

East Ridge High School

13322 EXCALIBUR RD, Clermont, FL 34711

<http://lake.k12.fl.us/erh>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

49%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | B | A | A | B |

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Storming the Castle: STC provides the students, and staff the opportunity to learn about each others backgrounds and experiences in a safe environment. Members participate in team building activities and discussions that promote "1 Knight" mentality.

SGA: Teacher Appreciation Week The student government organization heads up teacher appreciation week, but finding sponsors for each of the five days.

ESE -Highlighting Individuals with Disabilities - The Exceptional Student Education department highlights individuals with disabilities on the announcements and bulletin boards throughout campus.
Foreign Language Week - The Foreign Language Department highlights a variety of countries and their cultures on the announcements and bulletin boards during Foreign Language week. They translate the announcements and different activities into different languages for exposure to students and teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Duty Rosters - Teachers have a duty station before after school and during transitions that allows students easy access to adults during non - class time.

SRO -School Resource Deputies (2) - the school resource deputies travel the campus to provide extra campus supervision during the school day. This allows students and teachers the opportunity to feel safe and build a positive relationship with law enforcement .

Administrators (6)- The administration is visible before and after school, during transitions, and during lunches. This allows the students the opportunity to report any concerns face to face and build a positive relationship with administration.

Bullying Box - The students have the opportunity to use the anonymous bullying box located, outside building one, to report any bullying or harassment issues that may be occurring at East Ridge High School.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each Student receives the Lake County Schools Code of Conduct which is reviewed at the beginning of the school year. ERHS students also receive a student handbook which covers school expectations. This student handbook addresses areas that range from arrival on campus to pep rally expectations.

PBS- East Ridge High School has a PBS system to celebrate teacher, staff and student successes. We recognize student, teacher, and athletes of the month with a luncheon. We have our Knights Armor, Accept Responsibility, Respect yourself and ERHS, Maintain your motivation and overcome obstacles and reflect on decisions, which are guiding principals for positive interaction. Teachers use social contracts instead of class rules to guide teacher and student interaction in the classroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Black and Gold Cross- The Black and Gold Cross is a student run organization which assists students in a need. They provide the students clothing, food, home and school supplies in an anonymous manner.

AVID -AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

Mentoring - Take Stock In Children - The Take Stock in Children Program provides mentoring for students who have the goal of attending college. Students are selected in the 8th grade based on criteria and assigned a mentor from the community.

Guidance Express- Guidance Express provides the students of ERHS access to guidance counselor every day, The students have the opportunity to speak with a guidance counselor, pick up forms, due schedule changes and make appointments during the lunch time.

Tutoring Programs;Homeless Tutoring.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Leadership Team utilizes our EWS which covers High School Indicators for the state and statistics on graduation.

Students who miss 10% or more available instructional time

Students in the 9th grade with one or more absences within first 20 days

Students in 9th grade who fail two or more courses in any subject

Students whose grade point average is less than a 2.0

*Students who receive one or more suspensions, whether in school or out of school

*Students who fail English Language Arts or mathematics

*Students with a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics:

Reading - 9th Grade 539 Tested - 16% Level 1 or 86 Students; 10th Grade 506 Tested - 15% Level 1 or 76 students; Total for Reading at Level 1=162

Math - Algebra 1-9th Grade 317 Tested - 21% Level 1 or 67 students; 10th Grade 21 tested -48% level 1 or 10 students; Geometry -9th Grade 199 Tested - 2% or 4 students at level 1; 10th Grade 290 Tested - 21% or 61 students level 1, 11th grade 17 Tested -24% or 4 students at level 1.

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | Total |
|---------------------------------|-------------|-----|----|-------|
| | 9 | 10 | 11 | |
| Attendance below 90 percent | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 157 | 147 | 4 | 308 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Teacher/ Administrator Mentoring
- Guidance Counselors
- Parent Conferences
- Attendance Contracts
- MTSS
- E2020 Placement
- Social Services provided by District

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase parent involvement:

"Meet the Knights" - ERHS Curriculum Night-Monitor through sign-in-sheets and parent surveys extend the time for parents to visit classrooms.

School Advisory Council Meetings-Advertise meetings on school website and School Messenger

Athletic and Academic Boosters- advertise membership and meeting dates

Grade Level Meetings with parents

Skyward - parents can view student grades and teacher lesson plans.

AVID Nights - informing parents about our AVID Program

AP Night is an informational session that provides a better understanding of the AP Program from enrollment to college credit.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Principal is an active member of the local South Lake Chamber and the Lake County Schools Educational Foundation

South Lake Educational Foundation-Mr. Williams, Assistant Principal represents ERHS at monthly meetings.

Black and Gold Cross solicits donations from local community organizations and churches

Business Owners are members of the ERHS SAC

Athletic Teams work at Nursing Homes, provide back-packs to under represented students, providing summer camps, and partner with Elementary School to support reading initiatives.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|---------------------|--------------------------|
| Lueallen, Julie | Principal |
| Stein, Jacob | Assistant Principal |
| Frazier, Brent | Assistant Principal |
| Frana, Melissa | Assistant Principal |
| Feld, Charles | |
| Williams, Jeffrey | Assistant Principal |
| Cavinder, Kristine | Teacher, K-12 |
| Christensen, Gary | Teacher, K-12 |
| Cuebas, Myra | Teacher, K-12 |
| McGriff, Lucreessie | Teacher, K-12 |
| Mollet, Grant | Teacher, K-12 |
| Moses, Nicole | Teacher, K-12 |
| Santo, Vince | Teacher, K-12 |
| Shaffer, Craig | Teacher, K-12 |
| Stalma, Jonathan | Teacher, K-12 |
| Keaveny, Stacy | Guidance Counselor |
| Hoskinson, Renee | Instructional Coach |
| Newcomer, Jaimie | Instructional Coach |
| Sunderman, Sandy | Instructional Technology |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Julie Lueallen, Principal: Supports the use of data-based decision making strategies, assures implementation of MTSS and will ensure adequate professional development is in place for the staff.
Jacob Stein, Assistant Principal: Will set times, dates, and agendas for meetings, ensure team members are contributing, refers to action plan and ensures utilization of data to support student meetings.

Stacy Keaveny, Guidance Counselor- Provides information of services and expertise in assessments and interventions with students. Liaison with the community and families in support of student success and achievement.

Kristine Cavinder, ESE Specialist: Will collect data on students and will provide best practices collaboration with general education teachers. Will assist with development of instructional strategies for Tier 3 Instruction.

Renee Hoskinson, Literacy Coach-Data Master: Provide in-depth guidance on K-12 Reading Plan. Will collect and analyze data for the Rtl and PBS Teams. Will also support the implementation of Tier Intervention Plans and provide instructional support to general education teachers.

Nicole Marconi, ESE Teacher; Coral Hanson, ESE Teacher: Will participate in student data collection, will assist with instructional strategies for Tier 3 Instruction. Will collaborate with general education teachers.

Charles Feld, Assistant Principal-MTSS/PBS Coaches will develop, lead and evaluate with Rtl/PBS Team the school standards and programs. Will identify patterns of student need and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection, and analysis.

Rebecca Dargis, School Psychologist: Will help in the interpretation analysis of data collected. Will provide support for interventions as well as professional development and technical assistance. General education teachers who will provide information about curriculum and will participate in data collection and will collaborate with other teachers in the implementation of Tier 1-3 instruction in an as needed basis. Laura Rembert, Reading, Maria Rodriguez-Vargas-ELL/Language Arts, Nicole Moses-Science, Betty Howard-Math, Grant Mollett-Social Studies.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

CORE INSTRUCTION - Weekly classroom walkthroughs utilizing the ERHS Rigor Sheets, TEAM Evaluation, and Florida Standards

Literacy Design Collaborative

FCIM- Utilizing the Plan-Do-Check-Act

Task Cards- Higher Order Questions

Curriculum Maps and Blue Prints

CBC - Scales and Rubrics

iPD-Innovative Professional Development

Math AVID Tutorials for all Algebra and Geometry Classroom Teachers

RESOURCE ALLOCATIONS- Discretionary Funding is based on FTE and provided via the District. ERHS utilizes several different funding sources to provide a curriculum that prepares students for College or Career. Those funding sources are as follows:

SAI Funding - Provides dollars for Level 1 and 2 Reading Students - Items purchases with funding:

Achieve 3000, Leveled Reading Books, Transportation, ACT/SAT Preparation, Year Round Tutoring

AP Funding- East Ridge High School has an "Open" Enrollment Policy in AP resulting in over 695 students taking one or more AP Classes as our school.

IDEA Funding- East Ridge High is an "Inclusion" School. Funding provides classroom iPads, relevant and rigorous apps, resource materials to meet the diverse learning modalities of students and necessary student and teacher materials.

AVID Funding- Stipend paid per successful completion of an Advance Placement Test.
 iPD-Innovative Professional Development funding to support student success and provide time for purposeful teacher collaboration on a regular basis.
 TEACHER SUPPORT- The team will be responsible for and participate in the problem solving, research on best practices, evaluation of programs and implementation and decision -making strategies. Classroom teachers will be involved in the Rtl Meetings as necessary.
 SMALL GROUP and INDIVIDUAL STUDENT NEEDS- Will be met through analyzing data on a weekly basis. Individual students will be monitored for progress in reaching benchmarks. Where there is risk of student(s) not meeting benchmarks, the team will collaborate and build a consensus on the best strategies to increase achievement.
 Title X Homeless funds will be utilized to assist with homeless students who are in need of tutoring. This fund will also support our homeless students with transportation and school supplies.
 Supplemental Academic Instruction (SAI)- Utilize funding to provide a year-long and summer tutoring program that supports level 1 and 2 students in passing academic courses and EOC's.
 Anti-Bullying Programs
 Capturing Kids Hearts is a Leadership Class focused on growing student leaders through awareness and anti-bullying
 Bullying Boxes- for anonymous information which is investigated by administration
 Anti-Bullying -"Self Awareness Week"
 "Storming the Castle"
 Leap Lessons regarding cyber-bullying
 CTE -Increased student industry certification opportunities through the addition of two new programs- Engineering and AG-Tech.

School Advisory Council (SAC)

Membership
 Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Julie Robinson-Lueallen | Principal |
| Tracy Everett | Education Support Employee |
| Angela House | Education Support Employee |
| Yemeko Fountain | Teacher |
| Laura Bushwitz | Teacher |
| Tessine Moses | Teacher |
| Nichole Moses | Teacher |
| Joseph Prather | Teacher |
| Hunter Figueroa | Student |
| Carol Colvin | Parent |
| Linette Pellitier | Parent |
| Nancy Strodes | Parent |
| Stephanie Walters | Business/Community |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC reviews the SIP every September and has access to it through out the year. They are able to make recommendations for continual improvement through out the school year.

Development of this school improvement plan

Analyze, discuss, and approve School Improvement Plan
 Approve SAC Funding to support College and Career Readiness- Academic Grants

Preparation of the school's annual budget and plan

The SAC reviews each school budget with the principal and makes recommendations to the principal. They oversee their SAC budget and make recommendations for changes they would like to see occur.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC Funds: \$1722.18
 Academic Mini Grants for Teachers and Students- \$1,000
 Classroom Supplies- \$722.18

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|--------------------|--------------------------|
| Lueallen, Julie | Principal |
| Hoskinson, Renee | Instructional Coach |
| Newcomer, Jaimie | Instructional Coach |
| Sunderman, Sandy | Instructional Technology |
| Marconi, Nicole | Teacher, K-12 |
| Rembert, Laura | Teacher, K-12 |
| Stein, Jacob | Assistant Principal |
| Cavinder, Kristine | Teacher, K-12 |
| Christensen, Gary | Teacher, K-12 |
| Keaveny, Stacy | Guidance Counselor |
| McGriff, Luressie | Teacher, K-12 |
| Mollet, Grant | Teacher, K-12 |
| Moses, Nicole | Teacher, K-12 |
| Santo, Vince | Teacher, K-12 |
| Shaffer, Craig | Teacher, K-12 |
| Stalma, Jonathan | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is the implementation of the East Ridge High School-Wide Literacy Plan with an emphasis on the Florida Standards (Recursive Standards). The Literacy Leadership Team will identify and discuss reading curriculum including materials and resources. The focus will be on increasing the performance of all subgroups in reading and school wide literacy strategies; hence preparing students for college and career readiness.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

iPD-ERHS is utilizing the Innovative Professional Development this model is key to achieving and supporting student success as it allows teachers time for purposeful collaboration on a regular basis. Common Planning- Master Schedule provided for common planning times for like content areas. Wednesday Early Release - provides time for teachers to attend Faculty, Department or Content Meetings. LDC Modules call for teachers to work cross content to plan lessons.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

STRATEGY # 1

Induction into Knighthood Orientation Program - New Teachers set up with highly effective and teachers. These teachers are highly effective with student relationships and student achievement.

PERSON RESPONSIBLE

Jacob Stein - Assistant Principal

Nicole Moses - Department Chair/ Lead Teacher/ Educational Leadership Candidate

STRATEGY # 2

PLC - New Teachers (0-3 years) - Provides answers to questions and concerns related to day to day operations, TEAM Assessment, Data Chats (student, teacher, and parent) and support in specified curriculum area.

PERSONS RESPONSIBLE

Nicole Moses and Laura Rembert - Lead Teachers

Administration - All Administrators

STRATEGY # 3

Mentee Teachers and District Staff - assist in successful completion of the District Teachers Orientation Program. Involves completion of portfolio and professional development.

PERSONS RESPONSIBLE

Jacob Stein- Assistant Principal / TQR

New Teachers

District Staff

STRATEGY # 4

Mentee Teacher assigned an Associate Teacher Mentor- Provides new teachers answers to questions and concerns related to day to day operations and curriculum needs.

PERSONS RESPONSIBLE

Assistant Principals

Department Chairs

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Knights Mentoring Program

MENTORS MENTEES

Laura Bushwitz- Biology Rachel Schneider- Biology

Jill Hollamby - Earth/Space Science Amy Smith - Earth/Space Science

Jonathan Stalma - English Tabitha Zangre- English

Bonita Blair - English Chris Fontecchio - English

Betty Howard- Math Faith Gilliland - Math

Renee Hoskinson - Literacy Coach Ali Bouarfa - Reading

Craig Shaffer- Math Tricia Murphy - Math

Jacob Walsh - Math Anna Williams - Math

Nichole Moses -Science Adriana Chacreton - Science

Grant Mollett -Social Studies Reed Nolan - Social Studies

Mayra Cuebas -Physical Ed Ashour Peera -Physical Ed

Luressie McGriff - CTE Cori Holton - CTE

RATIONALE-Mentees New to School/ Mentors-Teacher Leaders, Academic Achievement, Positive Relationships

PLANNED ACTIVITIES- Weekly PLC that involves TEAM Assessment, Data Chats, Lesson Study, and Peer to Peer Review

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

District Scope and Sequence is followed by all teachers and monitored by Administration on daily CWT's.

Florida Standards Coach and Literacy Coach are committed to supporting classroom teachers through the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

LDC-Literacy Design Collaborative- 44 ERHS Instructional Staff Members were trained in LDC.Utilizing the LDC Frame work to merge the new Florid Standards with important content standard -fostering coherence in teaching

both. The LDC strategy lays out the literacy design first and then allows teachers to add their content on top of a solid literacy foundation. 44 ERHS Instructional Staff Members were trained in LDC in the Summer and the remaining staff members are receiving on-going PD in LDC (mini-task). The mini-task are scaffold and sequenced to support students from remediation to enrichment levels.

Innovative Professional Development (iPD) - East Ridge High School believes that a key to achieving and supporting student success is allowing time for purposeful teacher collaboration on a regular basis. with the implementation of the new Florida Standards, East Ridge High School teachers are going to unite in creating common lesson, mini tasks, and spend time analyzing student work. By doing so, teachers will develop a deeper understanding of areas of improvement needed in core instruction and opportunities to celebrate student success

Power Plus Team- Leadership from East Ridge HS, Lake Minneola HS, and South Lake HS have joined forces to develop a "Power Plus Team that will be supporting teachers within these schools. The Power Plus Team will

provide CWT Data, support teachers in unwrapping the Florida Standards, creating mini-task, and analyzing student work and creating common assessments.
ERHS will utilize AVID Strategies to support student understanding of the new Florida Standards School-Wide AVID WICOR Strategies with a focus on Cornell Notes, Socratic Seminars, and AVID Reading
Math Department will focus on AVID Tutorology

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Classes provided to students who are not on grade level or who have failed a core class. These classes are offered through the following: Direct Instruction, E2020 Program, On-line (Edmodo).
E2020 Instruction is also offered during the school day in the core academic areas.

Strategy Rationale

Students fall behind in the number of required credits. We like to capture this data by grade level and provide the students an opportunity prior to their senior year thus keeping them on track for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stein, Jacob, steinj@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Courses Passed
Students on Grade Level
Graduation Rates

Strategy: Extended School Day

Minutes added to school year:

Create large blocks of time for teacher collaboration and PD.

Strategy Rationale

ERHS believes that the key to achieving and supporting student success is allowing time for purposeful teacher collaboration on a regular basis. Teachers will utilize this time to create common lessons, mini-task and spend time analyzing student work.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lueallen, Julie, robinson-lueallenj@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

CWT Data, student work, lesson plans, common assessments

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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. The prior spring the guidance 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.

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 guidance counselors and college representatives.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Increase enrollment and eligibility for AP courses/Increase performance rate in AP courses.
Utilize PERT scores to increase awareness of further opportunities in postsecondary study.
Informing parents of preparations that need to be made for a student to have college and/or career success by offering parent information nights for each grade level.
Publishing in print and on the website, all information needed to make postsecondary plans.
Continuing the AVID Program that will address the needs of first generation students and encourage them to seek admission and acceptance to a four year university.
Encourage college visits by university admissions representatives.
Utilization of Choices and the use of Florida Virtual School Campus for preparation and planning for

college.

Increasing CTE within the academics and student industry certification opportunities for credits.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Each Academy has created Interdisciplinary projects to incorporate all or most of the subject areas in order to provide students with real life problems and examples in effort to show integration of various subject matters and the real world. ERHS houses 14 CTE Programs of which 12 programs provide students the ability to earn an industry certification before graduating high school. East Ridge High School offers the following certification programs: Agritechology, Allied Health Assisting, Applied Cyber Security, Architectural Drafting, Auto Collision and Repair, Business Management and Analysis, Commercial Art Technology, Culinary Arts and Early Childhood Education.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

East Ridge High School added a new CTE program in 2013 -2014 school year, Pathways to Engineering which has begun to integrate CTE with academic courses. The Pathways of Engineering courses require students to be involved in higher level Math courses. The continuing programs of Allied Health Assisting and Nursing Assistant introduce students to concepts from biology and anatomy and physiology.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

According to the 2012 High School Feedback Report 54.8% of the East Ridge High School 2011 Graduates completed a college preparatory curriculum. Respectively, the percent of graduates who took the SAT/ACT/CPT and scored at or above the college-level cut scores were the following: Math 71.1%, Reading 87.3%, Writing 91.2%, All three subjects 68.7%. The report also indicates that approximately 44.5% of the East Ridge High School 2011 graduates enrolled in a Florida public postsecondary institution.

East Ridge High School will institute the following strategies to improve the student readiness for public postsecondary success:

Expand the college/university presentations to the Junior Class

Transition to the Common Core Standards

Partner with Lake Sumter Community College to market the College Financial Aid Night.

Encourage more participation in Advanced Placement and Dual Enrollment courses when registering students.

CTE Teachers will educate students/parents on Bright Futures and Gold Seal opportunities.

Provide opportunities for students to review college websites through ADAPT activities.

Provide a page on the school website for FAQ's regarding access to college/university enrollment expectations.

Invite former East Ridge High School graduates who have a demonstrated successful transition to postsecondary education to speak to Junior and Senior Classes.

Continue to offer/expand CTE Programs that offer students the opportunity to earn Industry Certifications in the students chosen career field, for which they can receive postsecondary articulated credit

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** East Ridge High School will increase the readiness of students and staff during emergency situations.
- G2.** East Ridge High School will increase the number of student computer stations in each core content classroom thus supporting our goal of preparing all students for college or career.
- G3.** East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum.
- G4.** East Ridge High School will increase proficiency in math by utilizing the Florida Standards and AVID WICOR Strategies.
- G5.** East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module).
- G6.** East Ridge High School will increase the number of students who are College and Career Ready by hiring a Florida Standards Coach to support teachers in their endeavor to improve core instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. East Ridge High School will increase the readiness of students and staff during emergency situations.

1a

G044460

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Resources Available to Support the Goal 2

- Utilize Lake County Schools Emergency Response & Crisis Management Go Kit
- Practice Lock-Down Drills and Tornado Drills
- Train teachers on the proper procedures for Lock-Down and Tornado Drills

Targeted Barriers to Achieving the Goal 3

- Making Substitutes aware of Lock-Down Procedures and Tornado Drills

Plan to Monitor Progress Toward G1. 8

Review the Drill Schedule Report or East Ridge High School and the After Action Report in Administrative Team Meetings .

Person Responsible

Charles Feld

Schedule

Monthly, from 8/22/2014 to 5/22/2015

Evidence of Completion

The administrative team agenda.

G2. East Ridge High School will increase the number of student computer stations in each core content classroom thus supporting our goal of preparing all students for college or career. 1a

G044457

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 90.0 |

Resources Available to Support the Goal 2

- ERHS available computer stations
- On-Site ILS

Targeted Barriers to Achieving the Goal 3

- Funding to supply student computer stations for all core content classrooms.

Plan to Monitor Progress Toward G2. 8

CWT's - Inventory

Person Responsible

Julie Lueallen

Schedule

On 5/29/2015

Evidence of Completion

Spreadsheet on number of student computers in each core content classroom

G3. East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum. 1a

G043735

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Discipline incidents | 20.0 |

Resources Available to Support the Goal 2

- Storming the Castle Events
- One on one Guidance from Administrators and Counselors
- LCSB Code of Student Conduct / ERHS Student Handbook
- Implementation of bullying prevention material into Hope and PE Curriculum

Targeted Barriers to Achieving the Goal 3

- Number of students able to participate in Capturing Kids Hearts/Leadership Class

Plan to Monitor Progress Toward G3. 8

Monitor Discipline Referrals involving Bullying

Person Responsible

Brent Frazier

Schedule

On 5/29/2015

Evidence of Completion

Record of Bullying Incidents

G4. East Ridge High School will increase proficiency in math by utilizing the Florida Standards and AVID WICOR Strategies. 1a

G040686

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| Algebra I EOC Pass Rate | 65.0 |
| Math Gains | 70.0 |
| Geometry EOC Pass Rate | 70.0 |
| Math Lowest 25% Gains | 70.0 |

Resources Available to Support the Goal 2

- Florida Standards Coach
- District Scope and Sequence (Flip book)
- AVID Tutorials

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of Florida Standards

Plan to Monitor Progress Toward G4. 8

CWT

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Lesson Study-PLC, Student work, CWT Data

G5. East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module). 1a

G040179

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 67.0 |
| Bio I EOC Pass | 86.0 |
| AMO Reading - ELL | 41.0 |
| AMO Reading - SWD | 47.0 |

Resources Available to Support the Goal 2

- Florida Literacy Design Collaborative Association provided training, materials and supplies to 44 ERHS Instructors.
- The Gates Foundation provided the framework for Innovative Professional Development (iPD) for all ERHS Instructional Staff.
- Common Assessments
- Developmental Language Arts Course
- Inclusion Model/Support Facilitation

Targeted Barriers to Achieving the Goal 3

- Only 44 Instructors were trained out of 102 in Literacy Design Collaborative
- Limited funding for iPD - funding will not provide collaborative time for all instructional staff

Plan to Monitor Progress Toward G5. 8

Instructional staff will develop LDC Modules that align with the Florida Standards.

Person Responsible

Julie Lueallen

Schedule

Annually, from 8/27/2014 to 5/29/2015

Evidence of Completion

Completed and approved Module by the State LDC Association.

G6. East Ridge High School will increase the number of students who are College and Career Ready by hiring a Florida Standards Coach to support teachers in their endeavor to improve core instruction. 1a

G040185

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 95.0 |
| 4-Year Grad Rate (At-Risk) | 75.0 |
| College Readiness Reading | 85.0 |
| College Readiness Mathematics | 85.0 |

Resources Available to Support the Goal 2

- Open enrollment to Advanced Placement Courses.
- 12 CTE Programs that offer Industry Certification Exams.
- A large variety of Advanced Placement Course Offerings.
- Florida Standards Coach hired and available to support teachers in core instruction.

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in instruction and assessments.
- Students are having difficulty reading at the level of required industry texts.
- Lack of background knowlege in testable areas.
- Improving the pass rate of AP Exams while implementing an open access plan.

Plan to Monitor Progress Toward G6. 8

Use of content area meetings to discuss increased use of industry texts in reading and writing activities.

Person Responsible

Schedule

Evidence of Completion

DA rigor sheets due to administrator after each content meeting.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. East Ridge High School will increase the readiness of students and staff during emergency situations. **1**

 G044460

G1.B2 Making Substitutes aware of Lock-Down Procedures and Tornado Drills **2**

 B109246

G1.B2.S1 Teachers will develop a detailed description of lock-down drills and tornado procedures high - lighted in the emergency sub plans **4**

 S120767

Strategy Rationale

The substitutes will have access to the emergency sub plans which we will be able to be quickly accessed in the case of an emergency.

Action Step 1 **5**

Teachers develop the emergency sub plans and high light the procedures for safety emergencies.

Person Responsible

Charles Feld

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher Sub Plan Book

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

East Ridge High School Safety Administrator will check emergency lesson plans monthly and meet with any subs if they have questions.

Person Responsible

Charles Feld

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Individual teacher emergency sub plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Drills will be conducted and time will be evaluated after each drill.

Person Responsible

Charles Feld

Schedule

Quarterly, from 8/21/2014 to 6/5/2015

Evidence of Completion

The drill schedule report for East Ridge High School and the after action report for each drill and incident.

G2. East Ridge High School will increase the number of student computer stations in each core content classroom thus supporting our goal of preparing all students for college or career. 1

G044457

G2.B1 Funding to supply student computer stations for all core content classrooms. 2

B109229

G2.B1.S1 Look at all school budgets to determine available funding to support purchasing student computer stations. 4

S120749

Strategy Rationale

Students need access to on-line resources to better prepare for success on the Florida Standards.

Action Step 1 5

Continual process of reviewing school budgets for additional funding to support technology goal.

Person Responsible

Julie Lueallen

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly budget meeting with bookkeeper

Person Responsible

Julie Lueallen

Schedule

On 5/29/2015

Evidence of Completion

Copy of each budget

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

CWT by administrations that document the utilization of the computers

Person Responsible

Julie Lueallen


Schedule

On 5/29/2015


Evidence of Completion

CWT Schedule / Graduation Rate


G3. East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum. 1

 G043735

G3.B1 Number of students able to participate in Capturing Kids Hearts/Leadership Class 2

 B107665

G3.B1.S1 Increase the number of Storming the Castle events from two to three times per year. 4

 S119104

Strategy Rationale

Increase the number of identified students to participate in program.

Action Step 1 5

Leadership meeting with students to determine the number of events

Person Responsible

Jacob Stein

Schedule

On 9/11/2014

Evidence of Completion

Leadership Class Agenda

Action Step 2 5

Determine Participants (student and adult)

Person Responsible

Jacob Stein

Schedule

On 2/27/2015

Evidence of Completion

Teachers and student recommendation list.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

See school Calendar

Person Responsible

Jacob Stein

Schedule

On 2/27/2015

Evidence of Completion

Storming the Castle Agenda/School Calendar

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review Session with Leadership Students

Person Responsible

Jacob Stein

Schedule

On 2/27/2015

Evidence of Completion

Leadership Class Survey

G4. East Ridge High School will increase proficiency in math by utilizing the Florida Standards and AVID WICOR Strategies. 1

G040686

G4.B1 Teacher understanding of Florida Standards 2

B098509

G4.B1.S1 Hired a Florida Standards Math Coach 4

S109847

Strategy Rationale

Provide daily support on the implementation of the Math Standards

Action Step 1 5

Florida Standards Coach will collaborate with math teachers

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

District Benchmark Testing, Teacher Lesson Plans, PLC Schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

CWT's and TEAM Evaluation

Person Responsible

Julie Lueallen

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

CWT Data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom Walkthroughs

Person Responsible


Schedule

Weekly, from 8/27/2014 to 5/27/2015


Evidence of Completion

PLC-Lesson Study, Benchmark Assessments, and Student Work


G5. East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module). 1

 G040179

G5.B1 Only 44 Instructors were trained out of 102 in Literacy Design Collaborative 2

 B097102

G5.B1.S1 Instructional staff that were not trained will participate in PLC's that focus on LDC. 4

 S108307

Strategy Rationale

All instructional staff will gain knowledge in implementing LDC.

Action Step 1 5

Administration will conduct weekly classroom walkthroughs that focus on implementing LDC with fidelity.

Person Responsible

Julie Lueallen

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

ERHS CWT Digital Template Report

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Weekly Administrative PLC

Person Responsible

Julie Lueallen

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Administrative Agendas

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Classroom walkthrough results will demonstrate implementation and fidelity of LDC.

Person Responsible

Julie Lueallen


Schedule

Weekly, from 8/27/2014 to 5/29/2015


Evidence of Completion

CWT Results

G5.B2 Limited funding for iPD - funding will not provide collaborative time for all instructional staff **2**

 B097103

G5.B2.S1 Utilize iPD Schedule and early release Wednesday's and common planning for collaborative planning **4**

 S108308

Strategy Rationale

More time for teachers to collaborate on lesson study.

Action Step 1 **5**

Provide a iPD calendar with focused content meeting dates and times to instructional staff.

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

ERHS Lesson Study Templates

Action Step 2 **5**

Innovative Professional Development provided on LDC Modules.

Person Responsible

Julie Lueallen

Schedule

On 12/19/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Administration will collect departmental ERHS Lesson Study Templates throughout the school year.

Person Responsible

Julie Lueallen

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

ERHS Lesson Study Template and LDC Templates

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Administration will monitor student outcomes through LDC.

Person Responsible

Julie Lueallen

Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Exemplar student products

G6. East Ridge High School will increase the number of students who are College and Career Ready by hiring a Florida Standards Coach to support teachers in their endeavor to improve core instruction. 1

G040185

G6.B1 Lack of rigor in instruction and assessments. 2

B097119

G6.B1.S1 Increased use of informational and industry text incorporated daily. 4

S108321

Strategy Rationale

New Florida Standards require an increase in reading informational text.

Action Step 1 5

Minimum bi-weekly reading and writing activities using industry texts to improve overall skills in a CTE specific setting.

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Walkthrough data to indicate appropriate strategy needed.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Walk-throughs

Person Responsible

Jacob Stein

Schedule

On 5/29/2015

Evidence of Completion

Walk-through data indicating use of appropriate strategy.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

We will create a Recursive Standards Calendar to support informational reading school-wide.

Person Responsible

Julie Lueallen


Schedule

On 5/29/2015

Evidence of Completion

Student writing products

G6.B1.S2 Incorporation of thinking maps and assessments based on industry tested areas. 4

 S108322

Strategy Rationale

Supports critical thinking (visual)

Action Step 1 5

Increased rigor within written and practical examinations.

Person Responsible

Schedule

Evidence of Completion

Student completion and preparation for industry certification

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G6.B1.S3 Florida Standards Coach will provide training in deconstructing standards and skills students need to successfully master a standard. 4

 S130596

Strategy Rationale

Teachers need support in what the new Florida Standards are actually requiring students to master.

Action Step 1 5

PLC created that focuses on deconstructing standards

Person Responsible

Jaimie Newcomer


Schedule

On 5/29/2015


Evidence of Completion

Lesson Plans, Mini Task

G6.B2 Students are having difficulty reading at the level of required industry texts. 2

 B097120

G6.B2.S1 Increased use of informational and industry text incorporated daily. 4

 S108323

Strategy Rationale

Action Step 1 5

Reading and writing activities using industry texts to improve their overall skills in a CTE specific setting.

Person Responsible

Melissa Frana

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Walkthrough data to indicate appropriate strategy needed.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Walk-throughs

Person Responsible

Schedule

Evidence of Completion

Walk-through data which indicates use of appropriate strategies.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Use of content area meetings to discuss increased use of industry texts in reading and writing activities

Person Responsible

Schedule

Evidence of Completion

DA rigor sheets due to administrator after each content meeting.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|------------------|---|--|---------------------|
| G5.B1.S1.A1 | Administration will conduct weekly classroom walkthroughs that focus on implementing LDC with fidelity. | Lueallen, Julie | 9/2/2014 | ERHS CWT Digital Template Report | 5/29/2015 weekly |
| G5.B2.S1.A1 | Provide a iPD calendar with focused content meeting dates and times to instructional staff. | Lueallen, Julie | 8/27/2014 | ERHS Lesson Study Templates | 5/27/2015 weekly |
| G6.B1.S1.A1 | Minimum bi-weekly reading and writing activities using industry texts to improve overall skills in a CTE specific setting. | | 8/18/2014 | Walkthrough data to indicate appropriate strategy needed. | 5/29/2015 one-time |
| G6.B1.S2.A1 | Increased rigor within written and practical examinations. | | Student completion and preparation for industry certification | once | |
| G6.B2.S1.A1 | Reading and writing activities using industry texts to improve their overall skills in a CTE specific setting. | Frana, Melissa | 8/18/2014 | Walkthrough data to indicate appropriate strategy needed. | 5/29/2015 monthly |
| G4.B1.S1.A1 | Florida Standards Coach will collaborate with math teachers | Lueallen, Julie | 8/18/2014 | District Benchmark Testing, Teacher Lesson Plans, PLC Schedule | 5/29/2015 weekly |
| G2.B1.S1.A1 | Continual process of reviewing school budgets for additional funding to support technology goal. | Lueallen, Julie | 8/18/2014 | | 5/29/2015 monthly |
| G1.B2.S1.A1 | Teachers develop the emergency sub plans and high light the procedures for safety emergencies. | Feld, Charles | 8/18/2014 | Teacher Sub Plan Book | 6/5/2015 monthly |
| G3.B1.S1.A1 | Leadership meeting with students to determine the number of events | Stein, Jacob | 8/11/2014 | Leadership Class Agenda | 9/11/2014 one-time |
| G6.B1.S3.A1 | PLC created that focuses on deconstructing standards | Newcomer, Jaimie | 9/15/2014 | Lesson Plans, Mini Task | 5/29/2015 one-time |
| G3.B1.S1.A2 | Determine Participants (student and adult) | Stein, Jacob | 9/11/2014 | Teachers and student recommendation list. | 2/27/2015 one-time |
| G5.B2.S1.A2 | Innovative Professional Development provided on LDC Modules. | Lueallen, Julie | 9/22/2014 | | 12/19/2014 one-time |
| G1.MA1 | Review the Drill Schedule Report or East Ridge High School and the After | Feld, Charles | 8/22/2014 | The administrative team agenda. | 5/22/2015 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-----------------|-------------------------------|---|--------------------|
| | Action Report in Administrative Team Meetings . | | | | |
| G1.B2.S1.MA1 | Drills will be conducted and time will be evaluated after each drill. | Feld, Charles | 8/21/2014 | The drill schedule report for East Ridge High School and the after action report for each drill and incident. | 6/5/2015 quarterly |
| G1.B2.S1.MA1 | East Ridge High School Safety Administrator will check emergency lesson plans monthly and meet with any subs if they have questions. | Feld, Charles | 8/18/2014 | Individual teacher emergency sub plans. | 6/5/2015 monthly |
| G2.MA1 | CWT's - Inventory | Lueallen, Julie | 9/11/2014 | Spreadsheet on number of student computers in each core content classroom | 5/29/2015 one-time |
| G2.B1.S1.MA1 | CWT by administrations that document the utilization of the computers | Lueallen, Julie | 9/11/2014 | CWT Schedule / Graduation Rate | 5/29/2015 one-time |
| G2.B1.S1.MA1 | Monthly budget meeting with bookkeeper | Lueallen, Julie | 9/11/2014 | Copy of each budget | 5/29/2015 one-time |
| G3.MA1 | Monitor Discipline Referrals involving Bullying | Frazier, Brent | 9/11/2014 | Record of Bullying Incidents | 5/29/2015 one-time |
| G3.B1.S1.MA1 | Review Session with Leadership Students | Stein, Jacob | 10/1/2014 | Leadership Class Survey | 2/27/2015 one-time |
| G3.B1.S1.MA1 | See school Calendar | Stein, Jacob | 9/11/2014 | Storming the Castle Agenda/School Calendar | 2/27/2015 one-time |
| G4.MA1 | CWT | Lueallen, Julie | 8/27/2014 | Lesson Study-PLC, Student work, CWT Data | 5/27/2015 weekly |
| G4.B1.S1.MA1 | Classroom Walkthroughs | | 8/27/2014 | PLC-Lesson Study, Benchmark Assessments, and Student Work | 5/27/2015 weekly |
| G4.B1.S1.MA1 | CWT's and TEAM Evaluation | Lueallen, Julie | 9/2/2014 | CWT Data | 5/29/2015 weekly |
| G5.MA1 | Instructional staff will develop LDC Modules that align with the Florida Standards. | Lueallen, Julie | 8/27/2014 | Completed and approved Module by the State LDC Association. | 5/29/2015 annually |
| G5.B1.S1.MA1 | Classroom walkthrough results will demonstrate implementation and fidelity of LDC. | Lueallen, Julie | 8/27/2014 | CWT Results | 5/29/2015 weekly |
| G5.B1.S1.MA1 | Weekly Administrative PLC | Lueallen, Julie | 9/5/2014 | Administrative Agendas | 5/29/2015 weekly |
| G5.B2.S1.MA1 | Administration will monitor student outcomes through LDC. | Lueallen, Julie | 9/30/2014 | Exemplar student products | 6/5/2015 quarterly |
| G5.B2.S1.MA1 | Administration will collect departmental ERHS Lesson Study Templates throughout the school year. | Lueallen, Julie | 8/27/2014 | ERHS Lesson Study Template and LDC Templates | 5/27/2015 weekly |
| G6.MA1 | Use of content area meetings to discuss increased use of industry texts in reading and writing activities. | | | DA rigor sheets due to administrator after each content meeting. | once |
| G6.B1.S1.MA1 | We will create a Recursive Standards Calendar to support informational reading school-wide. | Lueallen, Julie | 8/18/2014 | Student writing products | 5/29/2015 one-time |
| G6.B1.S1.MA1 | Walk-throughs | Stein, Jacob | 9/8/2014 | Walk-through data indicating use of appropriate strategy. | 5/29/2015 one-time |
| G6.B2.S1.MA1 | Use of content area meetings to discuss increased use of industry texts in reading and writing activities | | | DA rigor sheets due to administrator after each content meeting. | once |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-----|--|---------------------------------------|--------------------|
| G6.B2.S1.MA1 | Walk-throughs | | Walk-through data which indicates use of appropriate strategies. | once | |
| G6.B1.S2.MA1 | [no content entered] | | | once | |
| G6.B1.S2.MA1 | [no content entered] | | | once | |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G4. East Ridge High School will increase proficiency in math by utilizing the Florida Standards and AVID WICOR Strategies.

G4.B1 Teacher understanding of Florida Standards

G4.B1.S1 Hired a Florida Standards Math Coach

PD Opportunity 1

Florida Standards Coach will collaborate with math teachers

Facilitator

Mr. Pink and Mrs. Newcomer

Participants

Math Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G5. East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module).

G5.B1 Only 44 Instructors were trained out of 102 in Literacy Design Collaborative

G5.B1.S1 Instructional staff that were not trained will participate in PLC's that focus on LDC.

PD Opportunity 1

Administration will conduct weekly classroom walkthroughs that focus on implementing LDC with fidelity.

Facilitator

Brent Frazier

Participants

Administration, Literacy Coach, Florida Standards Coaches, Guidance Department Chair

Schedule

Weekly, from 9/2/2014 to 5/29/2015

G5.B2 Limited funding for iPD - funding will not provide collaborative time for all instructional staff

G5.B2.S1 Utilize iPD Schedule and early release Wednesday's and common planning for collaborative planning

PD Opportunity 1

Provide a iPD calendar with focused content meeting dates and times to instructional staff.

Facilitator

Jacob Stein

Participants

Administrators and All Instructional Staff

Schedule

Weekly, from 8/27/2014 to 5/27/2015

PD Opportunity 2

Innovative Professional Development provided on LDC Modules.

Facilitator

Jaimie Newcomer and Renee Hoskinson

Participants

Instructional Staff

Schedule

On 12/19/2014

G6. East Ridge High School will increase the number of students who are College and Career Ready by hiring a Florida Standards Coach to support teachers in their endeavor to improve core instruction.

G6.B1 Lack of rigor in instruction and assessments.

G6.B1.S3 Florida Standards Coach will provide training in deconstructing standards and skills students need to successfully master a standard.

PD Opportunity 1

PLC created that focuses on deconstructing standards

Facilitator

Newcomer, Hoskinson, Power Plus Team

Participants

ELA and Math 9-12

Schedule

On 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

| Description | Total |
|---|---------------|
| Goal 3: East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum. | 1,500 |
| Goal 5: East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module). | 17,453 |
| Goal 6: East Ridge High School will increase the number of students who are College and Career Ready by hiring a Florida Standards Coach to support teachers in their endeavor to improve core instruction. | 0 |
| Grand Total | 18,953 |

Goal 3: East Ridge High School will reduce the number of bullying incidents by utilizing the Capturing Kids Hearts Curriculum.

| Description | Source | Total |
|---|--------|--------------|
| B1.S1.A2 - Student parking funds provide resources for student activities during Self Awareness Week and Storming the Castle Events. | Other | 1,500 |
| Total Goal 3 | | 1,500 |

Goal 5: East Ridge High School will increase the effectiveness in which all teachers utilize Literacy Design Collaborative; by providing on- site training and support throughout the school year (includes the implementation phase through developing a module).

| Description | Source | Total |
|---|--------------|---------------|
| B2.S1.A1 - 17,453.00 for iPD Innovative Professional Development | General Fund | 0 |
| B2.S1.A2 - Notes | General Fund | 17,453 |
| Total Goal 5 | | 17,453 |

Goal 6: East Ridge High School will increase the number of students who are College and Career Ready by hiring a Florida Standards Coach to support teachers in their endeavor to improve core instruction.

| Description | Source | Total |
|-------------------------|--------------|----------|
| B1.S3.A1 - Notes | General Fund | 0 |
| Total Goal 6 | | 0 |