

Mt. Dora High School

700 N HIGHLAND ST, Mount Dora, FL 32757

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

48%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

B

D

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	19
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	45
Appendix 2: Professional Development and Technical Assistance Outlines	48
Professional Development Opportunities	49
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	53

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

The Mission of Mount Dora High School is to provide the best education to all students while encouraging and enabling each to grow personally and academically.

Provide the school's vision statement

"Caring About the Needs of Every Student" reflects the motto and the vision of MDHS. Our mission is to provide the best education to all students and enable each to grow personally and academically. This includes ensuring success on the FCAT, preparing for a responsible role in today's changing world economy, and gaining an appreciation for the students' fellow man. We will endeavor to equip each student with the attitude and aptitude for continuing individual growth and education, both of which are necessary to succeed in the increasingly more difficult and competitive American job market.

School Environment

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

Teachers are encouraged to learn more about their students and build relationships with them. All teachers must perform routine 'data chats' with their students to help build on that foundation and help meet academic expectations. Through these chats, teachers and students gain a better understanding of the learning environments and build rapport with one another. Our guidance counselors and administrators also conduct routine meetings (at-risk meetings along with others) with their assigned students. Finally, our academic coaches make every effort to build on the relationships with our students by coaching and mentoring them with one-on-one and group sessions.

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

We strive to ensure all of our students feel safe. We have direct supervision before, after and during school hours. Administrators, teachers, and our Mt. Dora Police Department School Resource Officer (SRO) are always visible and available for any situation. We have implemented our school safety plan and school bully plan. Bully boxes are located around campus where students can report any suspected bullying. Students can remain anonymous when reported incidents of bullying. An investigation will be completed for all reported incidents.

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

Our staff is aware of our school-wide discipline ladder. Protocols must be followed for all disciplinary incidents, and parents will be immediately notified. Expectations for behavior are clearly stated on the PA system every morning during announcements.

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

We work closely with the school social worker and school psychologist. Along with the social worker and psychologist, we have three counselors on campus everyday to provide counseling and/or mentoring as needed.

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

Administrators and counselors consistently meet with students and review data trends. During these meetings and reviews, credit check forms are completed and data is entered specific to the student (ie: attendance issues, disciplinary issues, grades, and/or assessment scores).

A weekly attendance print out is sent to all administrators and counselors for review. The printout dictates whether or not a student has been suspended. Skyward is a resource available that will be routinely monitored.

Teachers are mandated to report all failures to counselors at the end of each grading period. Standardized assessment scores are disseminated (through FCAT Star and other programs) to teachers, counselors and administrators. Students are scheduled in specific classes (ie: intensive reading) based on these scores. Students scoring at a level 1 or 2 on the Algebra 1 EOC will be placed in a Liberal Arts Math class for additional support.

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	12	
Attendance below 90 percent	39	17	28	0	84
One or more suspensions	23	19	11	0	53
Course failure in ELA or Math	109	74	51	22	256
Level 1 on statewide assessment	61	33	26	0	120

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

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	20	16	8	44

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

The school's MTSS team meets on a monthly basis to discuss data relating to specific students. The team consists of an Administrator, Guidance Representative, Academic Coaches (math coach, Literacy Coach, Florida Standards Teacher, and Accelerated Resource Teacher), Cooperative Consultation Teacher, School Social Worker, School Psychologist, and/or selected teachers. Interventions are planned on the basis of data and discussion. The individual responsible for the implementation of the intervention uses the progress monitoring tool to graph the results of the

intervention. The team constantly reviews data related to the instructional needs of specific groups through trends, as well as individual student needs.

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

We have two orientation sessions before school starts to get students acclimated to the school environment and meet their teachers. Parents are encouraged to attend orientation day, as well as our Open House night in September.

We send out five newsletters throughout the school year with valuable information about policies, upcoming events, sports schedules and other pertinent information.

We keep an up-to-date school website with tabs for guidance, teacher pages, sports, clubs and other important links with important information.

We also utilize our parent call-out system to notify parents of important events/information.

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

We have a strong SAC with parents and community members attending. We also work with many community stakeholders to collaboratively support the school and student achievement.

For the 2014-2015 school year, we are working closely with the Mount Dora Police Department. There is one School Resource Officer (SRO) stationed at the school everyday during school hours and sporting events. This collaborative partnership has assisted in bringing strong ties to the community and helping to utilize all available resources for the security of our campus.

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
Boone, Rhonda	Principal
Straughan, Marlene	Assistant Principal
Durias, Herman	Assistant Principal
Bracewell, Kyle	Assistant Principal
Hart, Elizabeth	Instructional Coach
Myers, Lori	Instructional Coach

Duties

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

Dr. Rhonda Boone, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

Kyle Bracewell and Herman Durias, Assistant Principals: Assists the principal in the implementation of a common vision for the use of data-based decision making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

Lori Myers, Literacy Coach: Provides guidance on the K-12 reading plan; facilitates and supports data collection; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach. Develops, leads, and evaluates the core content standards and programs; identifies and analyzes existing literature on scientifically-based curriculum intervention strategies; assists with whole group screening programs that provide early intervention services for students that are considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Judy Davis, Math Coach: Provides guidance on the math scope and sequence; facilitates and supports data collection; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach. Develops, leads, and evaluates the core content standards and programs; assists with whole group screening programs that provide early intervention services for students that are considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Marlene Straughan, Assistant Principal: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Elizabeth Hart, Accelerated Resource Teacher: Participates in student data collection, integrates core instructional activities/materials, assists with the implementation of Tier 3 instruction, and collaborates with the general education teachers.

Susan Ricci, Ryan Eshbaugh and Kyisha Savary, Guidance Counselors: Provides quality services and expertise on different programs.

Shena Randolph, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school workers continue to link child-serving and community agencies to the schools and families to support the child in academics, emotional, behavioral, and social success.

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

The school's MTSS team meets on a monthly basis to discuss data relating to specific students. The MTSS team consists of an administrator (Mr. Kyle Bracewell, AP), guidance representative (Mr. Ryan Eshbaugh), academic coaches, cooperative consultation teacher, school social worker, school psychologist, and selected teachers. This team constantly reviews data related to the instructional needs of specific groups through trends, as well as individual student needs.

Administrators and instructional coaches meet frequently to review trend in data in all subject areas. If over 20% (as suggested by Florida's MTSS model) of a class is not receiving proficiency, instructional practices are examined. This further examination includes focused walk throughs by administration for the purpose of data collection and support in the implementation of the core curriculum through instructional coaching. With the support of data and curriculum personnel (academic coaches), informed decisions are made regarding the purchase of support materials and additional staff.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Rhonda Boone	Principal
Lizz Schlotter	Teacher
Marilyn Orr (Secretary)	Teacher
Dorothy Dailey-Griffin	Teacher
Timothy Hobbs	Teacher
Dillon Lowery	Teacher
Robert Minichino	Teacher
Ariel Betancourt	Teacher
Scott Becker	Teacher
Kathy Relford	Education Support Employee
Michaela McKinney	Student
Marcy Fuller	Parent
Christine Newton	Parent
Grace Outler	Parent
Laurel Ronald (SAC Chair)	Parent
Robin Walker	Parent
Jennifer Moore	Parent
Kim Varnadore (SAC Vice-Chair)	Parent
Angie Weems	Parent
Lisa Milligan	Parent
Don Hyland	Parent
Robert Durant	Parent
Michelle Dotto	Parent
Kristina Rice	Parent
Emilyn Spradley	Parent
Diana Hunt	Parent
Wendy Simpson	Parent
Robert Bell	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 was able to view and provide feedback on the 2013-2014 SIP. The committee voted unanimously to approve and submit it.

Development of this school improvement plan

The SAC members during meetings and/or through emails are given the opportunity to provide input into the SIP.

Preparation of the school's annual budget and plan

Lake County Schools does not provide us with school improvement funds for SAC. All SAC funds are voted on and distributed for school improvements/benefits based solely on the proposal and ratification of the committee.

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

The District does not provide the schools with school improvement funds for SAC. The remaining balance will be used for the school website and teacher grants.

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
Myers, Lori	Instructional Coach
Bracewell, Kyle	Assistant Principal
Hart, Elizabeth	Instructional Coach
Straughan, Marlene	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

In addition to members listed above, 2 English teachers, 1 Reading teacher, 1 Reading ESE teacher, and 1 Science teacher are included as part of the team. During the 2014-2015 school year, the LLT will promote literacy in the content areas through the training, support and use of common writing rubrics, AVID strategies, Document Based Questioning, Math/Literacy Design Collaborative, and leveled reading materials for all subjects.

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

Our teachers participate in weekly common planning. This common plan time allows teacher to collaborate and desegregate data pertinent to their students and content area. Teachers also attend school-based PLC, district C2 Cohort, and content area professional development; they are then able to discuss strategies to help students achieve academic success.

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

1. Provide on-going training to assist teachers in achieving the Highly Qualified status.
Assistant Principal; Teacher Quality Retention Administrator
2. Seek out and hire Highly Qualified applicants for all future openings.

Principal; School Administration

3. Provide training at the beginning and throughout the school year to better meet the needs of the SIP.

Principal; School Administration; Leadership Team

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

New teachers to MDHS will be paired up with their department chair. Most departments have common planning and are involved in a weekly PLC to review data, create, modify and review focus calendars, vertical and horizontal alignments. Department Chairs are Capacity Builders for their area and can offer the most accurate curricular assistance.

Teachers will participate in the district program New Beginnings

Teachers will participate in the half day school program for new teachers

Teachers will participate in the school PLC for New Teachers

Coaches will attend professional development on mentoring new teachers

Coaches will mentor, observe, provide feedback and model for our new teachers

Administrators will observe and provide feedback to our new teachers

New teachers will participate in peer-to-peer classroom observations to better assist in the implementation of teaching and/or learning strategies

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

Mount Dora High School is responsible for the implementation of all current Florida Standards across the curriculum, including the new standards in ELA and Math. The new standards also include Financial Literacy in Economics.

Teachers use their common plan time to collaborate and align curriculum mapping, lesson planning, lesson study, and professional development. Teachers are responsible to ensure their materials and instructional strategies (ie: complex text) are aligned to the Florida Standards. Administrators will monitor all instructional personnel and provide feedback on all core instructional teachers/programs.

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

The process of using data to differentiate instruction is an integral part of our school culture.

Administrators and academic coaches help teachers use data to determine strategies to differentiate instruction and meet the needs of diverse students.

Instructional personnel collaborate to select the most effective assessments and interpret data appropriately.

Teachers are monitored and given feedback to help properly group students, plan, develop, and deliver efficiently-paced, small group lessons, and monitor student progress.

The MTSS teams meets and discuss appropriate interventions to assist students having difficulty attaining the proficient or advanced level on state assessments. Guidance will also appropriately place students in specific classes based on their state assessments scores for additional support.

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: 5,400

After school tutoring is provided two times a week by teachers and/or peers to help reinforce instruction in core academic subjects. Transportation is provided for students who are designated bus riders.

Strategy Rationale

The purpose of after-school tutoring is for highly qualified staff and high achieving students to provide extended instruction (tutoring) for lower-performing student populations. Additional instruction may help students better identify and reach their learning goals in under-performing areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Straughan, Marlene, straughanm@lake.k12.fl.us

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

E2020 (Edgenuity)
Skyward
Common Assessments
Progress Reports
Report Cards
EOC's

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

A virtual lab is available for students to complete classes on-line. E2020 (Edgenuity) helps support students transitioning from one grade level to another. A teacher-facilitator monitors all of the students/classes. Students can participate for grade recovery or grade forgiveness. They are also given the opportunity to take EOC and/or ACT prep courses.

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

Through our guidance department, students can take a career quiz to see what careers fit their personality and interests. Guidance counselors routinely meet with students to advise them on course selections and ensure they're meeting expectations. Students may request a meeting with a counselor at any time. To better assist with career planning, our guidance counselors rotate with their respective class each year so they serve the same students throughout their high school career.

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

Mount Dora High School offers a variety of integrated courses to help the students see the relationship between subjects and relevant future careers. Some of the integrated courses include our CAP Academies and technology progress such as Digital Design and Drafting. We also offer several culinary classes and allow our students to run a full-fledged restaurant called the 'Cane Café.' Additionally, we have a nationally recognized Air Force ROTC program and a Health Career Academy where students can earn certification as a medical transcription assistant. We are in our third year of Advancement Via Individual Determination (AVID) Program. This program is a college readiness system that is designed to increase school wide learning and performance.

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

We offer test prep opportunities for most of the college readiness exams, including the PSAT and PERT tests. Fifty (50%) of our students are enrolled in one or more Advanced Placement (AP) classes. Data shows a steady increase in the pass rate on the AP exams.

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

We will utilize the following to ensure our students are ready for public postsecondary experiences:

- *College Board Florida Partnership
- *School-wide PSAT (9th, 10th, 11th graders)
- *School-wide SAT (11th graders)
- *Use of PSAT/SAT and READI-SET data
- *Advanced Placement Courses
- *Development of an AP Track
- *Dual-Enrollment Courses
- *PERT Assessment

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.** Mount Dora High School will continue to maintain a zero-tolerance bully policy and provide a safe learning environment.
- G2.** Mount Dora High School teachers will increase the use of data analysis to guide and differentiate reading instruction.
- G3.** ESE teachers will improve retention of math skills through the integration of daily review of math concepts.
- G4.** In the 2013-14 school year there were 5,818 books checked out by the entire student body. Our goal is to increase the number of books checked out and read by 1%.
- G5.** ESE teachers will integrate AVID strategies into classroom instruction.
- G6.** Algebra I teachers will increase the effectiveness of common planning using the PLC process on a weekly basis.
- G7.** Geometry teachers will increase the effectiveness of common planning using the PLC process on a weekly basis.
- G8.** Social Studies teachers will incorporate organizational and study skills into classroom instruction. Increase by 5 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC.
- G9.** Science teachers will incorporate reading strategies into classroom instruction.
- G10.** Increase use of technology throughout the school campus and increase the pass rate of CAP Academy certifications to 80% or more.
- G11.** Intensive Reading Teachers will ensure our lowest quartile (LQ) students have routine opportunities to use computer and digital reading programs.

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. Mount Dora High School will continue to maintain a zero-tolerance bully policy and provide a safe learning environment. **1a**

 G045059

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

- Bully Plan
- Bully Boxes
- Speak-Out Hotline
- Partnership with Mt. Dora Police Department
- Safety Plan
- Go Kits

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge about available resources

Plan to Monitor Progress Toward G1. **8**

Incident reports and referrals relating to bullying and reports/discussions brought to the safety committee's attention.

Person Responsible

Herman Durias

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Evidence will include zero incidents of bullying or school safety issues.

G2. Mount Dora High School teachers will increase the use of data analysis to guide and differentiate reading instruction. 1a

G043172

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	69.0

Resources Available to Support the Goal 2

- Achieve 3000
- Structured Common Planning and Professional Development
- FAIR-FS

Targeted Barriers to Achieving the Goal 3

- Limited access and time to analyze data resources.

Plan to Monitor Progress Toward G2. 8

Data notebooks, along with lesson plans, will be collected.

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Evidence will include small group, scaffolded lesson plans that are created based on data analysis and student needs. Assessment reports, such as, PSAT, SAT, and Read-Step will be reviewed for student progress.

G3. ESE teachers will improve retention of math skills through the integration of daily review of math concepts. 1a

 G040809

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	61.0

Resources Available to Support the Goal 2

- Math Strategies
- AVID Strategies
- Peer collaboration
- Targeted small group instruction
- Focused data chats

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge, learning gaps , retention

Plan to Monitor Progress Toward G3. 8

Data will be collected weekly by classroom and ESE teachers to determine the student organizational skills. Increased academic average will provide data that increased skills are assisting students with disabilities to achieve learning gains.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student work, assessments, and EOC

G4. In the 2013-14 school year there were 5,818 books checked out by the entire student body. Our goal is to increase the number of books checked out and read by 1%. 1a

 G039997

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Incentives for reading books
- Free Lunch

Targeted Barriers to Achieving the Goal 3

- Students Checking out books and not reading them

G5. ESE teachers will integrate AVID strategies into classroom instruction. 1a

 G037253

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	50.0

Resources Available to Support the Goal 2

- Achieve 3000
- Targeted small group instruction
- Focused data charts
- AVID strategies
- Peer Collaboration

Targeted Barriers to Achieving the Goal 3

- Poor student organization

Plan to Monitor Progress Toward G5. 8

Data from student assessments and assignments will be collected weekly

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Assessments, student grades, and EOC

G6. Algebra I teachers will increase the effectiveness of common planning using the PLC process on a weekly basis. 1a

G037254

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	60.0

Resources Available to Support the Goal 2

- Formative lessons associated with MDC
- Common Planning
- PLCs
- Common Assessments
- Scope and Sequence/ Blueprints

Targeted Barriers to Achieving the Goal 3

- Change in standards and methods of instruction

Plan to Monitor Progress Toward G6. 8

Data analysis worksheets and baseline and progress monitoring assessments will be analyzed.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data analysis worksheets, progress monitoring assessments, PSAT , Redi Step, SAT, and End of course exams

G7. Geometry teachers will increase the effectiveness of common planning using the PLC process on a weekly basis. 1a

G037255

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- Formative assessments associated with MDC
- Common Planning
- PLCs
- Common Assessments
- Scope and Sequence/ Blueprints

Targeted Barriers to Achieving the Goal 3

- Change in standards and methods of instruction

Plan to Monitor Progress Toward G7. 8

Data analysis worksheets and baseline and progress monitoring assessments will be analyzed.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data Analysis Worksheets, progress monitoring assesments, and End of Course Exams

G8. Social Studies teachers will incorporate organizational and study skills into classroom instruction. Increase by 5 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC. 1a

G037257

Targets Supported 1b

Indicator	Annual Target
	64.0

Resources Available to Support the Goal 2

- Common Planning
- Department Collaboration
- DBQ Essays
- AVID Strategies
- Student Planners
- Reading quiz
- Support Staff

Targeted Barriers to Achieving the Goal 3

- Learning how to run a productive PLC during common plan time
- Poor student organization

Plan to Monitor Progress Toward G8. 8

Student assignments, quizzes, and assessments will be monitored.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student assessments/performance on PSAT, SAT, Redi Step, and End of Course exams will be monitored.

G9. Science teachers will incorporate reading strategies into classroom instruction. 1a

 G037258

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	74.0

Resources Available to Support the Goal 2

- Common Planning
- Use of PLUS Team
- Intensive Reading Teachers
- Teachers trained in CAR-PD

Targeted Barriers to Achieving the Goal 3

- Low level readers

Plan to Monitor Progress Toward G9. 8

FAIR, Science Mini Assessments, Standards/Benchmark Assessments

Person Responsible

Herman Durias

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Students' scores in science and reading will increase.

G10. Increase use of technology throughout the school campus and increase the pass rate of CAP Academy certifications to 80% or more. 1a

G037260

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

- Texts and electronic tools
- Available laptops in media center and on carts for classes
- Virtual Lab
- Wi-Fi portals

Targeted Barriers to Achieving the Goal 3

- Having multiple course with different certifications and EOCs in the same class period.

Plan to Monitor Progress Toward G10. 8

CAP Academy enrollment and registration for the CAP Academy Assessment

Person Responsible

Rhonda Boone


Schedule

On 6/3/2015

Evidence of Completion

Cap Academy Assessment and Industry Certification Exams

G11. Intensive Reading Teachers will ensure our lowest quartile (LQ) students have routine opportunities to use computer and digital reading programs. 1a

 G037264

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Practice Tests
- Self Monitoring Activities
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Computer Availability

Plan to Monitor Progress Toward G11. 8

FCAT practice test scores and FAIR scores

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Individual student scores on assessments will increase and/or show high probability of passing.

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. Mount Dora High School will continue to maintain a zero-tolerance bully policy and provide a safe learning environment. **1**

 G045059

G1.B1 Lack of knowledge about available resources **2**

 B111141

G1.B1.S1 Provide all stakeholders information of available resources. **4**

 S122632

Strategy Rationale

To ensure feel safe on our campus.

Action Step 1 **5**

Educate students about the school safety plan and bully plan.

Person Responsible

Herman Durias

Schedule

On 6/5/2015

Evidence of Completion

Review number of incidents reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School Advisory Council agenda and minutes, School Resource Officer Presentations, Bullying Reports/tips.

Person Responsible

Herman Durias

Schedule

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

Evidence of Completion

Educational resources referred to in minutes and presentations. Students' willingness to report.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will thoroughly investigate allegations of bullying and promptly address and correct any reports of safety issues.

Person Responsible

Herman Durias

Schedule

Daily, from 9/15/2014 to 6/5/2015


Evidence of Completion

SRO reports and student referrals will indicate zero-tolerance was maintained.

G2. Mount Dora High School teachers will increase the use of data analysis to guide and differentiate reading instruction. **1**

 G043172

G2.B1 Limited access and time to analyze data resources. **2**

 B105608

G2.B1.S1 Schedule Common Planning/PLCs to collect and analyze data. **4**

 S116939

Strategy Rationale

This time will allow teachers time and collaboration to collect and analyze data.

Action Step 1 **5**

Teachers, with the assistance of coaches, will collect reports from various assessments and analyze the data.

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Achieve 3000, FAIR-FS, PSAT, and classroom assessment reports

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

An agenda and minutes will be taken during common planning/PLC meetings. Teachers will maintain data notebooks.

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Minutes and agendas will be collected for fidelity. Data notebooks will be reviewed.

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

Collect weekly agenda/minutes from common planning and PLCs

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion


Weekly reports from collaborative planning. Usage reports from various computer assessment programs.

G3. ESE teachers will improve retention of math skills through the integration of daily review of math concepts.

1

 G040809

G3.B1 Lack of prior knowledge, learning gaps , retention 2

 B098848

G3.B1.S1 Integrate daily review of math concepts 4

 S110199

Strategy Rationale

To help students retain important concepts and commit them to long term memory

Action Step 1 5

ESE and regular education teachers will review previous math concepts daily during lessons to increase retention skills.

Person Responsible

Marlene Straughan

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student work, assignments, and assessments

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

Teachers will monitor student progress in note taking, assignments, and test scores each week to determine if increased retention leads to learning gains.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student work, assignments, and assessments

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

Student work, assignments, and assessments will be monitored each week by teachers.

Person Responsible

Marlene Straughan


Schedule

Weekly, from 8/18/2014 to 6/3/2015


Evidence of Completion

Data analysis sheets


G5. ESE teachers will integrate AVID strategies into classroom instruction. 1

 G037253

G5.B2 Poor student organization 2

 B089439

G5.B2.S1 Best practices to eliminate poor student organization is the integration of AVID strategies across the curriculum. 4

 S109444

Strategy Rationale

To teach students study skills and organizational skills so they can be successful in their classes.

Action Step 1 5

ESE and regular education teachers will implement AVID strategies daily during lessons to increase organizational skills.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Cornell notes, completed assignments and assessments

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

Teachers will monitor student progress in note taking, assignments and test scores each week to determine if increased organization leads to learning gains.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Cornell notes, completed assignments and assessments

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

Teachers will monitor student work and assessments to determine if AVID strategies are increasing organizational skills.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student work, assignments, and assessments

G6. Algebra I teachers will increase the effectiveness of common planning using the PLC process on a weekly basis. 1

 G037254

G6.B1 Change in standards and methods of instruction 2

 B089443

G6.B1.S1 Common Planning 4

 S100116

Strategy Rationale

Allows teachers to collaborate on lessons/assessments and reflect on student progress.

Action Step 1 5

Algebra I teachers will analyze the new Florida Standards to create lesson plans and common assessments.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC minutes will be completed

Action Step 2 5

Algebra I teachers will utilize data generated from common assessments to adjust instruction and address weaknesses.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data analysis sheets will be completed.

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

Lesson plans, common planning templates, and analysis of test data will be monitored by department head and administration.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC worksheets and data worksheets will be completed.

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

Reflection will take place after each assessment to identify students' strengths and weaknesses of the Florida Standards.

Person Responsible


Schedule

Weekly, from 8/18/2014 to 6/3/2015


Evidence of Completion

PLC worksheets and data analysis sheets will be completed.

G7. Geometry teachers will increase the effectiveness of common planning using the PLC process on a weekly basis. **1**

 G037255

G7.B1 Change in standards and methods of instruction **2**

 B089445

G7.B1.S1 Common planning **4**

 S100124

Strategy Rationale

Action Step 1 **5**

Geometry teachers will analyze the Florida Standards to create lesson plans and common assessments during common planning.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC minutes and data analysis worksheets

Plan to Monitor Fidelity of Implementation of G7.B1.S1 **6**

Lesson plans, common planning templates, and analysis of test data will be monitored by department head and administration.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC minutes and data analysis sheets will be completed.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Reflection will take place during common planning after each assessment to identify students' strengths and weaknesses of the Florida Standards.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 8/18/2014 to 8/18/2014

Evidence of Completion

PLC worksheet and individual data analysis sheets will be completed.

G8. Social Studies teachers will incorporate organizational and study skills into classroom instruction. Increase by 5 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC. 1

 G037257

G8.B2 Learning how to run a productive PLC during common plan time 2

 B089450

G8.B2.S2 Use guided questions 4

 S100134

Strategy Rationale

Action Step 1 5

Social Studies teachers will collaborate and use guiding questions to create common lesson plans and assessments

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC minutes and lesson plans

Plan to Monitor Fidelity of Implementation of G8.B2.S2 6

The department head and administration will monitor PLC meetings, lesson plans, and data from common assessments.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC minutes and data analysis sheets

Plan to Monitor Effectiveness of Implementation of G8.B2.S2 7

Social Studies teachers will reflect on data from student work and assessments

Person Responsible

Marlene Straughan


Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data analysis sheets

G8.B3 Poor student organization **2**

 B089451

G8.B3.S1 Implement and monitor the use of daily planners **4**

 S106122

Strategy Rationale

Action Step 1 **5**

Teachers will require students to utilize their planners daily.

Person Responsible

Marlene Straughan

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

A grade will be given for completing assignment.

Plan to Monitor Fidelity of Implementation of G8.B3.S1 **6**

Teachers will monitor the use of student planners on a weekly basis.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

A grade will be given for completing the assignment.

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

Teachers will check student agenda as an exit regimen to emphasize organization and memorization.

Person Responsible

Marlene Straughan

Schedule

Daily, from 8/18/2014 to 6/3/2015


Evidence of Completion

A grade will be given for completing assignment.

G9. Science teachers will incorporate reading strategies into classroom instruction. 1

 G037258

G9.B1 Low level readers 2

 B089455

G9.B1.S1 Utilize PLUS Team and intensive reading teachers to assist in obtaining reading, support materials for low level readers. 4

 S100143

Strategy Rationale

Students may know science concepts, but struggle with reading skills to score adequately on assessment.

Action Step 1 5

Use materials (science articles, specific reading strategies) to support course content.

Person Responsible

Herman Durias

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, observations, Student work samples.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Teacher lesson plans and student work samples will be collected.

Person Responsible

Herman Durias

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common plans among departments and increased classroom grades.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Analysis of science classroom and reading (FAIR) assessments

Person Responsible

Herman Durias


Schedule

Monthly, from 8/25/2014 to 6/5/2015


Evidence of Completion

Students' reading scores will increase.


G10. Increase use of technology throughout the school campus and increase the pass rate of CAP Academy certifications to 80% or more. **1**

 G037260

G10.B1 Having multiple course with different certifications and EOCs in the same class period. **2**

 B089461

G10.B1.S1 Schedule students and courses separately by course level and certification requirements. **4**

 S107663

Strategy Rationale

Lessons will be tailored to the specific course and an increase of student/teacher time.

Action Step 1 **5**

CTE teachers and guidance counselors will work together to create a schedule to separate classes with differing certifications and end of course exams. Erik Belanger will work to educate students on the use of technology in the school setting.

Person Responsible

Rhonda Boone

Schedule

On 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G10.B1.S1 **6**

Teachers, guidance counselors, and administration will implement and monitor these changes.

Person Responsible

Rhonda Boone

Schedule

On 6/3/2015

Evidence of Completion

Certification results and EOC results

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Review and evaluate test results at the end of the year.

Person Responsible

Rhonda Boone

Schedule


Evidence of Completion

Certification results and EOC exams

G11. Intensive Reading Teachers will ensure our lowest quartile (LQ) students have routine opportunities to use computer and digital reading programs. 1

 G037264

G11.B2 Computer Availability 2

 B089471

G11.B2.S1 Schedule time in media center for class practice. 4

 S100163

Strategy Rationale

Action Step 1 5

Contact Media Specialists to schedule times to access digital resources.

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Media Center/Lab schedules

Plan to Monitor Fidelity of Implementation of G11.B2.S1 6

Review of lesson plans, lab schedules, and data analysis.

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Computer program usage reports and lesson plans.

Plan to Monitor Effectiveness of Implementation of G11.B2.S1 7

Collection and review of computer program (Achieve) reports, FAIR report, Assessment data

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data analysis of computer program/assessment reports will show growth for individual students.

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
G6.B1.S1.A1	Algebra I teachers will analyze the new Florida Standards to create lesson plans and common assessments.	Boone, Rhonda	8/18/2014	PLC minutes will be completed	6/3/2015 weekly
G7.B1.S1.A1	Geometry teachers will analyze the Florida Standards to create lesson plans and common assessments during common planning.	Boone, Rhonda	8/18/2014	PLC minutes and data analysis worksheets	6/3/2015 weekly
G11.B2.S1.A1	Contact Media Specialists to schedule times to access digital resources.	Bracewell, Kyle	8/25/2014	Media Center/Lab schedules	6/5/2015 monthly
G8.B3.S1.A1	Teachers will require students to utilize their planners daily.	Straughan, Marlene	8/18/2014	A grade will be given for completing assignment.	6/3/2015 daily
G8.B2.S2.A1	Social Studies teachers will collaborate and use guiding questions to create common lesson plans and assessments	Straughan, Marlene	8/18/2014	PLC minutes and lesson plans	6/3/2015 weekly

Lake - 0181 - Mt. Dora High School - 2014-15 SIP
Mt. Dora High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.A1	CTE teachers and guidance counselors will work together to create a schedule to separate classes with differing certifications and end of course exams. Erik Belanger will work to educate students on the use of technology in the school setting.	Boone, Rhonda	8/18/2014		6/3/2015 one-time
G9.B1.S1.A1	Use materials (science articles, specific reading strategies) to support course content.	Durias, Herman	8/25/2014	Lesson Plans, observations, Student work samples.	6/5/2015 weekly
G5.B2.S1.A1	ESE and regular education teachers will implement AVID strategies daily during lessons to increase organizational skills.	Straughan, Marlene	8/18/2014	Cornell notes, completed assignments and assessments	6/3/2015 weekly
G3.B1.S1.A1	ESE and regular education teachers will review previous math concepts daily during lessons to increase retention skills.	Straughan, Marlene	8/18/2014	Student work, assignments, and assessments	6/3/2015 daily
G2.B1.S1.A1	Teachers, with the assistance of coaches, will collect reports from various assessments and analyze the data.	Bracewell, Kyle	9/2/2014	Achieve 3000, FAIR-FS, PSAT, and classroom assessment reports	6/5/2015 weekly
G1.B1.S1.A1	Educate students about the school safety plan and bully plan.	Durias, Herman	8/18/2014	Review number of incidents reports	6/5/2015 one-time
G6.B1.S1.A2	Algebra I teachers will utilize data generated from common assessments to adjust instruction and address weaknesses.	Boone, Rhonda	8/18/2014	Data analysis sheets will be completed.	6/3/2015 weekly
G1.MA1	Incident reports and referrals relating to bullying and reports/discussions brought to the safety committee's attention.	Durias, Herman	9/15/2014	Evidence will include zero incidents of bullying or school safety issues.	6/5/2015 quarterly
G1.B1.S1.MA1	Administrators will thoroughly investigate allegations of bullying and promptly address and correct any reports of safety issues.	Durias, Herman	9/15/2014	SRO reports and student referrals will indicate zero-tolerance was maintained.	6/5/2015 daily
G1.B1.S1.MA1	School Advisory Council agenda and minutes, School Resource Officer Presentations, Bullying Reports/tips.	Durias, Herman	8/18/2014	Educational resources referred to in minutes and presentations. Students' willingness to report.	6/5/2015 monthly
G2.MA1	Data notebooks, along with lesson plans, will be collected.	Bracewell, Kyle	9/8/2014	Evidence will include small group, scaffolded lesson plans that are created based on data analysis and student needs. Assessment reports, such as, PSAT, SAT, and Read-Step will be reviewed for student progress.	6/5/2015 weekly
G2.B1.S1.MA1	Collect weekly agenda/minutes from common planning and PLCs	Bracewell, Kyle	9/8/2014	Weekly reports from collaborative planning. Usage reports from various computer assessment programs.	6/5/2015 weekly
G2.B1.S1.MA1	An agenda and minutes will be taken during common planning/PLC meetings. Teachers will maintain data notebooks.	Bracewell, Kyle	9/8/2014	Minutes and agendas will be collected for fidelity. Data notebooks will be reviewed.	6/5/2015 weekly
G3.MA1	Data will be collected weekly by classroom and ESE teachers to determine the student organizational skills. Increased academic average will provide data that increased skills are assisting students with disabilities to achieve learning gains.	Straughan, Marlene	8/18/2014	Student work, assessments, and EOC	6/3/2015 weekly
G3.B1.S1.MA1	Student work, assignments, and assessments will be monitored each week by teachers.	Straughan, Marlene	8/18/2014	Data analysis sheets	6/3/2015 weekly
G3.B1.S1.MA1	Teachers will monitor student progress in note taking, assignments, and test scores each week to determine if	Straughan, Marlene	8/18/2014	Student work, assignments, and assessments	6/3/2015 weekly

Lake - 0181 - Mt. Dora High School - 2014-15 SIP
Mt. Dora High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	increased retention leads to learning gains.				
G5.MA1	Data from student assessments and assignments will be collected weekly	Straughan, Marlene	8/18/2014	Assessments, student grades, and EOC	6/3/2015 weekly
G5.B2.S1.MA1	Teachers will monitor student work and assessments to determine if AVID strategies are increasing organizational skills.	Straughan, Marlene	8/18/2014	Student work, assignments, and assessments	6/3/2015 weekly
G5.B2.S1.MA1	Teachers will monitor student progress in note taking, assignments and test scores each week to determine if increased organization leads to learning gains.	Straughan, Marlene	8/18/2014	Cornell notes, completed assignments and assessments	6/3/2015 weekly
G6.MA1	Data analysis worksheets and baseline and progress monitoring assessments will be analyzed.	Boone, Rhonda	8/18/2014	Data analysis worksheets, progress monitoring assessments, PSAT , Redi Step, SAT, and End of course exams	6/3/2015 weekly
G6.B1.S1.MA1	Reflection will take place after each assessment to identify students' strengths and weaknesses of the Florida Standards.		8/18/2014	PLC worksheets and data analysis sheets will be completed.	6/3/2015 weekly
G6.B1.S1.MA1	Lesson plans, common planning templates, and analysis of test data will be monitored by department head and administration.	Boone, Rhonda	8/18/2014	PLC worksheets and data worksheets will be completed.	6/3/2015 weekly
G7.MA1	Data analysis worksheets and baseline and progress monitoring assessments will be analyzed.	Boone, Rhonda	8/18/2014	Data Analysis Worksheets, progress monitoring assesments, and End of Course Exams	6/3/2015 weekly
G7.B1.S1.MA1	Reflection will take place during common planning after each assessment to identify students' strengths and weaknesses of the Florida Standards.	Boone, Rhonda	8/18/2014	PLC worksheet and individual data analysis sheets will be completed.	8/18/2014 weekly
G7.B1.S1.MA1	Lesson plans, common planning templates, and analysis of test data will be monitored by department head and administration.	Boone, Rhonda	8/18/2014	PLC minutes and data analysis sheets will be completed.	6/3/2015 weekly
G8.MA1	Student assignments, quizzes, and assessments will be monitored.	Straughan, Marlene	8/18/2014	Student assessments/performance on PSAT, SAT, Redi Step, and End of Course exams will be monitored.	6/3/2015 weekly
G8.B3.S1.MA1	Teachers will check student agenda as an exit regimen to emphasize organization and memorization.	Straughan, Marlene	8/18/2014	A grade will be given for completing assignment.	6/3/2015 daily
G8.B3.S1.MA1	Teachers will monitor the use of student planners on a weekly basis.	Straughan, Marlene	8/18/2014	A grade will be given for completing the assignment.	6/3/2015 weekly
G8.B2.S2.MA1	Social Studies teachers will reflect on data from student work and assessments	Straughan, Marlene	8/18/2014	Data analysis sheets	6/3/2015 weekly
G8.B2.S2.MA1	The department head and administration will monitor PLC meetings, lesson plans, and data from common assessments.	Straughan, Marlene	8/18/2014	PLC minutes and data analysis sheets	6/3/2015 weekly
G9.MA1	FAIR, Science Mini Assessments, Standards/Benchmark Assessments	Durias, Herman	8/25/2014	Students' scores in science and reading will increase.	6/1/2015 monthly
G9.B1.S1.MA1	Analysis of science classroom and reading (FAIR) assessments	Durias, Herman	8/25/2014	Students' reading scores will increase.	6/5/2015 monthly
G9.B1.S1.MA1	Teacher lesson plans and student work samples will be collected.	Durias, Herman	8/25/2014	Common plans among departments and increased classroom grades.	6/5/2015 monthly
G10.MA1	CAP Academy enrollment and registration for the CAP Academy Assessment	Boone, Rhonda	8/18/2014	Cap Academy Assessment and Industry Certification Exams	6/3/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.MA1	Review and evaluate test results at the end of the year.	Boone, Rhonda	8/25/2014	Certification results and EOC exams	one-time
G10.B1.S1.MA1	Teachers, guidance counselors, and administration will implement and monitor these changes.	Boone, Rhonda	8/18/2014	Certification results and EOC results	6/3/2015 one-time
G11.MA1	FCAT practice test scores and FAIR scores	Bracewell, Kyle	8/25/2014	Individual student scores on assessments will increase and/or show high probability of passing.	6/5/2015 monthly
G11.B2.S1.MA1	Collection and review of computer program (Achieve) reports, FAIR report, Assessment data	Bracewell, Kyle	8/25/2014	Data analysis of computer program/ assessment reports will show growth for individual students.	6/5/2015 monthly
G11.B2.S1.MA1	Review of lesson plans, lab schedules, and data analysis.	Bracewell, Kyle	8/25/2014	Computer program usage reports and lesson plans.	6/5/2015 monthly

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.

G2. Mount Dora High School teachers will increase the use of data analysis to guide and differentiate reading instruction.

G2.B1 Limited access and time to analyze data resources.

G2.B1.S1 Schedule Common Planning/PLCs to collect and analyze data.

PD Opportunity 1

Teachers, with the assistance of coaches, will collect reports from various assessments and analyze the data.

Facilitator

Instructional Coaches

Participants

Reading Teachers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

G6. Algebra I teachers will increase the effectiveness of common planning using the PLC process on a weekly basis.

G6.B1 Change in standards and methods of instruction

G6.B1.S1 Common Planning

PD Opportunity 1

Algebra I teachers will analyze the new Florida Standards to create lesson plans and common assessments.

Facilitator

Department Chair

Participants

Algebra I teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Algebra I teachers will utilize data generated from common assessments to adjust instruction and address weaknesses.

Facilitator

Department Chair

Participants

Algebra I teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G7. Geometry teachers will increase the effectiveness of common planning using the PLC process on a weekly basis.

G7.B1 Change in standards and methods of instruction

G7.B1.S1 Common planning

PD Opportunity 1

Geometry teachers will analyze the Florida Standards to create lesson plans and common assessments during common planning.

Facilitator

Department Chair

Participants

Geometry teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G8. Social Studies teachers will incorporate organizational and study skills into classroom instruction. Increase by 5 percentage points the number of students reaching proficiency (Level 3 and above) on the US History EOC.

G8.B2 Learning how to run a productive PLC during common plan time

G8.B2.S2 Use guided questions

PD Opportunity 1

Social Studies teachers will collaborate and use guiding questions to create common lesson plans and assessments

Facilitator

Department Head

Participants

Social Studies teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G9. Science teachers will incorporate reading strategies into classroom instruction.

G9.B1 Low level readers

G9.B1.S1 Utilize PLUS Team and intensive reading teachers to assist in obtaining reading, support materials for low level readers.

PD Opportunity 1

Use materials (science articles, specific reading strategies) to support course content.

Facilitator

PLUS Team

Participants

Science Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0