Mt. Dora Middle School

2015-16 School Improvement Plan

Mt. Dora Middle School

1405 LINCOLN AVE, Mount Dora, FL 32757

http://lake.k12.fl.us/mms

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	No	56%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	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.

Table of Contents

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

We, as a learning community, will set high expectations by assisting and supporting one another in the attainment of those expectations. Our goal is to become a learning site that embodies academic achievement. We will ethically and morally do all that we can to become the number one academic performer among Lake County middle schools.

Provide the school's vision statement

All members of our community are learners first and foremost. Our students are regarded as scholars. A scholar is one dedicated to continued and passionate pursuit of learning, exploring, inquiring, and reflective practice.
Administrators and instructors must model this dedicatiion within their own professional sojourn, through the continuing examination and study of best practices in order to continue to hone instructional practices within the classroom environment.
Students are to place learning at the forefront of their daily walk at MDMS. Students must actively participate in learning activities at all times. Students must be prepared for the classroom, cognitively and functionally, in order to produce scholarly work. Students will respect fellow student scholars, all adult members of the community, and, most importantly, themselves.

School Environment

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

MDMS has created an initial period in the school day devoted to student sharing and reflection. The main thrust of this period is the building of positive interactions and year long rapports between students and also between teachers and students. Accumulated research indicates that students with a positive rapport with teachers and fellow students perform with greater academic performance. Activities in this period include establishing a social contract, building trust, fostering respect, and ensuring personal dignity among the students and teachers.
MDMS incorporates events focused on building continual rapport with the community, and most especially, the parents of the students. MDMS conducts a Winter and a Spring "Eagle Night" wherein parents and students share in academic fun activities while professional speakers, resources and information are provided to assist academic excellence and understanding of the high expectations set for their children.

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

Our system of PBS (Positve Behavioral Support) has become ingrained in our school culture. Every academic quarter students are recognized and provided a communal and fun oriented event to celebrate their adherence to high expectations of behavior.
Within our school, there is a zero tolerance policy for fighting, drugs, and sexual misconduct. All school and district protocols and expectations are taught and reviewed with students beginning on the first day of school. Grade level class meetings with administration are held as another review of our protocols and expectations.
Throughout the year, the Social Studies department implements the Second STEP violence and bullying prevention program to promote a safe school environment. During the month of September,

the English Language Arts (ELA) department, supported throughout the school, initiates an Know the Law, a district mandated program. The "Bully Proofing Your School" program will be implemented in Academic Review in conjunction with the PBS team. All AR classes will address bullying. MDMS will host a guest speaker in October.

MDMS administration has assigned every teacher on campus a duty prior, during, and after school to observe and prevent unwarranted behavior. A map and duty roster is provided to all teachers. Administration monitors compliance.

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

During the first week of school, all students receive instruction on school-wide behavioral expectations. These expectations are based on P2R2 which teaches students to have Positive, Productive, Responsible, Respectful behavior at all times. Students also receive instruction on the Five Step Discipline Procedure and the Lake County School District's Code of Student Conduct which clearly outlines the protocol for disciplinary incidents.

In addition, the administration meets with students and teachers by grade level for class meetings on an as-needed basis. These meetings are led by our Principal, Mr. Stein. During these meetings the following areas are addressed: definitions/examples of expectations are discussed and reviewed to be sure that student understanding is evident.

The Positive Behavior Support (PBS) program is rolled out within the first month of school. This program is designed to teach students the appropriate, positive behaviors expected and reward students for exhibiting those positive behaviors on a consistent basis. Each student has daily opportunities to earn "Eagle Bucks" which may be used in our School Store "Eagle's Nest" school store and or submitted for incentive drawings on a quarterly basis. The PBS team, comprised of teachers from all subject areas and an administrator, is responsible for planning teacher training and student incentive activities, implementing the training/incentive activities, and monitoring the success of the program.

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

MDMS guidance department monitors and serves the socio-emotional needs of MDMS. The guidance department also is the cornerstone of MDMS' RtI/MTSS protocols. Students in a level 2 protocol are monitored on a monthly basis. Students on a level 3 protocol are monitored on a weekly basis. All monitoring records, including fidelity forms and graphs, are saved on MTSS Star. Students with disabilities are afforded many and all accomodations according to their individual education plans (IEP). Students who may need additional assistance will be supported by a school-based para-professional.

A district system is in place wherein instructors are alerted to updates in the medical condition of students if changes occur. Instructors must verify new updates. This is monitored by an assistant principal and district personnel.

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

The MDMS Early Warning System is predicated upon two factors. First, remedial instruction is provided according to pertinent data. The data used is FSA, Readistep, i-station, FAIR, PSAT, Achieve3000, course grades, and teacher input. Secondly, if a student, by use of these data sources

is considered in jeopardy, placement into our Academic Saturday program occurs.
Academic Saturday is school program dedicated to differentiated instruction for students who did not successfully pass a nine week grading period and students seeking additional strategies and support with instruction to complete assignments due to suspension or attendance concerns. The instructors are highly qualified staff based teachers. A stipend is provided to the teachers through Supplemental Academic Instruction (SAI) funding. The program provides four hours of instruction in the academic deficient area of the student twice a nine weeks. The Academic Saturday program requires that the parents or guardians of the student attend the program to assist with instruction and support. Sessions are held on selected Saturdays from 8:00 - 12:00 PM. All make-up work is provided for students. The student will be afforded every opportunity to recover incomplete assignments in core area classes. School-based highly qualified instructors assist and support students in their Saturday academic recovery efforts. This program will include students receiving a low performance score on FSA (dependent on data availability) in either math or ELA, students at risk of failing a content area course, and/or any student with attendance concerns.

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
	6	7	8	
Attendance below 90 percent	73	67	76	216
One or more suspensions	44	67	81	192
Course failure in ELA or Math	1	1	3	5
Level 1 on statewide assessment	12	32	30	74

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	19	39	52	110

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

Academic Saturday, Achieve3000 lessons at students' reading level, and teacher development of specific standards-based instruction in IPD sessions is our main support system for students suffering either one categorical failure or more than one. At mid-year, we re-evaluate students based on core area grades, FAIR-FS data, and teacher input. Students not purported to be making adequate progress at that time are placed into our mentorship program. Our mentor program assigns a student to a faculty-based teacher, counselor or administrator. The teacher and student meet each week to discuss academic and behavioral performance. The teacher also must observe the mentee in class once a week. The mentors meet as a cohort once a month to discuss student progress or lack thereof. Secondly, all faculty receive a list of students not making adequate academic progress. Teachers must adjust seating, instruction, and involvement with these particular students in class. These protocols are to be wriiten and documented in lesson plans.

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

Mount Dora Middle School will increase Parental Involvement in school activities by 5%. We aim to engage 90% of our school families in at least one activity provided by the school, including, open house, parent conferences, Honor Roll recognition, AVID Parent Night, and Academic Saturday as needed for students. We plan to achieve our goal by increasing the lines of communication, enhancing opportunities for open two-way communication from home to school and school to home. Communication with parents and parental involvement will be encouraged through: school website, teacher web pages, School Messenger call-out service, parent information packets, progress reports, report cards, and mandatory communication by teacher to parent regarding student academic and behavioral progress.

In addition, monthly meetings of the Parent Teacher Organization (PTO) and the School Advisory Council (SAC) will be held on dates and times to encourage parental attendance and participation.

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

MDMS will engage the local community in preparing all students for college and career readiness. Community and business partners will be encouraged to participate as volunteers and assist the school in developing partnerships for student success. The School-Wide Career Day is an annual event whereby partners volunteer their time, efforts, and funding to provide students with guest speakers from a wide range of career interest areas. The SAC, business/community members, and Community Service Organizations, may assist the school with securing resources to support the school and student achievement. The Positive Behavior Support (PBS) student reward cards will have community businesses actively involved in rewarding students for good grades and behavior.

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
Stein, Jacob	Principal
Oates, Karen	Assistant Principal
Williams, Charlotte	Assistant Principal
Holt, Rene	Guidance Counselor
Scott, Tiffany	Instructional Coach
Thompson, Diana	Instructional Coach
Mahoney, Opal	Instructional Coach
Rodewald, Kelli	Guidance Counselor
Wright, Laura	Teacher, ESE

Duties

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

The school leadership team is the catalyst for all curricular innovation and implementation. Among the affected areas are content area literacy, accelerated learning, academic recovery, RtI/MTSS, implementing the Florida Standards (FS), and monitoring the implentation of these programs.
Mr. Stein is the instructional leader of the school. Through guidance, collaboration with faculty and leadership teams, and decision making, Mr. Stein uses the department Common Planning Innovative Professional Learning Communities (iPDLC) to create and execute curriculum initiatives. Mr. Stein is the driver of instruction at MDMS.
Ms. Oates and Ms. Williams, as assistant instructional leaders, collect and analyze lesson plans and monitor lesson alignment to the Florida Standards (FS). Ms. Oates monitors alignment within the areas of math, social studies and electives; whereas Ms. Williams performs a similar function in the science, reading, AVID and ESE areas. Weekly classroom visitations allow Ms. Oates and Ms. Williams a clear picture of the alignment between the actual content delivery, the lesson plan and the target standard(s).
Dr. Mahoney, as the Literacy Coach, facilitates professional learning opportunities throughout the year, supports new teachers, provides assistance and support to all teachers through coaching, modeling, assistance with the construction of aligned FS lessons in Language Arts and Reading, and specifically assists teachers with instructional needs as determined by administration and observations.
Mrs. Scott, as Accelerated Resource Teacher (ART, a position created by the School District of Lake County, develops, implements, and facilitates our school-wide Innovative Professional Development (iPD) plan, provides assistance and support to all teachers through coaching, modeling, assistance with the construction of aligned FS lessons in Math and Science, and specifically assists teachers with instructional needs as determined by administration and observations.
Mrs. Thompson, as Florida Standards Teacher (FLST) supports teachers by assisting in the coordination and implementation by modeling best practices aligned to supporting struggling students and English Language Learners, provides assistance and support to all teachers through coaching, modeling, assistance with the construction of aligned FS lessons in Social Studies, and specifically assists teachers with instructional needs as determined by administration and observations.
Ms. Holt and Mrs. Rodewald, as guidance counselors, implement and monitor the MTSS/RtI process along with the RtI team leaders to be sure student needs are met through appropriate inverventions in the classroom and regular communication with parents/team members. As determined by the MTSS/RtI team and district guidelines, students progress through the Tiers of intervention to receive services (including 504, ESE) to help them experience academic and behavioral success.
Mrs. Wright, as the ESE Specialist, implements and monitors the Exceptional Student Education

program at MDMS to be sure students are served in the least restrictive environment with appropriate support according to their Individual Education Plan (IEP). As a result, all student needs that may impact student achievement (academic, behavioral, social/emotional) are addressed and monitored with fidelity.

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 MDMS administration utilizes all available resources by designing a master schedule to maximize student learning opportunities. School data is analyzed and acted upon to address special areas of concern. Personnel, instructional, and curriclular resources are allocated to drive the schedule of course offerings to meet the needs of all students. The administration and staff utilize data to drive decision making in all areas. Through Innovative Professional Development in Learning Community (iPDLC) framework all instructional staff are in a constant state of analyzing and acting upon school and student data- targeting students NOT making adequate progress and meeting the needs of these students. The staff meet with their academic departments in weekly iPDLCs to unpack content specific Florida Standards, plan lessons, create mini tasks, and share lesson study student data and work samples. Administration, along with the leadership team, monitor staff learning needs to enhance instructional practices that meet student needs through the iPDLC framework reports, lesson plan review, and classroom observations.

Special areas of concern for students are addressed under the direction of guidance counselors, RtI/MTSS team leaders, Exceptional Student Education (ESE) Specialist, English Language Learners (ELL) paraprofessional and Literacy Leadership Team. Student learning needs are met with the use of federal, state, district and local programs/funding sources. Supplemental Academic Instruction (SAI) funds are utilized to fund our Academic Saturdays: a parent/student grade forgiveness program designed to assist students who failed a course,

The professional learning needs of staff are addressed by the Administration, Literacy Coach, Accelerated Resource Teacher, and Florida Standards Teacher with district support. Professional learning opportunities are planned and implemented to maximize the use of curricular and staff resources. These professional learning opportunities are provided as a part of weekly department meetings and monthly staff meetings. The main goal of this professional learning is to ensure that staff are teaching Florida Standards-based lessons, using best practices and strategies, at the level of rigor intended, with maximum student engagement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jacob Stein, Principal	Principal
Lori Myers, Chair	Parent
Deborah Merkle, Vice Chair	Teacher
Michelle Chevalier	Parent
Chris DeLibro	Business/Community
Michele Green	Parent
Opal Mahoney	Teacher
James Myers	Business/Community
Lena Stiltner	Education Support Employee
Carey DeLibro	Parent
Kathy Keefe	Teacher
Alicia Stonebreaker	Parent
Terri Tomassi	Parent
Byron Durias	Parent
Lisa Bryant	Parent
Stephanie King	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 reviewed the implementation of last year's plan throughout the year. At each monthly meeting all members were advised of the current status of school improvement goals. Any areas/goals that were in need of refinement were addressed by administration and/or sub-committees.

Development of this school improvement plan

Our SAC received a rough draft of barriers and strategies from each goals/targets on September 8th, 2015. The SAC reviewed the draft and supplied additional barriers and strategies. The final plan will be presented and approved by the SAC on Tuesday, October 13, 2015,

Preparation of the school's annual budget and plan

Presently school improvement funds have not been received. Upon allocation of funds, a budget will be developed.

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

Currently the SAC has $0. The SAC will assist the PTO in raising funds for the purchase of needed items to support student achievement, including, technology items and the Academic Saturday program.

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
Mahoney, Opal	Instructional Coach
Stein, Jacob	Principal
Merkle, Deborah	Teacher, K-12
Vanhorn, Caroline	Instructional Media
Alvelo, Auren	Teacher, ESE
Oates, Karen	Assistant Principal
Williams, Charlotte	Assistant Principal
Thompson, Diana	Instructional Coach
Scott, Tiffany	Instructional Coach
Ditoto, Amy	Teacher, K-12
Porter, Phillip	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT works as a collaborative faculty body to promote school wide literacy, research best literacy practices, assist and promote teachers and instruction, promote a community of trust and academic accountability between parents, students and teachers and lastly, to examine school wide areas of deficiency based on data in order to improve literacy instruction.
From this investigation, the LLT engages an action plan as described below.
Action Plan components:
Phase 1: Investigating the Areas of Concern
Phase 2: Studying and Planning a Course of Action
Phase 3: Implementing the Course of Action
Phase 4: Determining the Effectiveness of the Course of Action
Other Activities:
The LLT develops professional learning opportunities in areas of teacher concerns, aggregated through observations and requests.
Provide parent/teacher/student events outside of academic hours such as Read and Feed.
The LLT also assists and promotes the two Book Fairs at MDMS occuring in the Fall and Spring of the academic year. Members will be asked to assist with the Academic Saturday program.

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

MDMS has implemented the Innovative Professional Development model, and created a PLUS team in an effort to create cohorts, in which teachers develop and plan lessons with mini tasks using LDC Core Tools to develop and create instructional sequences and evaluate student samples. School administration facilitates along with the content area departments to encourage positive working

relationships between teachers, including collaborative planning, instruction, and evaluation of student samples. Teachers meet each week in common planning meetings, by departments and grade levels, to design standards-based lessons with explicit instruction, implementing grade level district mandated Blue Prints, Scope and Sequences, and supplemental resources.

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

The school's administration, Mr. Stein, Ms. Oates, and Ms. Williams, will use the program provided by the Lake County School system to examine applicants for positions posted to fill instructional vacancies. The school's goal is to recruit highly qualified teachers who are current and up-to-date on best teaching strategies and those who hold multiple certifications. When hiring, the administrators will take the utmost effort to hire those who are willing to form relationships with parents and students to build a strong sense of community. It is the desire of the school's administration to build a sense of community between all stakeholders to promote success in all areas. Currently, MDMS has one teacher who is out of field, but working toward the required certification. Several other teachers are working on additional certifications and trainings so they can become more versatile in their subject area(s) and application of literacy skills.

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

Each new teacher at MDMS will be assigned a mentor teacher to assist the needs of the new employee. A monthly meeting will be conducted by the assistant principal to help the new hires assimilate into the embedded culture of the school and the expected protocols and procedures of the school and district. The new teacher will also be afforded the time to attend all New Beginnings meetings and trainings offered by LCS Professional Development for new teachers offered in August and throughout the year. The new teacher will be paired with an experienced teacher within his or her content department. The Literacy Coach, Acceleration Resource Teacher, Florida Standards Teacher, and PBS coordinator will also serve as a mentor to these teachers. Frequent checks will be made to assure that the mentees are understanding the protocols adopted by the school and administration to ensure their success and to give them a sense of belonging on the campus.

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

MDMS ensures its core instructional programs and materials are aligned to Florida Standards (FS) by monitoring that teachers are adhering to the Lake County School District's Curriculum Blueprints and Scope and Sequence in all subject areas. Each Blueprint is standards-based and aligned t to the FS. District issued content area textbooks and correlated resources are identified in the Blueprints for teacher planning and lesson delivery. Supplemental resources also embedded in the Blueprints and Scope and Sequence. Programs such as Achieve 3000, Rosetta Stone, and Khan Academy are endorsed by the District Curriculum department and used in Reading, Math and ELA. Implementation and usage of the District blueprints and resources are monitored on a continual basis through classroom walk-throughs (CWTs) by Administrators, the Florida Standards Teacher, Accelerated Resource Teacher, Literacy Coach, and formal teacher evaluations (TEAM) by the Administrative team. District Program Specialists also conduct CWTs to assist our resource teachers and administrators in monitoring alignment of core instructional programs and materials to the FS.

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 school uses data to provide and differentiate instruction to meet the diverse needs of students by gathering three primary data points:
1. FAIR-FS (Assessment Periods 1-3)
2. Lake Standards Assessments (LSA Baseline, Mid-Year)
3. Teacher quantitative and qualitative evaluations of student learning progress (evaluating mini tasks).
Students, in core area subjects, identified as not making adequate learning gains are considered for academic placement as a Tier 2 student within RtI/MTSS protocols. Under this protocol, the student will undergo a diagnostic assessment in the area of concern. An RtI team will collaborate based on all available data points for this student including the academic behavorial history of the student to include Florida State Assesment data (when available), past grades, suspensions, and attendance. Students are monitored bimonthly through classroom teacher evaluations. RtI team leaders meet bimonthly with the designated Guidance Counselor to discuss student progress. If student continues to perform less than adequately, consideration of Tier 3 intervention is considered by the RTI team. At this juncture a diagnostic is provided to the student in hopes of pin pointing the exact area of student need/skill deficiency. An academic plan is then constructed based upon this specific area. A formulaic protocol (3F's+S+D+PL=Success) assists in shaping the thinking of the collaborative team in adjusting instruction to the needed area.The 3F's represent the Focus of the targeted instruction or the "what skill(s) to target" based on the data from LSA. The Format of the lesson or the "how to" best instruct is outlined in the common planning and assessments cohorts, and the Frequency refers to how long and how often might this instruction need to occur to remediate the targeted skill or skills. Consideration is provided for group size. Group size is limited to three students based on similar needs. Targeted instruction is provided by a highly qualified instructor. Student progress is monitored continually and RtI teams meet weekly to discuss said progress or digression.

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: Weekend Program

Minutes added to school year: 6,000

MDMS offers additional instructional time and will be provided through our Academic Saturday program. This Academic Saturday program, requires both parent and student to attend. Teachers will assist students in completing assignments and provide additional support in areas of specific content needs; including but not limited to math, reading, science, or social studies.

Strategy Rationale

The purpose is to allow extra instructional time for students that may have a need for additional time. Secondly, this program allows for parents/guardians a large window of opportunity to support their child/children to take advantage of these academic opportunities.
In addition, students failing core academic classes now have a legitimate and established pathway to make-up missing work, develop and increase skill levels, as well as opportunities of enrichment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Oates, Karen, oatesk@lake.k12.fl.us

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

Teachers of record will be provided student work products for evaluation of proficiency and academic progress. Data that is or will be collected and how it is analyzed to determine the effectiveness of this strategy includes but it not limited to feedback on student work from the teachers of record and the teacher facilitating the program. These teachers will be providing qualitative and quantatative data on standards-based assessments, which will be used as monitoring and placement tools for the program.

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

MDMS employs multiple strategies to support transitioning incoming and outgoing cohorts of students. Beginning after State testing, the 6th grade counselor makes arrangements to visit each feeder school and discusses various topics regarding the middle school (dress code, discipline, academics, Academic Saturday Program, and many more. A date and time is also determined for each elementary school to visit the middle school where they are given the opportunity to hear from the Principal, School Resource Officer, Assistant Principal, and student representatives for clubs offered at our school. They also receive a tour of the campus lead by our NJHS and SGA students. The counselor also coordinates a Parent Night for families of incoming 6th graders and has a PowerPoint presentation. Finally, the students are offered the opportunity to take part in Eagle Camp. This is a program held prior to the start of school. Students are divided into groups and go through six sessions located in different classrooms and locations on campus. In each location teachers present on a specific topic that relates to MDMS. At the end of Eagle Camp students receive an Eagle Camp tee-shirt. It is our belief that the more opportunities that the incoming 6th graders have to visit and

hear about our school the more comfortable and excited they become about being 6th graders. MDMS initiates the High School transition process by asking all 8th grade teachers for 9th grade class recommendations including, Honors and Advanced Placement courses. These recommendations are compiled on a spreadsheet which goes to the High School for scheduling purposes. On this spreadsheet, codes for ESE, ELL and 504 students are included. Students who are in special classes like AVID or are in virtual classes are coded on this spreadsheet as well.
The 8th grade counselor speaks with all 8th grade students regarding their class choices and how to fill out the Schedule Request Form. The counselor then collects these forms and checks them over to be sure they are filled out correctly and completely. To make the High School transition process easier on the students, we also invite any groups/clubs from the High School to attend an 8th grade lunch to pass out information and answer student questions. Students in the 8th grade are offered Algebra 1 Honors and Spanish 1 courses. Upon successful completion of the course students will earn a credit toward their high school credits required for graduation.
MDMS, will host the first quarterly Articulation meeting with the feeder elementary school Principals, and the High School Principal and Assistant Principals. The purpose of the meeting was for all parties to collaborate, share ideas, and plan to enhance the students experience during the transition to high school. Subsequent meetings will be scheduled throughout the year.

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

The students are offered lessons in career planning in their 8th grade year through the US History class. They also receive daily support from the AVID classes in 6th, 7th, and 8th grade.
All students participate in our Annual Career Day event in which professionals from many diverse fields of employment present to the students at MDMS. Students select occupations of interest and participate in these occupational presentations. Achieve3000, implemented in the Reading classes, provides students the opportunity to explore their career interests and guides students to appreciating the reading level required for varying occupations.

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

MDMS offers elective courses in Applied Technology, Business Lab, AVID, Robotics, and Band. Career planning lessons are offered through the 8th grade US History course. Within the technology course, the students learn to operate several machines and create their own race car. The Business lab introduces the students to many widely used programs such as Word, EXCEL, Powerpoint, Prezi and Outlook. Our band participates in concert performances and the Mount Dora Christmas Parade. The AVID program supports students who may not get support from home for college preparation. The course provides field trips to introduce students to colleges, such as Lake Sumter and the University of Central Florida. Our robotics program is new this year and has garnered a high level of student interest and engagement. The technology lab has been renovated to create a more student-centered learning environment.

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

MDMS has integrated the AVID program school-wide and promotes Cornell Note taking as a means for students to learn how to study. School-wide we are implementing many of the AVID strategies to enhance student learning. For example, teachers are implementing the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) model. Our students proceed to Mount Dora High School where they continue participating in the AVID program. The trends for graduation rates from the MDHS has improved over the past three years. As we implement the FS we hope to add to their success. Our students in Jazz and Advanced Band also articulate to continue their band experiences.

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

The High School Feedback Report is NOT current but rather reflects data to the academic year of 2012.

All courses at MDMS are dedicated to rigorous educational standards in order to prepare students for future college and career readiness. Instructional strategies, employed through explicit instruction, are bases on "best practices" (SBRR: Scientifically-Based Reading Research).

In addition, advanced courses are offered in all core academic areas. Electives are offered to expand the intellectual opportunities of students such as Band, Spanish, Physical Education, Business, and Art.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase overall performance on FSA and EOCs at all grade levels by 10%

G2.   School safety: Students will get an understanding of how their behavior in social issues may affect their secondary education, using: 1. Positive Behavior Support 2. Bully Proofing Your School - District mandated 3. Know the Law- District mandated. 4. Cyber-Bullying and Violence protection and Gang Resistance Education and Training (SRO)

G3.   Increase the number of parent and community opportunities to support academic development.

G4.   By incorporating the Innovative Professional Development (iPD) model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common standards-based lessons, with mini-tasks; implement common, differentiated instruction and assessment to advance student learning.

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. Increase overall performance on FSA and EOCs at all grade levels by 10% `1a`

🔍 G071404

Targets Supported `1b`

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	77.5
FSA English Language Arts - Achievement	61.0
FCAT 2.0 Science Proficiency	48.0
Civics EOC Pass	60.0
FSA Mathematics - Achievement	47.0

Resources Available to Support the Goal `2`

- Resource teachers available: Florida Standards Teacher; Accelerated Resource Teacher; Literacy Coach

- District curriculum specialists support

- District Assessment tools: LSA (Baseline, Mid Year)

- Content Specific instructional strategies LDC, DBQ, Spring Board, Achieve3000, Khan Academy, PENDA, and Algebra Nation

- LDC training

- Innovative Professional Development training during preplanning

- Document Based Questions training

- Scope and Sequence and Curricula Blue Prints

Targeted Barriers to Achieving the Goal `3`

- Student attendance; 30% of MDMS students missed more than 10 days during 2014-15 school year

- Limited time for teacher collaboration; professional development

- Student prior knowledge in content area, specifically Civics

Plan to Monitor Progress Toward G1. `8`

Monthly attendance reports and LSA data

Person Responsible
Jacob Stein

Schedule
Monthly, from 10/27/2015 to 5/27/2016

Evidence of Completion
Increase in student attendance and decrease in number of referrals

G2. School safety: Students will get an understanding of how their behavior in social issues may affect their secondary education, using: 1. Positive Behavior Support 2. Bully Proofing Your School - District mandated 3. Know the Law- District mandated. 4. Cyber-Bullying and Violence protection and Gang Resistance Education and Training (SRO) `1a`

🔑 G071405

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	78.0

Resources Available to Support the Goal `2`

- PBS Coach

- Bully Proofing Your School (BPYS) resources

- Know the Law resources

- GREAT resources

- SRO, caring teachers and administrators, school capacity

Targeted Barriers to Achieving the Goal `3`

- Limited resources regarding knowledgeable individuals

- Lack of student understanding regarding laws concerning social issues pertinent to secondary students.

- Time to adequately cover critical social issues

Plan to Monitor Progress Toward G2. `8`

Know the Law: Post-assessment will be given in conclusion of instruction. The post assessment will be the same as the pre-assessment. The goal is is 80% mastery of information.

Person Responsible
Charlotte Williams

Schedule
Monthly, from 8/24/2015 to 9/11/2015

Evidence of Completion
Completed teacher documentation and pre-post test data

Plan to Monitor Progress Toward G2. 8

PBS program Eagle Bucks distribution data; Rewards Cards distribution data (silver, gold, platinum)

Person Responsible

Charlotte Williams

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

Students use of Eagle Bucks in school store and placed in box for prizes; Observation of Reward Cards usage in cafeteria; Honor Roll list each nine weeks; number of referrals per student population

Plan to Monitor Progress Toward G2. 8

Number of bullying referrals, reports of gang involvement and cyber bullying

Person Responsible

Charlotte Williams

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Referrals; SRO reports

G3. Increase the number of parent and community opportunities to support academic development. `1a`

G071406

Targets Supported `1b`

Indicator	Annual Target
District Parent Survey	5.0

Resources Available to Support the Goal `2`

- School messenger - weekly call out by Principal
- Marquee
- Peachjar
- Website
- Local newspaper

Targeted Barriers to Achieving the Goal `3`

- Communication
- Availability of parents during school hours

Plan to Monitor Progress Toward G3. `8`

Anti-Bullying Campaign

Person Responsible
Charlotte Williams

Schedule
Daily, from 10/12/2015 to 10/12/2015

Evidence of Completion
BPYS resources from District Website; AR lesson plans; CWT data

G4. By incorporating the Innovative Professional Development (iPD) model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common standards-based lessons, with mini-tasks; implement common, differentiated instruction and assessment to advance student learning.
1a

Targets Supported 1b

G071407

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

Resources Available to Support the Goal 2

- Quantity of non-instructional personnel (A.R.T, Literacy Coach, FLST, support facilitators, guidance counselors)

- Teacher motivation

- Collaborative structures

- Knowledgebale professionals as support personnel

- Principal as curriculum leader

Targeted Barriers to Achieving the Goal 3

- Teacher reluctance; perception of an additional planning and implementing another school-based system

- Teacher professional learning needs about iPD and LDC

- Time expense

Plan to Monitor Progress Toward G4. 8

Common lesson planning will be conducted weekly, in the designated iPD room, throughout the month of September and as designated by the Principal. All other common planning sessions may be conducted in classrooms, by grade level. (Monday ELA, Tuesday Math, Thursday Social Studies and Science). Each department participant will implement the mini-lesson constructed during the iPD common planning session, within their classroom by grade level. The following week or two, the department/grade level will meet to analyze the lesson and student work products, reflect upon the impact of instruction, and refine areas that may have been challenging. An administrator and or coach will be in attendance at these iPD meetings to provide support, assistance, and monitor fidelity of the iPD process.

Person Responsible
Jacob Stein

Schedule
Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion
1. IPD meetings will be recorded on a PLC meeting template. This template includes attendance, agenda area, and discussions of needs and strengths identified. 2. Teacher lesson plans, related to the mini-lesson, and student work products subsequent to the implementation of the mini-lesson will be documented. 3. CWTs will be conducted when lessons are delivered in class rooms to support and observe teachers 4. When appropriate, teacher to student delivery of mini -tasks may be video recorded.

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. Increase overall performance on FSA and EOCs at all grade levels by 10% `1`

🔑 G071404

G1.B1 Student attendance; 30% of MDMS students missed more than 10 days during 2014-15 school year `2`

🔑 B186105

G1.B1.S1 Establish and implement a Mentor Program based on Early Warning Systems (EWS) `4`

🔑 S197504

Strategy Rationale

To build relationships with students; motivate daily attendance and staying throughout the school day; increase parent involvement

Action Step 1 `5`

Develop a Mentor Program

Person Responsible

Jacob Stein

Schedule

Weekly, from 10/27/2015 to 5/27/2016

Evidence of Completion

Weekly logs of mentoring activities/attendance data sheet

Action Step 2 `5`

Building a Nest

Person Responsible

Jacob Stein

Schedule

Quarterly, from 1/5/2016 to 5/27/2016

Evidence of Completion

Improved student attendance; student participation in creating a stronger school culture; and improved student grades; increased parental involvement.

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

Weekly meeting logs; attendance data

Person Responsible

Jacob Stein

Schedule

Weekly, from 10/27/2015 to 5/27/2016

Evidence of Completion

Student attendance records October 2015- May 2016

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

Student attendance and performance on FSA and State EOC exams

Person Responsible

Jacob Stein

Schedule

Annually, from 10/27/2015 to 5/27/2016

Evidence of Completion

Attendance records from Skyward; FSA and State EOC data from FLDOE

G1.B2 Limited time for teacher collaboration; professional development 2

B186106

G1.B2.S1 Provide teachers in all core content areas time to collaborate, plan, and develop weekly/unit standards based lesson plans and create mini tasks. 4

S197505

Strategy Rationale

Teachers in all core content areas may benefit from time allocated specifically to common plan, collaborate, and implement the Innovative Professional Development (IPD) model to create mini tasks to assess standards based lessons.

Action Step 1 5

iPD Common Planning - allocate time for teacher collaboration by content area and grade level common planning

Person Responsible

Jacob Stein

Schedule

Weekly, from 9/15/2014 to 5/27/2016

Evidence of Completion

Create weekly standards based lesson plans

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

All content area core teachers will collaboratively develop, create, and deliver weekly standards based lesson plans, review student work, compare data, and adjust instructional strategies accordingly.

Person Responsible

Jacob Stein

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, classroom walk-throughs, and mini task assessment data

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

ART, Literacy Coach, and FLST CWT observations

Person Responsible

Jacob Stein

Schedule

Daily, from 9/15/2015 to 5/27/2016

Evidence of Completion

CWT data collection tool; mini task assessment data

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

Administration CWTs observations and evaluations

Person Responsible

Jacob Stein

Schedule

Daily, from 9/15/2015 to 5/27/2016

Evidence of Completion

CWT data collection tool; lesson plans; mini task assessment data

G1.B4 Student prior knowledge in content area, specifically Civics 2

B186108

G1.B4.S1 To improve student exposure to Civics content prior to 7th grade 4

S197506

Strategy Rationale

Students need to be able to successfully complete the Civics EOC by the end of 7th grade; need to provide prior exposure to the content in earlier grade level(s).

Action Step 1 5

Increase student exposure to Civics content prior to 7th grade

Person Responsible

Jacob Stein

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

6th grade SS lesson plans including Bell Ringers based on Civics standards, ex. Three Branches of Government; Academic Review (AR) activities based on Civics standards; DBQ data

Action Step 2 5

Invite District Specialist; conduct PD training; FLST to support teachers in classroom

Person Responsible

Charlotte Williams

Schedule

On 5/27/2016

Evidence of Completion

District Professional Development sign in records by MDMS teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Implementation of Civics lesson plans second nine weeks; administration and resource teachers conduct weekly observation during CWTs; instruction and assessment evaluation.

Person Responsible

Karen Oates

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

DBQ completion; Level 3 on a 4 point scoring rubric

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

District EOC

Person Responsible

Karen Oates

Schedule

Annually, from 9/15/2015 to 5/27/2016

Evidence of Completion

District Civics EOC data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Civics lesson plans created for AR

Person Responsible

Karen Oates

Schedule

Weekly, from 10/27/2015 to 5/27/2016

Evidence of Completion

CWT data collected by observations during AR

G1.B4.S2 Increase student engagement and in DBQs 4

S197507

Strategy Rationale

Students struggle with text complexity; find the myriad of pages overwhelming when presented; may benefit from consistent implementation of data analysis sheets

Action Step 1 5

Increase student engagement completing DBQs; level 3 on a 4 point scale

Person Responsible

Karen Oates

Schedule

Daily, from 9/15/2015 to 5/27/2016

Evidence of Completion

DBQ completion rate; data from scoring rubric

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Teachers will design and create weekly lesson plans with direct standards based instruction based on DBQs

Person Responsible

Karen Oates

Schedule

Daily, from 10/27/2015 to 5/27/2016

Evidence of Completion

Social Studies department lesson plans; CWT observations of student engagement during instruction, /assessments using DBQs; 4 point scoring rubric; DBQ data

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Teacher use of DBQ analysis sheet during instruction/reteach

> ### Person Responsible
>
> Karen Oates
>
> ### Schedule
>
> Weekly, from 9/15/2015 to 5/27/2016
>
> ### *Evidence of Completion*
>
> DBQ analysis sheet; grade assigned based on 4 point scoring rubric

G2. School safety: Students will get an understanding of how their behavior in social issues may affect their secondary education, using: 1. Positive Behavior Support 2. Bully Proofing Your School - District mandated 3. Know the Law- District mandated. 4. Cyber-Bullying and Violence protection and Gang Resistance Education and Training (SRO) 1

🔍 G071405

G2.B1 Limited resources regarding knowledgeable individuals 2

🔍 B186110

G2.B1.S1 MDMS' SRO will deliver instruction to all MDMS students. 4

🔍 S197508

> ### Strategy Rationale
>
> MDMS' SRO is qualified to instruct through the federal programs linked to social issues within secondary education

Action Step 1 5

Schedule instruction in all grade leves through the Social Studies classes.

> ### Person Responsible
>
> Charlotte Williams
>
> ### Schedule
>
> Daily, from 10/27/2015 to 5/27/2016
>
> ### *Evidence of Completion*
>
> Pre/Post Tests, Documentation of lesson delivery

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

GREAT program resources

Person Responsible

Charlotte Williams

Schedule

Daily, from 10/27/2015 to 5/27/2016

Evidence of Completion

Documentation in lesson plans, GREAT banner, workbooks, and rewards

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

Collection and categorization of student respones to instruction through the use of exit surveys.

Person Responsible

Karen Oates

Schedule

Monthly, from 9/15/2014 to 11/21/2014

Evidence of Completion

Spreadsheet- Student responses on exit surveys; observations of student engagement

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

Pre-assessment aligned to content instruction as provided by the SRO.

Person Responsible

Karen Oates

Schedule

On 11/21/2014

Evidence of Completion

Student pre-assessment

G2.B1.S2 Use the ELA and AR classrooms to deliver content instruction. 4

S197509

Strategy Rationale

Each student at MDMS will be in an ELA and AR period, thus every student will receive the targeted instruction.

Action Step 1 5

PBS, Know the Law, Bully Proofing Your School programs

Person Responsible

Charlotte Williams

Schedule

On 5/27/2016

Evidence of Completion

Documentation in lesson plans, PBS incentives and rewards cards, BPYS resources from the district, and Know the Law pre/post-tests; documentation sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plan monitoring and CWT each week

Person Responsible

Charlotte Williams

Schedule

On 5/27/2016

Evidence of Completion

Lesson plans, CWT data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Teachers will record implementation dates and materials provided in Lesson Plans

Person Responsible

Charlotte Williams

Schedule

Daily, from 8/31/2015 to 9/11/2015

Evidence of Completion

Pre and post test data; lesson plans

G3. Increase the number of parent and community opportunities to support academic development. `1`

G071406

G3.B1 Communication `2`

B186113

G3.B1.S1 School messenger call out system `4`

S197510

Strategy Rationale

Parents and guardians are contacted each week with specific information relevant to school events and activities

Action Step 1 `5`

School Messenger

Person Responsible

Jacob Stein

Schedule

Weekly, from 8/30/2015 to 6/5/2016

Evidence of Completion

The Week at a Glance

Action Step 2 5

Peachjar; Website; Marquee; Teacher Webpage

Person Responsible

Charlotte Williams

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Website online; printed copies of information; or flyers via email

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

Administration will monitor School Website for updates; Teachers will manage their accounts

Person Responsible

Charlotte Williams

Schedule

On 6/10/2016

Evidence of Completion

Graph of visits to the page on School Wire

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

Parental involvement and participation in school events

Person Responsible

Charlotte Williams

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in sheets at events

G3.B1.S2 Public can see notification of events on the school marquee in the front of the school, access the school Website or contact the Main Office for information regarding events 4

🔑 S197511

Strategy Rationale

Provision of multiple methods for parents and the community to be aware of events and activities on MDMS campus

Action Step 1 5

Anti-bullying campaign will be conducted across the school. The core of the campaign will be the use of Bully-proofing Your School, anti-bullying information as prepared by the district office. Anti-bullying will be the focus of instruction for an entire week in all ELA classrooms. Every other class is to conduct some type of instruction in regards to bullying at least once during the weekly campaign.

Person Responsible

Charlotte Williams

Schedule

Daily, from 9/22/2014 to 9/26/2014

Evidence of Completion

ELA Lesson Plans, School-wide lesson plans, and classroom walk-throughs

Action Step 2 5

Classroom Instruction by a Sheriff Resource Officer using State sponsored program entitled, "Cyber-Bullying and Violence Prevention," in all ELA classrooms. The school-based SRO will provide a state and district sanctioned program through all ELA classrooms.

Person Responsible

Charlotte Williams

Schedule

Weekly, from 9/23/2014 to 11/11/2014

Evidence of Completion

Classroom walk-throughs, Lesson Plans from SRO, calendar schedule of instruction

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Coaches will be used as nessessary to support week-long campaign, and administrators will conduct classroom walk-throughs.

Person Responsible

Charlotte Williams

Schedule

Daily, from 9/22/2014 to 9/26/2014

Evidence of Completion

Teacher lesson plans and classroom walk-through records

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Teachers will meet in department cohort to reflect upon the campaign week providing insight in student areas of concerns and questions. This information will lead to possible further steps as needed.

Person Responsible

Charlotte Williams

Schedule

On 9/2/2014

Evidence of Completion

Department cohort attendance, notes and documented recommendations

G3.B2 Availability of parents during school hours 2

B186114

G3.B2.S1 The SRO (School Resource Officer) will provide instruction via a feaderal program concerning bullying. 4

S197512

Strategy Rationale

Students need to understand actions considered bullying, the effects of bullying, and consequences of bullying.

Action Step 1 5

Cyber Bullying and Prevention Program as conducted through the MDMS SRO based on a federal program.

Person Responsible

Jacob Stein

Schedule

Weekly, from 10/27/2015 to 11/20/2015

Evidence of Completion

ELA Lesson Plans; CWT

Action Step 2 5

SRO will present Cyber Bullying and Prevention program through all ELA classes grades 6-8 to ensure all MDMS students receive this instruction.

Person Responsible

Jacob Stein

Schedule

Weekly, from 10/27/2015 to 11/20/2015

Evidence of Completion

Documentation in ELA lesson plans; CWT data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Exit surveys, post instruction, will be collected, categorized, and recorded.

Person Responsible

Karen Oates

Schedule

Weekly, from 10/27/2015 to 11/20/2015

Evidence of Completion

Student exit surveys- ELA Lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

The categorization of student responses will indicate learning and areas of concern or confusion.

Person Responsible

Charlotte Williams

Schedule

On 11/20/2015

Evidence of Completion

Exit surveys and spreadsheet detailing student responses.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Based upon the categorization of student respones on the exit survey additional follow-up instruction will occur on areas of targeted concern.

Person Responsible

Charlotte Williams

Schedule

On 11/20/2015

Evidence of Completion

Exit surveys- categorized student responses (spreadsheet)

G4. By incorporating the Innovative Professional Development (iPD) model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common standards-based lessons, with mini-tasks; implement common, differentiated instruction and assessment to advance student learning. 1

G071407

G4.B1 Teacher reluctance; perception of an additional planning and implementing another school-based system 2

B186116

G4.B1.S1 Increase the number of departments selected across grade levels from 2 to 4; Math, Language Arts, Social Studies, and Science 4

S197513

Strategy Rationale

In so doing, a larger part of the faculty will be impacted by the iniative. Instructors will be provided opportunities to collaborate by content area and grade level.

Action Step 1 5

Plan school-wide IPD conducted by District personnel to provide pertinent information including an explanation, schedule for implementation, professional learning opportunities, practice, gallery walk, and Q/A.

Person Responsible

Charlotte Williams

Schedule

On 8/18/2015

Evidence of Completion

Agenda and calendar invite

Action Step 2 5

Hold a Strategic Team meeting to prepare for IPD implementation; to plan what the Strategic Team will do regarding pushing into classrooms of content teachers participating in IPD; conduct a professional learning opportunity for PLUS Team members ;

Person Responsible

Jacob Stein

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Agenda and calendar invite

Action Step 3 `5`

Provide opportunities for content area teachers to collaborate and construct plans; implement common planning using iPD model to construct grade level lesson plans in core content areas. Deconstructing FS and creating standards-based lessons and LDC mini tasks; expectations of IPD; evaluation and post-reflection of student work samples to analyze mini-task results

Person Responsible

Charlotte Williams

Schedule

Monthly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Mini Tasks embedded in lesson plans; uploaded to Teachers' Lesson plan folder and saved in LDC Core Tools library.

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

The content area common planning will result in construction of standards based lessons aligned to the District's content and grade level specific Blue Prints and Scope and Sequence documents. During planning sessions the LDC Core Tools Web-based resource will be used. During lesson delivery Textbooks and supplemental resources; during evaluation of student work samples the LDC task analysis tools will be used (grading rubrics and learning scales). This is a two week cycle.

Person Responsible

Opal Mahoney

Schedule

Biweekly, from 10/12/2015 to 5/27/2016

Evidence of Completion

Lesson plans submitted to administration weekly, mini-tasks constructed and saved in teachers' LDC Library, and work samples created for review in the next planning meeting

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

Administration will conduct classroom formal observations

Person Responsible

Jacob Stein

Schedule

On 5/27/2016

Evidence of Completion

Records from CWT by Coaches and formal observations by administrators

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

Instructional coaches (ART, Literacy Coach, Florida Standards Teacher) and evaluating Administrator will attend the iPD Common Planning sessions every week to determine needs and strengths of the teacher participants and their students.

Person Responsible

Opal Mahoney

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Mini tasks in LDC Library; common lesson plans, CBC, learning scales, and rubrics

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	Develop a Mentor Program	Stein, Jacob	10/27/2015	Weekly logs of mentoring activities/ attendance data sheet	5/27/2016 weekly
G1.B2.S1.A1	iPD Common Planning - allocate time for teacher collaboration by content area and grade level common planning	Stein, Jacob	9/15/2014	Create weekly standards based lesson plans	5/27/2016 weekly
G1.B4.S1.A1	Increase student exposure to Civics content prior to 7th grade	Stein, Jacob	9/15/2015	6th grade SS lesson plans including Bell Ringers based on Civics standards, ex. Three Branches of Government; Academic Review (AR) activities based on Civics standards; DBQ data	5/27/2016 weekly
G1.B4.S2.A1	Increase student engagement completing DBQs; level 3 on a 4 point scale	Oates, Karen	9/15/2015	DBQ completion rate; data from scoring rubric	5/27/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Schedule instruction in all grade leves through the Social Studies classes.	Williams, Charlotte	10/27/2015	Pre/Post Tests, Documentation of lesson delivery	5/27/2016 daily
G2.B1.S2.A1	PBS, Know the Law, Bully Proofing Your School programs	Williams, Charlotte	8/31/2015	Documentation in lesson plans, PBS incentives and rewards cards, BPYS resources from the district, and Know the Law pre/post-tests; documentation sheets.	5/27/2016 one-time
G3.B1.S1.A1	School Messenger	Stein, Jacob	8/30/2015	The Week at a Glance	6/5/2016 weekly
G3.B1.S2.A1	Anti-bullying campaign will be conducted across the school. The core of the campaign will be the use of Bully-proofing Your School, anti-bullying information as prepared by the district office. Anti-bullying will be the focus of instruction for an entire week in all ELA classrooms. Every other class is to conduct some type of instruction in regards to bullying at least once during the weekly campaign.	Williams, Charlotte	9/22/2014	ELA Lesson Plans, School-wide lesson plans, and classroom walk-throughs	9/26/2014 daily
G3.B2.S1.A1	Cyber Bullying and Prevention Program as conducted through the MDMS SRO based on a federal program.	Stein, Jacob	10/27/2015	ELA Lesson Plans; CWT	11/20/2015 weekly
G4.B1.S1.A1	Plan school-wide IPD conducted by District personnel to provide pertinent information including an explanation, schedule for implementation, professional learning opportunities, practice, gallery walk, and Q/A.	Williams, Charlotte	8/18/2015	Agenda and calendar invite	8/18/2015 one-time
G1.B1.S1.A2	Building a Nest	Stein, Jacob	1/5/2016	Improved student attendance; student participation in creating a stronger school culture; and improved student grades; increased parental involvement.	5/27/2016 quarterly
G1.B4.S1.A2	Invite District Specialist; conduct PD training; FLST to support teachers in classroom	Williams, Charlotte	9/15/2015	District Professional Development sign in records by MDMS teachers	5/27/2016 one-time
G3.B1.S1.A2	Peachjar; Website; Marquee; Teacher Webpage	Williams, Charlotte	8/31/2015	Website online; printed copies of information; or flyers via email	5/27/2016 monthly
G3.B1.S2.A2	Classroom Instruction by a Sheriff Resource Officer using State sponsored program entitled, "Cyber-Bullying and Violence Prevention," in all ELA classrooms. The school-based SRO will provide a state and district sanctioned program through all ELA classrooms.	Williams, Charlotte	9/23/2014	Classroom walk-throughs, Lesson Plans from SRO, calendar schedule of instruction	11/11/2014 weekly
G3.B2.S1.A2	SRO will present Cyber Bullying and Prevention program through all ELA classes grades 6-8 to ensure all MDMS students receive this instruction.	Stein, Jacob	10/27/2015	Documentation in ELA lesson plans; CWT data	11/20/2015 weekly
G4.B1.S1.A2	Hold a Strategic Team meeting to prepare for IPD implementation; to plan what the Strategic Team will do regarding pushing into classrooms of content teachers participating in IPD; conduct a professional learning opportunity for PLUS Team members ;	Stein, Jacob	9/4/2015	Agenda and calendar invite	5/27/2016 monthly
G4.B1.S1.A3	Provide opportunities for content area teachers to collaborate and construct plans; implement common planning using iPD model to construct grade level lesson plans in core content areas. Deconstructing FS and creating standards-based lessons and LDC mini	Williams, Charlotte	10/12/2015	Mini Tasks embedded in lesson plans; uploaded to Teachers' Lesson plan folder and saved in LDC Core Tools library.	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	tasks; expectations of IPD; evaluation and post-reflection of student work samples to analyze mini-task results				
G1.MA1	Monthly attendance reports and LSA data	Stein, Jacob	10/27/2015	Increase in student attendance and decrease in number of referrals	5/27/2016 monthly
G1.B1.S1.MA1	Student attendance and performance on FSA and State EOC exams	Stein, Jacob	10/27/2015	Attendance records from Skyward; FSA and State EOC data from FLDOE	5/27/2016 annually
G1.B1.S1.MA1	Weekly meeting logs; attendance data	Stein, Jacob	10/27/2015	Student attendance records October 2015- May 2016	5/27/2016 weekly
G1.B2.S1.MA1	ART, Literacy Coach, and FLST CWT observations	Stein, Jacob	9/15/2015	CWT data collection tool; mini task assessment data	5/27/2016 daily
G1.B2.S1.MA3	Administration CWTs observations and evaluations	Stein, Jacob	9/15/2015	CWT data collection tool; lesson plans; mini task assessment data	5/27/2016 daily
G1.B2.S1.MA1	All content area core teachers will collaboratively develop, create, and deliver weekly standards based lesson plans, review student work, compare data, and adjust instructional strategies accordingly.	Stein, Jacob	9/15/2015	Lesson Plans, classroom walk-throughs, and mini task assessment data	5/27/2016 weekly
G1.B4.S1.MA1	Civics lesson plans created for AR	Oates, Karen	10/27/2015	CWT data collected by observations during AR	5/27/2016 weekly
G1.B4.S1.MA1	Implementation of Civics lesson plans second nine weeks; administration and resource teachers conduct weekly observation during CWTs; instruction and assessment evaluation.	Oates, Karen	9/15/2015	DBQ completion; Level 3 on a 4 point scoring rubric	5/27/2016 weekly
G1.B4.S1.MA2	District EOC	Oates, Karen	9/15/2015	District Civics EOC data	5/27/2016 annually
G1.B4.S2.MA1	Teacher use of DBQ analysis sheet during instruction/reteach	Oates, Karen	9/15/2015	DBQ analysis sheet; grade assigned based on 4 point scoring rubric	5/27/2016 weekly
G1.B4.S2.MA1	Teachers will design and create weekly lesson plans with direct standards based instruction based on DBQs	Oates, Karen	10/27/2015	Social Studies department lesson plans; CWT observations of student engagement during instruction, /assessments using DBQs; 4 point scoring rubric; DBQ data	5/27/2016 daily
G2.MA1	Know the Law: Post-assessment will be given in conclusion of instruction. The post assessment will be the same as the pre-assessment. The goal is is 80% mastery of information.	Williams, Charlotte	8/24/2015	Completed teacher documentation and pre-post test data	9/11/2015 monthly
G2.MA2	PBS program Eagle Bucks distribution data; Rewards Cards distribution data (silver, gold, platinum)	Williams, Charlotte	8/24/2015	Students use of Eagle Bucks in school store and placed in box for prizes; Observation of Reward Cards usage in cafeteria; Honor Roll list each nine weeks; number of referrals per student population	5/27/2016 daily
G2.MA3	Number of bullying referrals, reports of gang involvement and cyber bullying	Williams, Charlotte	8/24/2015	Referrals; SRO reports	5/27/2016 quarterly
G2.B1.S1.MA1	Collection and categorization of student respones to instruction through the use of exit surveys.	Oates, Karen	9/15/2014	Spreadsheet- Student responses on exit surveys; observations of student engagement	11/21/2014 monthly
G2.B1.S1.MA3	Pre-assessment aligned to content instruction as provided by the SRO.	Oates, Karen	9/16/2014	Student pre-assessment	11/21/2014 one-time
G2.B1.S1.MA1	GREAT program resources	Williams, Charlotte	10/27/2015	Documentation in lesson plans, GREAT banner, workbooks, and rewards	5/27/2016 daily
G2.B1.S2.MA1	Teachers will record implementation dates and materials provided in Lesson Plans	Williams, Charlotte	8/31/2015	Pre and post test data; lesson plans	9/11/2015 daily
G2.B1.S2.MA1	Lesson plan monitoring and CWT each week	Williams, Charlotte	8/31/2015	Lesson plans, CWT data	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Anti-Bullying Campaign	Williams, Charlotte	10/12/2015	BPYS resources from District Website; AR lesson plans; CWT data	10/12/2015 daily
G3.B1.S1.MA1	Parental involvement and participation in school events	Williams, Charlotte	8/24/2015	Sign in sheets at events	5/27/2016 quarterly
G3.B1.S1.MA1	Administration will monitor School Website for updates; Teachers will manage their accounts	Williams, Charlotte	8/17/2015	Graph of visits to the page on School Wire	6/10/2016 one-time
G3.B2.S1.MA1	The categorization of student responses will indicate learning and areas of concern or confusion.	Williams, Charlotte	11/20/2015	Exit surveys and spreadsheet detailing student responses.	11/20/2015 one-time
G3.B2.S1.MA3	Based upon the categorization of student respones on the exit survey additional follow-up instruction will occur on areas of targeted concern.	Williams, Charlotte	11/20/2015	Exit surveys- categorized student responses (spreadsheet)	11/20/2015 one-time
G3.B2.S1.MA1	Exit surveys, post instruction, will be collected, categorized, and recorded.	Oates, Karen	10/27/2015	Student exit surveys- ELA Lesson plans	11/20/2015 weekly
G3.B1.S2.MA1	Teachers will meet in department cohort to reflect upon the campaign week providing insight in student areas of concerns and questions. This information will lead to possible further steps as needed.	Williams, Charlotte	9/2/2014	Department cohort attendance, notes and documented recommendations	9/2/2014 one-time
G3.B1.S2.MA1	Coaches will be used as nessesary to support week-long campaign, and administrators will conduct classroom walk-throughs.	Williams, Charlotte	9/22/2014	Teacher lesson plans and classroom walk-through records	9/26/2014 daily
G4.MA1	Common lesson planning will be conducted weekly, in the designated iPD room, throughout the month of September and as designated by the Principal. All other common planning sessions may be conducted in classrooms, by grade level. (Monday ELA, Tuesday Math, Thursday Social Studies and Science). Each department participant will implement the mini-lesson constructed during the iPD common planning session, within their classroom by grade level. The following week or two, the department/grade level will meet to analyze the lesson and student work products, reflect upon the impact of instruction, and refine areas that may have been challenging. An administrator and or coach will be in attendance at these iPD meetings to provide support, assistance, and monitor fidelity of the iPD process.	Stein, Jacob	9/7/2015	1. IPD meetings will be recorded on a PLC meeting template. This template includes attendance, agenda area, and discussions of needs and strengths identified. 2. Teacher lesson plans, related to the mini-lesson, and student work products subsequent to the implementation of the mini-lesson will be documented. 3. CWTs will be conducted when lessons are delivered in class rooms to support and observe teachers 4. When appropriate, teacher to student delivery of mini -tasks may be video recorded.	5/27/2016 weekly
G4.B1.S1.MA1	Instructional coaches (ART, Literacy Coach, Florida Standards Teacher) and evaluating Administrator will attend the iPD Common Planning sessions every week to determine needs and strengths of the teacher participants and their students.	Mahoney, Opal	9/7/2015	Mini tasks in LDC Library; common lesson plans, CBC, learning scales, and rubrics	5/27/2016 weekly
G4.B1.S1.MA1	The content area common planning will result in construction of standards based lessons aligned to the District's content and grade level specific Blue Prints and Scope and Sequence documents. During planning sessions the LDC Core Tools Web-based resource will be used. During lesson	Mahoney, Opal	10/12/2015	Lesson plans submitted to administration weekly, mini-tasks constructed and saved in teachers' LDC Library, and work samples created for review in the next planning meeting	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	delivery Textbooks and supplemental resources; during evaluation of student work samples the LDC task analysis tools will be used (grading rubrics and learning scales). This is a two week cycle.				
G4.B1.S1.MA3	Administration will conduct classroom formal observations	Stein, Jacob	10/19/2015	Records from CWT by Coaches and formal observations by administrators	5/27/2016 one-time

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.

G1. Increase overall performance on FSA and EOCs at all grade levels by 10%

G1.B1 Student attendance; 30% of MDMS students missed more than 10 days during 2014-15 school year

G1.B1.S1 Establish and implement a Mentor Program based on Early Warning Systems (EWS)

PD Opportunity 1

Develop a Mentor Program

Facilitator

Jacob Stein, Principal

Participants

Strategic Team and select teachers

Schedule

Weekly, from 10/27/2015 to 5/27/2016

PD Opportunity 2

Building a Nest

Facilitator

Jacob Stein, Principal

Participants

Shannon Parker, Clyde Grant, Shanon Parker, Tiffany Scott, Brenda Staten, and Opal Mahoney

Schedule

Quarterly, from 1/5/2016 to 5/27/2016

G1.B2 Limited time for teacher collaboration; professional development

G1.B2.S1 Provide teachers in all core content areas time to collaborate, plan, and develop weekly/unit standards based lesson plans and create mini tasks.

PD Opportunity 1

iPD Common Planning - allocate time for teacher collaboration by content area and grade level common planning

Facilitator

Tiffany Scott (Accelerated Resource Teacher); Opal Mahoney (Literacy Coach); Diana Thompson (Florida Standards Teacher

Participants

All core content area teachers

Schedule

Weekly, from 9/15/2014 to 5/27/2016

G1.B4 Student prior knowledge in content area, specifically Civics

G1.B4.S1 To improve student exposure to Civics content prior to 7th grade

PD Opportunity 1

Increase student exposure to Civics content prior to 7th grade

Facilitator

Jacob Stein, FLST, ART, Literacy Coach; Charlotte Williams

Participants

All 6th grade social studies teachers

Schedule

Weekly, from 9/15/2015 to 5/27/2016

PD Opportunity 2

Invite District Specialist; conduct PD training; FLST to support teachers in classroom

Facilitator

FLST, Literacy Coach, and ART

Participants

6th Social Studies teachers and 7th Civics teachers

Schedule

On 5/27/2016

G1.B4.S2 Increase student engagement and in DBQs

PD Opportunity 1

Increase student engagement completing DBQs; level 3 on a 4 point scale

Facilitator

District curriculum specialist; FLST; Resource teachers

Participants

All teachers in the Social Studies department using DBQs

Schedule

Daily, from 9/15/2015 to 5/27/2016

G2. School safety: Students will get an understanding of how their behavior in social issues may affect their secondary education, using: 1. Positive Behavior Support 2. Bully Proofing Your School - District mandated 3. Know the Law- District mandated. 4. Cyber-Bullying and Violence protection and Gang Resistance Education and Training (SRO)

G2.B1 Limited resources regarding knowledgeable individuals

G2.B1.S1 MDMS' SRO will deliver instruction to all MDMS students.

PD Opportunity 1

Schedule instruction in all grade leves through the Social Studies classes.

Facilitator

SRO

Participants

Faculty; ART, FST, and Literacy Coach; Administration; students

Schedule

Daily, from 10/27/2015 to 5/27/2016

G2.B1.S2 Use the ELA and AR classrooms to deliver content instruction.

PD Opportunity 1

PBS, Know the Law, Bully Proofing Your School programs

Facilitator

Charlotte Williams, Safe Schools

Participants

All students and faculty

Schedule

On 5/27/2016

G3. Increase the number of parent and community opportunities to support academic development.

G3.B1 Communication

G3.B1.S1 School messenger call out system

PD Opportunity 1

Peachjar; Website; Marquee; Teacher Webpage

Facilitator

Steuben

Participants

Faculty

Schedule

Monthly, from 8/31/2015 to 5/27/2016

G4. By incorporating the Innovative Professional Development (iPD) model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common standards-based lessons, with mini-tasks; implement common, differentiated instruction and assessment to advance student learning.

G4.B1 Teacher reluctance; perception of an additional planning and implementing another school-based system

G4.B1.S1 Increase the number of departments selected across grade levels from 2 to 4; Math, Language Arts, Social Studies, and Science

PD Opportunity 1

Plan school-wide IPD conducted by District personnel to provide pertinent information including an explanation, schedule for implementation, professional learning opportunities, practice, gallery walk, and Q/A.

Facilitator

Seth Edwards and Andrea Pyatt (IPD Expert and IPD Facilitator)

Participants

MDMS Faculty

Schedule

On 8/18/2015

PD Opportunity 2

Hold a Strategic Team meeting to prepare for IPD implementation; to plan what the Strategic Team will do regarding pushing into classrooms of content teachers participating in IPD; conduct a professional learning opportunity for PLUS Team members ;

Facilitator

Karen Oates (Assistant Principal), Charlotte Williams (Assistant Principal) Tiffany Scott (ART), and Opal Mahoney (Literacy Coach), Rene Holt and Kelli Rodewald (Guidance Counselors).

Participants

Strategic Team

Schedule

Monthly, from 9/4/2015 to 5/27/2016

PD Opportunity 3

Provide opportunities for content area teachers to collaborate and construct plans; implement common planning using iPD model to construct grade level lesson plans in core content areas. Deconstructing FS and creating standards-based lessons and LDC mini tasks; expectations of IPD; evaluation and post-reflection of student work samples to analyze mini-task results

Facilitator

Tiffany Scott (ART); Opal Mahoney (Literacy Coach); Diana Thompson (FST); Charlotte Williams (AP); Karen Oates (AP) Jacob Stein (Principal)

Participants

Faculty

Schedule

Monthly, from 10/12/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Develop a Mentor Program	$0.00
2	G1.B1.S1.A2	Building a Nest	$0.00
3	G1.B2.S1.A1	iPD Common Planning - allocate time for teacher collaboration by content area and grade level common planning	$0.00
4	G1.B4.S1.A1	Increase student exposure to Civics content prior to 7th grade	$0.00
5	G1.B4.S1.A2	Invite District Specialist; conduct PD training; FLST to support teachers in classroom	$0.00
6	G1.B4.S2.A1	Increase student engagement completing DBQs; level 3 on a 4 point scale	$0.00
7	G2.B1.S1.A1	Schedule instruction in all grade leves through the Social Studies classes.	$0.00
8	G2.B1.S2.A1	PBS, Know the Law, Bully Proofing Your School programs	$0.00
9	G3.B1.S1.A1	School Messenger	$0.00
10	G3.B1.S1.A2	Peachjar; Website; Marquee; Teacher Webpage	$0.00
11	G3.B1.S2.A1	Anti-bullying campaign will be conducted across the school. The core of the campaign will be the use of Bully-proofing Your School, anti-bullying information as prepared by the district office. Anti-bullying will be the focus of instruction for an entire week in all ELA classrooms. Every other class is to conduct some type of instruction in regards to bullying at least once during the weekly campaign.	$0.00
12	G3.B1.S2.A2	Classroom Instruction by a Sheriff Resource Officer using State sponsored program entitled, "Cyber-Bullying and Violence Prevention," in all ELA classrooms. The school-based SRO will provide a state and district sanctioned program through all ELA classrooms.	$0.00
13	G3.B2.S1.A1	Cyber Bullying and Prevention Program as conducted through the MDMS SRO based on a federal program.	$0.00
14	G3.B2.S1.A2	SRO will present Cyber Bullying and Prevention program through all ELA classes grades 6-8 to ensure all MDMS students receive this instruction.	$0.00
15	G4.B1.S1.A1	Plan school-wide IPD conducted by District personnel to provide pertinent information including an explanation, schedule for implementation, professional learning opportunities, practice, gallery walk, and Q/A.	$0.00
16	G4.B1.S1.A2	Hold a Strategic Team meeting to prepare for IPD implementation; to plan what the Strategic Team will do regarding pushing into classrooms of content teachers participating in IPD; conduct a professional learning opportunity for PLUS Team members ;	$0.00
17	G4.B1.S1.A3	Provide opportunities for content area teachers to collaborate and construct plans; implement common planning using iPD model to construct grade level lesson plans in core content areas. Deconstructing FS and creating standards-based lessons and LDC	$0.00

Budget Data

		mini tasks; expectations of IPD; evaluation and post-reflection of student work samples to analyze mini-task results	
		Total:	**$0.00**