of teachers with a 2022 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 2022 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.*
10

Total number of teacher positions allocated to the school
112

Total number of students enrolled at the school
2,617

Identify the number of instructional staff who left the school during the 2021-22 school year.
28

Identify the number of instructional staff who joined the school during the 2022-23 school year.
27

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	705	649	716	547	2617
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	160	178	248	155	741
One or more suspensions	0	0	0	0	0	0	0	0	0	65	41	48	22	176
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	105	56	3	170
Course failure in Math	0	0	0	0	0	0	0	0	0	7	121	33	3	164
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	136	147	180	59	522
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	133	0	0	0	133
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	277	180	376	189	1022

Using current year data, complete the table below with the number of students identified as being "retained.":

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	23	27	23	13	86
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	1	1	4

Date this data was collected or last updated
Wednesday 8/24/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	45%	51%				59%	50%	56%
ELA Learning Gains	44%						52%	46%	51%
ELA Lowest 25th Percentile	30%						37%	33%	42%
Math Achievement	38%	33%	38%				51%	44%	51%
Math Learning Gains	35%						50%	45%	48%
Math Lowest 25th Percentile	29%						41%	36%	45%
Science Achievement	69%	38%	40%				80%	68%	68%
Social Studies Achievement	73%	41%	48%				80%	69%	73%

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

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
2022					
2019	80%	66%	14%	67%	13%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	67%	12%	70%	9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	52%	-16%	61%	-25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	49%	8%	57%	0%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	27	27	12	22	24	32	41		93	41
ELL	25	33	29	27	42	35	24	33		100	68
AMI	60										
ASN	73	65		55	35		76	82		100	82
BLK	38	41	29	28	32	32	67	67		99	64
HSP	40	39	32	30	28	20	53	69		97	74
MUL	52	37		42	33		68	73		92	83
WHT	59	49	31	49	43	42	83	77		98	80
FRL	39	39	26	28	28	21	54	70		97	71
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
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	40
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	41
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	60
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	71
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	50
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	47
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	53
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	61
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 higher than district but 1% lower than the state average in 9th and 10th grade ELA. Overall achievement and learning gains decreased from 2021 in all grade levels.
Subgroup trends - ESSA data shows subgroups above the minimum of 41%, except for Students with Disabilities, which dropped from 37% to 33%.
Core Content Trends - Overall achievement and learning gains in ELA and Math decreased from 2021-2022. Achievement in Biology and US History also decreased from 2021 to 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Achievement and lower quartile learning gains in in all content areas: 9th/10th ELA, Algebra 1, Geometry, Biology and US History.
Achievement and learning gains for Students with Disabilities.

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: Continuing impact of a pandemic on attendance, teacher retention and experience in key tested content areas, lack of focus on essential standards and mastery tracking within tested content, inconsistent and unfocused remediation/re-learning during Flextime, and inconsistency of accountability for student behavioral expectations that negatively impacted our school culture.
New Actions:
Professional Learning Community across all content areas with a focus on essential standards that are shared across content areas. PLC's that focus on student data and plans for remediation during flextime that are tied to the identified essential standards. PLC's will also provide weekly support in instructional improvement for new or struggling educators.
Remediation and re-learning during flextime that is focused on essential standard mastery.
Clear and consistent expectation for students and teachers in regards to attendance, dress code and school safety.
Targeted Tier 3 support in reading.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

College & Career Acceleration rate increased from 73% to 75%.

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

College and Career Acceleration - This area has been a focus on our School Improvement Plan for the past 2-3 years. We've created courses to capture seniors that have yet to earn an Industry Certification, allowing them the opportunity prior to graduation. We limit the number of electives that 9th and 10th grade students can take outside of Career-Technical classes and progression. We communicated with parents during new student orientation the benefits and opportunities provided by Career-Technical education courses and our expectations for every student to leave ERHS with CCR acceleration.

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

1. Professional Learning Communities for all content areas on Wednesdays focusing on mastery tracking of essential standards.
2. Focused and targeted remediation on essential standards during flextime.
3. SAI and AP funding for tutoring.
4. Materials and support for Tier 3 reading intervention.

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.

The leadership team continues to train faculty in the work of a PLC, using data and resources from Solution Tree. Teachers have common planning time during the week targeting lesson plan development and accessing resources. Wednesday afternoons are reserved for PLC's with a focus on analyzing student data for mastery on identified essential standards, identifying groups of students for targeted remediation during flextime, and collaborating on best instructional practices for student learning.

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 (remediation/re-learning) will start in September twice a week, and move to 4x's per week in January.
Students identified as having received a D or F for semester 1 on a core class, will be provided a opportunity for grade recovery during the school day through Edgenuity starting in January.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 average in achievement in ELA , Algebra 1 and Geometry, we dropped in learning gains in ELA and Math, and we dropped in achievement for Biology, Geometry and US History from 2021 to 2022, 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 and a focus on mastering essential content standards, East Ridge High School student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on this area, we expect to see the following in each designated area: Meeting High Standards in ELA: Increase from 49% to 54% Making Learning Gains in ELA: Increase from 44% to 50% ELA Lower Quartile Gains: Increase from 30% to 45% Making High Standards in Math: Increase from 38% to 51% Making Learning Gains in Math: Increase from 35% to 41% Math Lowest Quartile Gains: Increase from 29% to 40% Achievement in Biology: Increase from 69% to 80% Achievement in US History: Increase from 73% to 80%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly summative assessments (Lake Standards Assessments, APM/FAST, and Pre-AP Unit Checks) will be used to progress monitor learning gains as addressed in the measurable outcomes.
Person responsible for monitoring outcome:	Julie Lueallen (robinson-lueallenj@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities, and the programs noted below for each area, will be used to increase student achievement and learning gains by 3%- 5% each quarter in order to meet the measurable outcome. To monitor this strategy, student progress monitoring data and classroom walkthrough instructional data will be analyzed quarterly by administration, the leadership team and within our Professional Learning Communities. *Achieve 3000 (ELA/Intensive Reading) *StudySync (ELA) * Pre-AP Curriculum (ELA and Algebra 1) *Khan Academy (ELA/Intensive Reading) *ALEKS (Algebra & Geometry) *Flextime (all content areas)
Rationale for Evidence-based	If we implement, monitor and support with an instructional refocus on purpose, guided instruction, and collaboration, then teachers can adjust instruction in response to

**Strategy:
Explain the
rationale for
selecting this
specific
strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

essential standard 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 analyzing mastery of essential content standards to drive instruction through the lens of the District Instructional Framework, and structuring relearning opportunities.
5. Pre-AP spiraling curriculum for Algebra 1, English 1 and English 2.
6. Use of ALEKS for additional remediation support.
7. Utilizing SAI funding for afterschool tutoring and grade recovery ($14,000).
8. Utilizing SAC funding for SAT/ACT registrations to support evidence of mastery (concordant scores) for Algebra 1 EOC and ELA graduation testing requirements ($5,000).
9. Provide AVID tutors ($8,000).
10. Utilizing SAI funding for support in Intensive Reading classes ($2400).

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

#2. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 28% 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on attendance, we expect to see a decrease in absences from 28% 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: Describe how this Area of Focus will be monitored for the desired outcome.	Skyward attendance reports will be utilized to monitor progress towards our goal of decreasing the percentage of students missing 10 days or more from 28% to 10%.
Person responsible for monitoring outcome:	Brent Balkaran (balkaranb@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 18%.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establish Restorative Practices/Community Circles during opening week procedures in every class.
2. Each teacher will develop Social Contracts for their classroom in August.
3. Use PASS/ISS to address student behavior in lieu of OSS when possible.
4. Integrate Restorative Practices in PASS/ISS.
5. Teachers will make parent contact if a student is out for three consecutive days and notify the administrator and counselor.
6. Monthly attendance reports will be analyzed to determine further contact and intervention.
7. Utilizing SAC funding to support student awards and achievement ($5,000).
8. Utilize a percentage of parking fees, up to $5,000, for student awards and recognitions.

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

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the Needs Assessment/Analysis section, achievement and learning gains on Algebra 1 EOC are a critical area of focus. Math mastery and progression has a direct impact in meeting graduation requirements. Achievement and learning gains on the Algebra 1 EOC decreased between 2021 and 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By focusing Algebra 1 essential standards during remediation and relearning opportunities, we expect to see learning gains in math increase from 35% to 41%, with lower lower quartile math gains moving from 29% to 40%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Quarterly summative assessments (Lake Standards Assessments and Pre-AP Unit Checks) will be used to monitor learning gains as addressed in the measurable outcomes with a 3% improvement each quarter.
Person responsible for monitoring outcome:	Keith Hunt (huntk@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Targeted intervention through one-on-one and small group remediation during flextime will be used to support students in math mastery, thereby improving progress in mastery of the identified essential standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we implement, monitor and support targeted re-teaching and remediation during flextime, the percentage of students that show learning gains through the year will increase from 35% to 41%.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide all ESE and ELL support within regular education classroom in all tested areas.
2. Targeted re-teach and remediation time during the school day (Flextime).
3. Weekly Professional Learning Communities using the Four Planning Questions, with a focus on analyzing mastery of essential content standards to drive instruction through the lens of the District Instructional Framework, and structuring relearning opportunities.
4. Pre-AP spiraling curriculum for Algebra 1.
5. Use of ALEKS for additional remediation support.
6. Utilizing SAI funding for afterschool tutoring and grade recovery ($14,000).
7. Utilizing SAC funding for SAT/ACT registrations to support evidence of mastery (concordant scores) for Algebra 1 EOC and ELA graduation testing requirements ($5,000).

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 33%, a drop of 4% from 2021. If we focus our instruction on Purpose, Guided Instruction, and Collaboration with our teachers through common planning and Professional Learning Community protocols, and a focus on mastering essential content standards, achievement for Student with Disabilities at East Ridge High School will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on this area, we expect to see an increase in Students with Disabilities achievement, as determined by the Federal Index, from 33% to 43%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Quarterly summative assessments (Lake Standards Assessments, APM/FAST, 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:	Stacy Keaveny (keavenys@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities, and the programs noted below for each area, will be used to increase student achievement and learning gains by 3%- 5% each quarter in order to meet the measurable outcome. To monitor this strategy, student progress monitoring data and classroom walkthrough instructional data will be analyzed quarterly by administration, the leadership team and within our Professional Learning Communities. *Achieve 3000 (ELA/Intensive Reading) *StudySync (ELA) * Pre-AP Curriculum (ELA and Algebra 1) *Khan Academy (ELA/Intensive Reading) *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 essential standard student data on a weekly basis, and implement targeted re-teaching and remediation in support of all students, increasing achievement and learning gains.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.
4. Utilizing SAI funding for afterschool tutoring and grade recovery ($14,000).
5. Utilizing SAC funding to support student awards and achievements ($5,000).
6. Utilizing SAI funding for support in Tier 3 reading intervention (Intensive Reading) ($2400.00)

Person Responsible   Stacy Keaveny (keavenys@lake.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 earning 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

Student Recognition and Awards - Utilizing SAC funding ($5,000) and a percentage of the parking fees, up to $5,000, to support:
*Student of the Month
*Honor Roll
*Top 25
*Military Signing Ceremony

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

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.