East Ridge Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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 (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
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: A (63%) 2018-19: A (66%) 2017-18: 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	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)
Middle School 6-8	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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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
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
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
Everett, Christine	Assistant Principal	Master Schedule, Guidance, Attendance, Course Recovery, Textbooks, Social Media, School Calendar, State Testing
Brooks, Stephanie	Assistant Principal	Math/PE/Fine Arts Departments, Technology, MTSS, Health Coordinator, MIP Points Coordinator, SAI Budget
Freeze, Luke	Assistant Principal	Science/ESE departments, Custodial staff, Active Supervision, Transportation, School Safety Coordinator, SHIELD coordinator

Demographic Information

Principal start date
Saturday 6/30/2018, Jamie Sidoruk

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.*

5

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.*

29

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,175

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

12

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

12

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	367	382	428	0	0	0	0	1177
Attendance below 90 percent	0	0	0	0	0	0	86	88	93	0	0	0	0	267
One or more suspensions	0	0	0	0	0	0	6	32	42	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	0	42	6	12	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	0	15	18	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	45	55	88	0	0	0	0	188
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	96	56	80	0	0	0	0	232
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	101	133	175	0	0	0	0	409

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	4	7	5	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	11	16	16	0	0	0	0	43

Date this data was collected or last updated

Monday 8/22/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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		
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

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	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		
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	

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	60%	45%	50%				65%	50%	54%
ELA Learning Gains	52%						59%	52%	54%
ELA Lowest 25th Percentile	38%						45%	44%	47%
Math Achievement	67%	33%	36%				69%	56%	58%
Math Learning Gains	71%						68%	55%	57%
Math Lowest 25th Percentile	57%						62%	46%	51%
Science Achievement	61%	50%	53%				61%	49%	51%
Social Studies Achievement	75%	54%	58%				82%	70%	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	2022					
	2019	63%	52%	11%	54%	9%
Cohort Comparison						
07	2022					
	2019	59%	49%	10%	52%	7%
Cohort Comparison		-63%				
08	2022					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	58%	53%	5%	55%	3%
Cohort Comparison						
07	2022					
	2019	67%	58%	9%	54%	13%
Cohort Comparison		-58%				
08	2022					
	2019	49%	39%	10%	46%	3%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	58%	49%	9%	48%	10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	71%	9%	71%	9%

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	52%	41%	61%	32%

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

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	21	40	35	29	55	53	22	41	57		
ELL	43	48	44	46	58	57	29	65	62		
AMI	50	47		61	71			80			
ASN	69	57		84	74		86	73	96		
BLK	47	42	27	49	68	56	55	73	90		
HSP	55	53	43	58	68	57	47	69	79		
MUL	52	51	50	65	78	67	47	45	70		
WHT	67	54	40	77	74	57	72	81	89		
FRL	45	45	31	51	64	56	47	61	78		
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		

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	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		
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		

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	63
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	
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	9
Percent Tested	98%

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%	0

English Language Learners	
Federal Index - English Language Learners	50
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	62
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	77
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	56
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	59
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	58
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	68
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	53
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?

Math learning gains increased 13% from the previous year growing from 58% to 71%. There was also a 14% increase in lowest quartile for Math growing from 43% to 57%. There was a 1% decrease across ELA, 4% in ELA Learning gains, and 4% with Science. Small increase in ELA lowest quartile growing from 35% to 38%

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

The data components that demonstrated the greatest need are ELA and Math Learning gains, as well as ELA and Math lowest quartile, and 8th grade math. ELA overall so decreases across subgroups with a 1% decrease in ELA achievement and 4% in ELA learning gains. Though there were increases in Math lowest quartile and 8th grade math, we'd like to strive even higher.

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

The contributing factors to this need for improvement was the implementation of new ELA curriculum and BEST standards. There was also greater support needed around implementation gaps, along with strong instructional support across the content areas.

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

The 2022 state assessments, the greatest improvement was the math learning gains, as well as the math lowest quartile. Math learning gains increased 13% from the previous year growing from 58% to 71%.. Math lowest quartile grew 14% from 43% to 57%

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

Math SHIELD intervention focused on our students who performed in the bottom quartile from the state assessment the year prior. They made designated intervention time for those students and added in extras to fill to at least 18 students with each math teacher. Those students remained with those teachers throughout the year, unless they showed a need for intervention in another tested area.

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

Walk to interventions using FlexTime Manager so that every subject area can be purposeful with instructional time and scheduling their students by their specific needs. This allows for more intervention

time for our ESE students and ELL students who are usually blocked into other areas.. Student choice will also be involved if they have not been scheduled by a teacher. This allows students to take ownership of their learning and their academic time here on campus. Before and after school tutoring and course recovery programs will also be available to aide in accelerated 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 continuing a book study on Richard Dufour's book "Learning By Doing."

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 program and our teachers and students have been trained nad coached in how to use it effectively. We will continue to have conversations with our students about taking ownership of their learning as well as being cognizant of their own gaps in knowledge and need for intervention.

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 Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While reviewing the data, our biggest areas of improvement are ELA as well as our lowest quartile in ELA and Math, along with our learning gains. This year, ERMS is really digging into the "Learning By Doing" text by Richard Dufour. We are expanding our learning on purposefully working within a PLC to intentionally impact student learning by identifying the Essential Standards across our core content. By identifying these, we can align our grade level common assessments and focus on the vital aspects of each core content. We will use our common planning during our PLT time to reflect on current data and adjust instruction accordingly to meet our student needs in real time. By coupling this with the Instructional Framework and focusing on "Purpose" and "Collaboration" we will be able to target these areas of need and increase student achievement overall.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	An increase of 3% across all core content state assessment, along with lowest quartile and learning gains.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Learning walks by the administration team, PLT weekly collaboration as well as documentation on the PLT Google form, FAAST assessments, end of the year state testing, Instructional Coaching
Person responsible for monitoring outcome:	Jamie Sidoruk (sidorukj@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Lake County Instructional Framework, Learning Walks, the WICOR Program (Writing, Inquiry, Collaboration, Organization, Reading), PLC's/PLT's

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.
Alignment with county focus

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.

Identify strengths & growth areas during our PLT's and Leadership meetings. Continue digging into our "Learning by Doing" text

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

#2. 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.	In order to better support the needs of our students with disabilities, our students who need acceleration, and our students who need remediation we have built an Intervention Block ("SHIELD") into our master schedule. SHIELD is an opportunity for teachers, during the school day, to implement intentional interventions for their own students, including just in time support. The intense focus on this time of the day combines three most impact-full educational practices: Collective Teacher Efficacy, Teacher Estimates of Student Achievement, and Response to Intervention. By continuing our work during SHEILD and utilizing FlexTime Manager, we will continue to be purposeful with our academic time, along with students taking ownership of their learning. In our SAI budget of $18,164, we have allotted $4,320 for four AVID tutors. Starting in October, these tutors will come in two days a week for six hours a day and support our AVID program. We have also allotted $9,120 for before and after school tutors. We will select four teachers from ERMS (2 ELA and 2 Math) to tutor two days a week, one hour before and one hour after school. We also have created ESE tutoring sessions to better assist our students with disabilities in their core content area.We have also allotted $1,800 for summer tutoring with will run for three hours a day, four days a week. We will use the remaining amount of $632.45 for supplies to support our students and these activities on campus. By utilizing our SAI budget in the aforementioned areas, we will help support or lowest quartile in ELA and Math, our students with disabilities, as well as grow our learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	More than 60% of our bottom quartile students will show learning gains on statewide assessments, and our students with disabilities will grow from 35% to 40% in ELA , as well as from 53% to 60% in Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Daily Learning Walks by Leadership Team, Professional Learning Teams, Common Assessments
Person responsible for monitoring outcome:	Christine Everett (everettc@lake.k12.fl.us)
Evidence-based Strategy:	Response to intervention will be implemented through SHEILD 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, as well as our students with disabilities will grow from

Describe the evidence-based strategy being implemented for this Area of Focus.	35% to 40% in our ELA lowest quartile, as well as from 53% to 60% in our Math Lowest Quartile.
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 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

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.

Admin, teachers, and students 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)

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)

#3. Positive Culture and Environment specifically relating to Behavior Intervention and Support	
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 EWS Data from the needs assessment analysis, out of school suspensions is one of our most critical areas of focus, based on the 2020-2021 and 2021-2022 data. This area of focus was identified as a critical need because of avoidable out of school suspensions which negatively impact student learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In 2021-2022 we had a total of 60 students with one or more suspensions (6 6th graders, 32 7th graders, and 42 8th graders). We expect to see a decrease in the number of students with out of school suspensions to 60 or fewer.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly discipline data will be shared at Leadership meetings.
Person responsible for monitoring outcome:	Stephanie Brooks (brookss1@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Positive Behavior Intervention and Supports will be used to decrease the number of students with out of school suspensions to less than 60. 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 continue our department chair meetings, as well as our PLT's, to make sure all of our students have equitable experiences on our campus and with our teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the**	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.

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.

A PBIS team will be created at the beginning of the year. We will meet monthly to review behavior data, among academics and attendance. In May, we will meet for a final time to make sure we have reached our goal of under 60.

Person Responsible   Stephanie Brooks (brookss1@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.

Building a positive school culture starts at the top of any school hierarchy. Every morning, Principal Sidoruk ends morning announcements reminds all teachers, students, and staff the definition of SHIELD. 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 cares about them, he also does birthday shout outs. 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. 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. Two years ago, 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 school culture and environment.

*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