

Lake County Schools

Mt. Dora High School



2015-16 School Improvement Plan

Mt. Dora High School

700 N HIGHLAND ST, Mount Dora, FL 32757

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

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

53%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

38%

School Grades History

Year
Grade

2014-15
B*

2013-14
B

2012-13
B

2011-12
B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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. 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 with assistance from SAFE Schools. 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 and reported in a timely manner to SAFE Schools.

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	27	14	17	2	60
One or more suspensions	19	13	13	1	46
Course failure in ELA or Math	87	78	42	31	238
Level 1 on statewide assessment	63	65	50	3	181

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	34	53	31	118

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 routinely 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 in August, as well as our Open House night on September 8, 2015.

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 2015-2016 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:

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.

Assistant Principals Marlene Straughan, Kyle Bracewell and Herman Durias, as well as ESE School Specialist Jason Roberts: 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.

Diana Thompson, Florida Standards Teacher/Academic Coach: Provides guidance on the science and 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 and oversees the AVID binder.

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

Sheena 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. Title I Part A is able to pay for tutoring at each non-Title I school for homeless students in need of academic assistance. The focus is in reading, writing and/or math for our homeless students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Rhonda Boone	Principal
Lizz Schlotter	Teacher
Marilyn Orr (Secretary)	Teacher
Dillon Lowery	Teacher
Kathy Relford	Education Support Employee
Marcy Fuller (SAC Vice-Chair)	Parent
Robin Walker	Parent
Kim Varnadore (SAC Chairperson)	Parent
Robert Durant	Parent
Kristina Rice	Parent
Robert Bell	Business/Community
Ted Dwyer	Teacher
George Fuller	Teacher
Chris De Libro	Parent
Stephanie King	Parent
Carrie Brown	Parent
Katie Gagnon	Student
Kristina Rice	Parent

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 2015-2016 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:

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's, 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 an assigned mentor. 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 standards-based instruction of all current Florida Standards across the curriculum. A new scope and sequence has been provided for Social Studies and Science. Blueprints/scope and sequence will continued to be utilized for the other subjects. 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 team meets and discusses 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 and IEP needs 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 (Tuesdays and Thursdays in the media center) by teachers and/or peers to help reinforce instruction in core academic subjects. Transportation is provided for students who are designated bus riders. A math teacher will always be present to assist students on Algebra Nation.

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, as well as classes through Lake County Virtual School (LCVS).

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. We are entering our fifth year of the Advancement Via Individual Determination (AVID) Program. This program is a college readiness system that is designed to increase school wide learning and performance.

We have many Advanced Placement (AP) courses; 50% of our students are enrolled in an AP course. In addition to offering the PERT test (dual-enrollment opportunity), our students (grades 9-11) take the PSAT in the fall and 11th graders take the SAT in the spring. The PSAT and SAT tests are provided free of charge to our students thanks to the Florida Partnership with College Board.

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. We are entering our fifth year of the 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
- *Implementation of an AP Track
- *Dual-Enrollment Courses
- *PERT Assessment

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs 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 provide a safe learning environment for all students.
- G2.** Mount Dora High School teachers will increase achievement of all students by creating learning environments that successfully balance content, literacy, and research based learning strategies.
- G3.** Increase the use of technology for research and instruction/learning in all academic areas at Mount Dora High School.

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 provide a safe learning environment for all students. 1a

 G071240

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	500.0

Resources Available to Support the Goal 2

- Anti-Bully Plan
- 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 9/4/2015 to 6/3/2016

Evidence of Completion

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

G2. Mount Dora High School teachers will increase achievement of all students by creating learning environments that successfully balance content, literacy, and research based learning strategies. 1a

G071241

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
Algebra I FSA EOC Pass Rate	72.0
U.S. History EOC Pass	76.0
Bio I EOC Pass	68.0
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- AVID Strategies
- Structured common planning and collaborative time
- Florida Standards Assessment Writing Rubric
- Updated Scope & Sequence and Blueprints
- Literacy Design Collaborative (LDC)
- Algebra Nation
- Khan Academy

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge and learning gaps
- Teachers' proficiency in literacy skills
- Common understanding of research based learning strategies

Plan to Monitor Progress Toward G2. 8

District and state assessment reports will be collected throughout the year to determine progress towards student proficient in literacy skills.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 9/14/2015 to 5/30/2016

Evidence of Completion

Student work and assessment reports

G3. Increase the use of technology for research and instruction/learning in all academic areas at Mount Dora High School. 1a

G071242

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	45.0

Resources Available to Support the Goal 2

- Lab schedules
- iPads, personal devices
- AP Lab
- Achieve 3000
- ESE resource rooms (Inclusion Teachers)

Targeted Barriers to Achieving the Goal 3

- Lack of hardware.

Plan to Monitor Progress Toward G3. 8

Writing progress monitoring assessments

Person Responsible

Marlene Straughan

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Baseline, Midyear and FSA Writing reports.

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 provide a safe learning environment for all students. **1**

 **G071240**

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

 **B185843**

G1.B1.S1 Provide all stakeholders information of available resources about safety and anti-bullying. **4**

 **S197253**

Strategy Rationale

To ensure everyone feels safe on our campus.

Action Step 1 **5**

Educate students about the school safety plan and anti-bully plan

Person Responsible

Herman Durias

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Safety committee and EPI trained teachers will review number of incidents reports with AP Durias

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. Teacher lesson plans indication Code of Conduct review.

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 9/1/2015 to 6/3/2016


Evidence of Completion

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

G2. Mount Dora High School teachers will increase achievement of all students by creating learning environments that successfully balance content, literacy, and research based learning strategies. 1

 G071241

G2.B1 Lack of prior knowledge and learning gaps 2

 B185844

G2.B1.S1 Align Reading instruction with English Content standards. 4

 S197254

Strategy Rationale

To help students revisit important concepts and skills and commit them to long term memory and daily application.

Action Step 1 5

Utilize updated scope and sequence, blueprints, and materials to coordinate with English standards.

Person Responsible

Marlene Straughan

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom walkthrough data

Action Step 2 5

Collaborate with peers to discuss effective implementation of skills and assignments and ensure IEP goals are being implemented.

Person Responsible

Marlene Straughan

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Collaborative schedule, agenda, and form.

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

PLC and Collaborative time will be scheduled and minutes will be taken to support common planning and use of provided resources.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plans and Collaborative and PLC forms will be collected

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

Teachers, coaches, and administration will monitor student progress in reading assessments (FAIR, Achieve 3000, classroom tests/assignments).

Person Responsible

Marlene Straughan

Schedule

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

Evidence of Completion

Data analysis sheets and results of classroom/district/state assessments

G2.B2 Teachers' proficiency in literacy skills 2

 B185845

G2.B2.S2 Continuous professional development on new literacy resources and strategies for science and social studies. 4

 S197256

Strategy Rationale

To learn and improve literacy strategies in content.

Action Step 1 5

Create a professional development plan with a clearly defined protocol.

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

A copy of the professional development plan.

Action Step 2 5

Utilizing appropriate curriculum staff (ie. county program specialists/ESE teachers) to support teachers with content literacy skills and strategies.

Person Responsible

Marlene Straughan

Schedule

Every 6 Weeks, from 9/21/2015 to 6/3/2016

Evidence of Completion

Schedules, agendas, and minutes.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Observation by administration.

Person Responsible

Rhonda Boone

Schedule

Monthly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Collection of schedules, agendas, minutes and presentations from professional development.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Classroom Walkthroughs

Person Responsible

Rhonda Boone


Schedule

Every 6 Weeks, from 9/14/2015 to 5/27/2016

Evidence of Completion

Classroom walkthrough forms and lesson plans.

G2.B4 Common understanding of research based learning strategies **2**

 B185847

G2.B4.S1 Utilize AVID strategies across curriculum **4**

 S197257

Strategy Rationale

AVID strategies will give students and teachers a common language to strengthen instruction.

Action Step 1 **5**

Develop a plan to share AVID strategies with faculty.

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Schedule, agendas, and minutes will demonstrate completion of plan.

Action Step 2 **5**

Through PLCs and Collaborative Time teams of teachers will develop ways to implement AVID strategies with in content area lessons.

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 9/9/2015 to 6/3/2016

Evidence of Completion

Common Planning template, lesson plans, and classroom walkthroughs will demonstrate AVID strategies are being utilized in classroom instruction.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will conduct classroom walkthroughs and observations for TEAM.

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough and TEAM forms

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Classroom observations will be used to monitor the effectiveness of implementation of strategies in the classrooms.

Person Responsible

Kyle Bracewell

Schedule

Every 6 Weeks, from 9/21/2015 to 6/3/2016


Evidence of Completion

AVID Site team will collect student samples across all content to demonstrate the strategy was implemented.

G3. Increase the use of technology for research and instruction/learning in all academic areas at Mount Dora High School. **1**

 G071242

G3.B1 Lack of hardware. **2**

 B185849

G3.B1.S1 Develop classroom stations for use of computers and/or devices available. **4**

 S197258

Strategy Rationale

Organize use of limited resources during instructional time so all students have opportunities to use technology.

Action Step 1 **5**

Identify a set of devices to be used in the classroom.

Person Responsible

Rhonda Boone

Schedule

On 6/3/2015

Evidence of Completion

Device list and checkout sheet

Action Step 2 **5**

Develop professional development on how to set up technology station in the classroom.

Person Responsible

Rhonda Boone

Schedule

Every 6 Weeks, from 9/1/2015 to 5/30/2016

Evidence of Completion

PD schedule

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

Observation from administration.

Person Responsible

Rhonda Boone

Schedule

Every 6 Weeks, from 8/18/2014 to 6/3/2015

Evidence of Completion

Schedules and collection of sign out sheets, agendas/minutes from PD

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

Classroom Walkthroughs

Person Responsible

Rhonda Boone

Schedule

Every 6 Weeks, from 8/31/2015 to 5/30/2016

Evidence of Completion

Classroom walkthrough form and lesson plans.

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
G1.B1.S1.A1	Educate students about the school safety plan and anti-bully plan	Durias, Herman	8/24/2015	Safety committee and EPI trained teachers will review number of incidents reports with AP Durias	6/3/2016 semiannually
G2.B1.S1.A1	Utilize updated scope and sequence, blueprints, and materials to coordinate with English standards.	Straughan, Marlene	8/24/2015	Lesson plans, classroom walkthrough data	6/3/2016 daily
G2.B2.S2.A1	Create a professional development plan with a clearly defined protocol.	Bracewell, Kyle	8/18/2015	A copy of the professional development plan.	6/3/2016 monthly
G2.B4.S1.A1	Develop a plan to share AVID strategies with faculty.	Bracewell, Kyle	9/2/2015	Schedule, agendas, and minutes will demonstrate completion of plan.	6/3/2016 monthly
G3.B1.S1.A1	Identify a set of devices to be used in the classroom.	Boone, Rhonda	9/1/2014	Device list and checkout sheet	6/3/2015 one-time
G2.B1.S1.A2	Collaborate with peers to discuss effective implementation of skills and assignments and ensure IEP goals are being implemented.	Straughan, Marlene	10/1/2015	Collaborative schedule, agenda, and form.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A2	Utilizing appropriate curriculum staff (ie. county program specialists/ESE teachers) to support teachers with content literacy skills and strategies.	Straughan, Marlene	9/21/2015	Schedules, agendas, and minutes.	6/3/2016 every-6-weeks
G2.B4.S1.A2	Through PLCs and Collaborative Time teams of teachers will develop ways to implement AVID strategies with in content area lessons.	Bracewell, Kyle	9/9/2015	Common Planning template, lesson plans, and classroom walkthroughs will demonstrate AVID strategies are being utilized in classroom instruction.	6/3/2016 monthly
G3.B1.S1.A2	Develop professional development on how to set up technology station in the classroom.	Boone, Rhonda	9/1/2015	PD schedule	5/30/2016 every-6-weeks
G1.MA1	Incident reports and referrals relating to bullying and reports/discussions brought to the safety committee's attention.	Durias, Herman	9/4/2015	Evidence will include zero incidents of bullying or school safety issues.	6/3/2016 quarterly
G1.B1.S1.MA1	Administrators will thoroughly investigate allegations of bullying and promptly address and correct any reports of safety issues.	Durias, Herman	9/1/2015	SRO reports and student referrals will indicate zero-tolerance was maintained.	6/3/2016 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. Teacher lesson plans indication Code of Conduct review.	6/5/2015 monthly
G2.MA1	District and state assessment reports will be collected throughout the year to determine progress towards student proficient in literacy skills.	Straughan, Marlene	9/14/2015	Student work and assessment reports	5/30/2016 weekly
G2.B1.S1.MA1	Teachers, coaches, and administration will monitor student progress in reading assessments (FAIR, Achieve 3000, classroom tests/assignments).	Straughan, Marlene	8/18/2014	Data analysis sheets and results of classroom/district/state assessments	6/3/2015 weekly
G2.B1.S1.MA1	PLC and Collaborative time will be scheduled and minutes will be taken to support common planning and use of provided resources.	Straughan, Marlene	8/31/2015	Lesson plans and Collaborative and PLC forms will be collected	6/3/2016 weekly
G2.B4.S1.MA1	Classroom observations will be used to monitor the effectiveness of implementation of strategies in the classrooms.	Bracewell, Kyle	9/21/2015	AVID Site team will collect student samples across all content to demonstrate the strategy was implemented.	6/3/2016 every-6-weeks
G2.B4.S1.MA1	Administration will conduct classroom walkthroughs and observations for TEAM.	Bracewell, Kyle	9/21/2015	Classroom walkthrough and TEAM forms	6/3/2016 monthly
G2.B2.S2.MA1	Classroom Walkthroughs	Boone, Rhonda	9/14/2015	Classroom walkthrough forms and lesson plans.	5/27/2016 every-6-weeks
G2.B2.S2.MA1	Observation by administration.	Boone, Rhonda	9/14/2015	Collection of schedules, agendas, minutes and presentations from professional development.	6/3/2016 monthly
G3.MA1	Writing progress monitoring assessments	Straughan, Marlene	9/14/2015	Baseline, Midyear and FSA Writing reports.	6/3/2016 every-6-weeks
G3.B1.S1.MA1	Classroom Walkthroughs	Boone, Rhonda	8/31/2015	Classroom walkthrough form and lesson plans.	5/30/2016 every-6-weeks
G3.B1.S1.MA1	Observation from administration.	Boone, Rhonda	8/18/2014	Schedules and collection of sign out sheets, agendas/minutes from PD	6/3/2015 every-6-weeks

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 achievement of all students by creating learning environments that successfully balance content, literacy, and research based learning strategies.

G2.B2 Teachers' proficiency in literacy skills

G2.B2.S2 Continuous professional development on new literacy resources and strategies for science and social studies.

PD Opportunity 1

Create a professional development plan with a clearly defined protocol.

Facilitator

Academic Coaches

Participants

Science, Social Studies, ESE, English departments

Schedule

Monthly, from 8/18/2015 to 6/3/2016

PD Opportunity 2

Utilizing appropriate curriculum staff (ie. county program specialists/ESE teachers) to support teachers with content literacy skills and strategies.

Facilitator

English Teachers, program specialists, and academic coaches

Participants

Science, Social Studies, and English departments

Schedule

Every 6 Weeks, from 9/21/2015 to 6/3/2016

G2.B4 Common understanding of research based learning strategies

G2.B4.S1 Utilize AVID strategies across curriculum

PD Opportunity 1

Develop a plan to share AVID strategies with faculty.

Facilitator

AVID Site Team, Administration

Participants

Instructional Staff

Schedule

Monthly, from 9/2/2015 to 6/3/2016

G3. Increase the use of technology for research and instruction/learning in all academic areas at Mount Dora High School.

G3.B1 Lack of hardware.

G3.B1.S1 Develop classroom stations for use of computers and/or devices available.

PD Opportunity 1

Develop professional development on how to set up technology station in the classroom.

Facilitator

County staff, media specialists

Participants

Instructional staff

Schedule

Every 6 Weeks, from 9/1/2015 to 5/30/2016

Technical Assistance Items

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

G3. Increase the use of technology for research and instruction/learning in all academic areas at Mount Dora High School.

G3.B1 Lack of hardware.

G3.B1.S1 Develop classroom stations for use of computers and/or devices available.

PD Opportunity 1

Identify a set of devices to be used in the classroom.

Facilitator

Erik Belanger & Trisha Carlton

Participants

Instructional Staff

Schedule

On 6/3/2015

Budget

Budget Data

1	G1.B1.S1.A1	Educate students about the school safety plan and anti-bully plan	\$0.00
2	G2.B1.S1.A1	Utilize updated scope and sequence, blueprints, and materials to coordinate with English standards.	\$0.00
3	G2.B1.S1.A2	Collaborate with peers to discuss effective implementation of skills and assignments and ensure IEP goals are being implemented.	\$0.00
4	G2.B2.S2.A1	Create a professional development plan with a clearly defined protocol.	\$0.00
5	G2.B2.S2.A2	Utilizing appropriate curriculum staff (ie. county program specialists/ESE teachers) to support teachers with content literacy skills and strategies.	\$0.00
6	G2.B4.S1.A1	Develop a plan to share AVID strategies with faculty.	\$0.00
7	G2.B4.S1.A2	Through PLCs and Collaborative Time teams of teachers will develop ways to implement AVID strategies with in content area lessons.	\$0.00
8	G3.B1.S1.A1	Identify a set of devices to be used in the classroom.	\$0.00
9	G3.B1.S1.A2	Develop professional development on how to set up technology station in the classroom.	\$0.00
Total:			\$0.00