Mt. Dora High School

2016-17 Schoolwide Improvement Plan

Mt. Dora High School

700 N HIGHLAND ST, Mount Dora, FL 32757

https://mdh.lake.k12.fl.us//

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	B

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mt. Dora High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

"Caring About the Needs of Every Student" reflects the motto and the vision of MDHS. Our mission is to provide the best education to all students and enable each to grow personally and academically. We will endeavor to equip each student with the attitude and aptitude for continuing individual growth and education, both of which are necessary to succeed in the increasingly more difficult and competitive American job market.

2. School Environment

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

Teachers are encouraged to learn more about their students and build relationships with them. All teachers must perform routine 'data chats' with their students to help build on that foundation and help meet academic expectations. Through these chats, teachers and students gain a better understanding of the learning environments and build rapport with one another.

Our guidance counselors and administrators also conduct routine meetings (at-risk meetings along with others) with their assigned students. Finally, our academic coaches make every effort to build on the relationships with our students by coaching and mentoring them with one-on-one and group sessions.

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

We strive to ensure all of our students feel safe. We have direct supervision before, after and during school hours. Administrators, teachers, and our Mt. Dora Police Department School Resource Officer (SRO) are always visible and available for any situation.

We have implemented our school safety plan and school bully plan with assistance from SAFE Schools. Bully boxes are located around campus where students can report any suspected bullying. Students can remain anonymous when reported incidents of bullying. An investigation will be completed for all reported incidents and reported in a timely manner to SAFE Schools.

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

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

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

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

3. Early Warning Systems

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

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

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

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

Teachers are mandated to report all failures to counselors at the end of each grading period.

Standardized assessment scores are disseminated to teachers, counselors and administrators. Students are scheduled in specific classes (ie: Intensive Reading and Intensive Math) based on these scores. Students scoring at a level 1 or 2 on the Algebra 1 EOC will be placed in a Liberal Arts Math class for additional support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	29	12	16	87
One or more suspensions	0	0	0	0	0	0	0	0	0	31	11	16	5	63
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	112	66	59	13	250
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	33	97	19	8	157

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	61	40	28	21	150

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

The school's MTSS team meets routinely to discuss data relating to specific students. The team consists of an Administrator, Guidance Representative, Academic Coaches (Literacy Coach and Florida Standards Teacher), Cooperative Consultation Teacher, School Social Worker, School Psychologist, and/or selected teachers. Interventions are planned on the basis of data and

discussion. The individual responsible for the implementation of the intervention uses the progress monitoring tool to graph the results of the intervention. The team constantly reviews data related to the instructional needs of specific groups through trends, as well as individual student needs.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

We have two orientation sessions before school starts to get students acclimated to the school environment and meet their teachers. Parents are encouraged to attend orientation day in August, as well as our Open House night on August 30, 2016.
We send out five newsletters throughout the school year with valuable information about policies, upcoming events, sports schedules and other pertinent information.
We keep an up-to-date school website with tabs for guidance, teacher pages, sports, clubs and other important links with important information.
We also utilize our parent call-out system to notify parents of important events/information.

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

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

For the 2016-2017 school year, we are working closely with the Mount Dora Police Department. There is one School Resource Officer (SRO) stationed at the school everyday during school hours and sporting events. This collaborative partnership has assisted in bringing strong ties to the community and helping to utilize all available resources for the security of our campus.

C. 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).

1. School Leadership Team

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

Name	Title
Boone, Rhonda	Principal
Straughan, Marlene	Assistant Principal
Durias, Herman	Assistant Principal
Walker, Kimberly	Assistant Principal

b. Duties

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

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

Assistant Principals Marlene Straughan, Kimberly Walker-Updike and Herman Durias, as well as ESE School Specialist Jason Roberts: Assists the principal in the implementation of a common vision for the use of data-based decision making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

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

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

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Rhonda Boone	Principal
Lizz Schlotter	Teacher
Kathy Relford	Education Support Employee
Kim Varnadore (SAC Chairperson)	Parent
Robert Durant	Parent
Chris DeLibro	Parent
Stephanie King	Parent
Marilyn Orr	Teacher
Tori Turner	Student
Robert Bell	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC was able to view and provide feedback on the 2016-2017 SIP. The committee voted unanimously to approve and submit it.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

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

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Walker, Kimberly	Assistant Principal
Straughan, Marlene	Assistant Principal
Durias, Herman	Assistant Principal
Boone, Rhonda	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

In addition to members listed above, 2 English teachers, 1 Reading teacher, 1 ESE Inclusion teacher, and 1 Science teacher are included as part of the team. During the 2016-2017 school year, the LLT will promote literacy in the content areas through the training, support and use of common writing rubrics, AVID strategies, Document Based Questioning, Math/Literacy Design Collaborative, and leveled reading materials for all subjects.

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

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

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

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

1. Provide on-going training to assist teachers in achieving the Highly Qualified status.
Assistant Principal Marlene Straughan; Teacher Quality Retention Administrator
2. Seek out and hire Highly Qualified applicants for all future openings.
Principal Dr. Rhonda Boone; School Administration
3. Provide training at the beginning and throughout the school year to better meet the needs of the SIP.
Principal; School Administration; Leadership Team

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

New teachers to MDHS will be paired up an assigned mentor. We will also utilize LIFT opportunities with mentors and a TEAM expert. Most departments have common planning and are involved in a weekly PLC to review data, create, modify and review focus calendars, vertical and horizontal alignments. Department Chairs are Capacity Builders for their area and can offer the most accurate curricular assistance.
Teachers will participate in the district program New Beginnings
Teachers will participate in the half day school program for new teachers
Teachers will participate in the school PLC for New Teachers
Coaches will attend professional development on mentoring new teachers
Coaches will mentor, observe, provide feedback and model for our new teachers
Administrators will observe and provide feedback to our new teachers
New teachers will participate in peer-to-peer classroom observations to better assist in the implementation of teaching and/or learning strategies

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Mount Dora High School is responsible for standards-based instruction of all current Florida Standards across the curriculum. Blueprints/scope and sequence will continued to be utilized for all subjects.

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

b. Instructional Strategies

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

The process of using data to differentiate instruction is an integral part of our school culture. Administrators and academic coaches help teachers use data to determine strategies to differentiate instruction and meet the needs of diverse students.
Instructional personnel collaborate to select the most effective assessments and interpret data appropriately.
Teachers are monitored and given feedback to help properly group students, plan, develop, and deliver efficiently-paced, small group lessons, and monitor student progress.

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

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

Strategy: Extended School Day
Minutes added to school year: 5,400

After school tutoring is provided two times a week (Tuesdays and Thursdays in the media center) by teachers and/or peers to help reinforce instruction in core academic subjects. Transportation is provided for students who are designated bus riders. A math teacher will always be present to assist students on Algebra Nation and Khan Academy.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Straughan, Marlene, straughanm@lake.k12.fl.us

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

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

2. Student Transition and Readiness

a. 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).

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

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

b. College and Career Readiness

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

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

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

We have many Advanced Placement (AP) courses; 40% of our students are enrolled in an AP course. In addition to offering the PERT test (dual-enrollment opportunity), our students (grades 9-11) take the PSAT in the fall and 11th graders take the SAT in the spring. The PSAT and SAT tests are provided free of charge to our students thanks to the Florida Partnership with College Board.

We also have a partnership with Lake-Sumter State College (LSSC) and offer dual-enrollment courses on our campus. Courses are taught by MDHS teachers who have been approved as LSSC adjunct professors. Students can earn both high school and college credit by passing the college approved course.

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

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

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

We offer test prep opportunities for most of the college readiness exams, including the PSAT and PERT tests. Forty (40%) of our students are enrolled in one or more Advanced Placement (AP) classes. Data shows a steady increase in the pass rate on the AP exams.

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. With high expectations and utilizing Early Warning Signs data, we will increase attendance, positive student behaviors, and maintain a safe learning environment for all students.

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

G3. With high expectations, teachers will increase the use of technology for research and instruction in all academic areas.

Strategic Goals Detail

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

G1. With high expectations and utilizing Early Warning Signs data, we will increase attendance, positive student behaviors, and maintain a safe learning environment for all students. 1a

🔍 G086779

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	475.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge about available resources for creating a safe learning environment for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Anti-Bully Plan

- Speak-Out Hotline

- Partnership with Mt. Dora Police Department

- Safety Plan

- Go Kits

- PBS Recognition System

- EWS Data

- Administrators

Plan to Monitor Progress Toward G1. 8

Incident reports and referrals relating to school safety will be collected and analyzed during leadership team meetings

Person Responsible
Herman Durias

Schedule
Monthly, from 9/30/2016 to 5/24/2017

Evidence of Completion
EWS data, student referrals, PBS rewards

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. `1a`

🔍 G086780

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	77.0
Algebra I EOC Pass Rate	35.0
U.S. History EOC Pass	76.0
Bio I EOC Pass	74.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher knowledge in best practices for standards-based instruction across all content areas
- Inconsistent use and lack of teacher proficiency in literacy skills
- Inconsistent use and lack of understanding of research based learning strategies

Resources Available to Help Reduce or Eliminate the Barriers `2`

- AVID Strategies
- Structured Common Planning and Collaborative Time
- Florida Standards Assessment Writing Rubric
- Updated Scope & Sequence and Blueprints
- Literacy Design Collaborative (LDC)
- Algebra Nation
- Khan Academy
- ALEKS
- PLUS North Consortium
- Math Solutions

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Marlene Straughan

Schedule
Weekly, from 9/14/2016 to 5/24/2017

Evidence of Completion
Student work and assessment reports

G3. With high expectations, teachers will increase the use of technology for research and instruction in all academic areas. `1a`

🔍 G086781

Targets Supported `1b`

Indicator	Annual Target
Writing Gains District Assessment	60.0

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use and lack of hardware.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Lab schedules

- iPads, personal devices

- AP Lab

- Achieve 3000

- ESE resource rooms (Inclusion Teachers)

- Academic Coaches

- Administrators

- Khan Academy

- Algebra Nation

Plan to Monitor Progress Toward G3. `8`

Writing progress monitoring assessments will be collected and analyzed during leadership team meetings and teacher collaborative sessions. These assessments will include strategies implemented by the LIFT writing team and expected to be used in all classrooms.

Person Responsible
Marlene Straughan

Schedule
Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion
Baseline, Midyear and FSA Writing reports, LSA 9, writing strategy share outs at faculty meetings, student work.

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. With high expectations and utilizing Early Warning Signs data, we will increase attendance, positive student behaviors, and maintain a safe learning environment for all students. `1`

🔑 G086779

G1.B1 Inconsistent use and lack of teacher knowledge about available resources for creating a safe learning environment for all students. `2`

🔑 B230684

G1.B1.S1 We will facilitate and provide to all stakeholders information of available resources about safety, anti-bullying and PBS. `4`

🔑 S243368

Strategy Rationale

If we implement, monitor and support school safety, then we will have a safe and equitable learning environment for all students.

Action Step 1 `5`

Create and establish a PBS reward system and educate students about the school safety plan and anti-bully plan with identified facilitator, clearly defined protocols, planning time frame, and expected outcomes.

Person Responsible

Herman Durias

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Safety committee/PBS team and EPI trained teachers will review data/reports with AP Durias

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

School Safety Committee will conduct monthly meetings to measure impact of school safety plan and PBS initiatives.

Person Responsible

Herman Durias

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Meeting agendas and minutes, EWS data charts, PBS rewards, SRO reports, and teacher lesson plans indication Code of Conduct review.

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

Leadership team will conduct weekly meetings and thoroughly investigate any allegations of bullying and promptly address and correct any reports of safety issues.

Person Responsible

Herman Durias

Schedule

Weekly, from 9/16/2016 to 5/24/2017

Evidence of Completion

SRO reports, student referrals, PBS rewards.

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students. [1]

🔧 G086780

G2.B1 Lack of teacher knowledge in best practices for standards-based instruction across all content areas [2]

🔧 B230685

G2.B1.S1 We will align Reading and Writing instruction across the curriculum with ELA Content standards to support teachers' planning and delivery of standards-based instruction. [4]

🔧 S243370

Strategy Rationale

If we monitor and support, then we will help students with important concepts and skills and commit them to long term memory and daily application.

Action Step 1 [5]

We will continue to utilize updated scope and sequence, blueprints, and materials to coordinate with content-area standards.

Person Responsible

Marlene Straughan

Schedule

Daily, from 8/15/2016 to 5/24/2017

Evidence of Completion

Lesson plans, classroom walkthrough data, Complex text in other subjects to support ELA

Action Step 2 [5]

We will collaborate with peers to discuss effective implementation of skills and assignments and ensure IEP goals are being followed.

Person Responsible

Marlene Straughan

Schedule

Monthly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Collaborative schedule, agendas, and planning forms.

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

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

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/22/2016 to 5/24/2017

Evidence of Completion

Lesson plans and Collaborative and PLC forms

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

Teachers, coaches, and administration will monitor student progress in reading assessments (FAIR, Achieve 3000, classroom tests/assignments); Leadership team will conduct weekly CWT's to measure the impact of the planning.

Person Responsible

Marlene Straughan

Schedule

Weekly, from 8/22/2016 to 5/24/2017

Evidence of Completion

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

G2.B2 Inconsistent use and lack of teacher proficiency in literacy skills 2

🔑 B230686

G2.B2.S2 We will continue professional development on new literacy resources and strategies for content area teachers. 4

🔑 S243372

Strategy Rationale

If we implement, monitor and support facilitated professional development, then we will help teachers learn and improve literacy strategies in their content.

Action Step 1 5

Create and establish a professional development plan with a clearly defined protocols.

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Professional development plan and meeting agendas

Action Step 2 5

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

Person Responsible

Marlene Straughan

Schedule

Every 6 Weeks, from 9/21/2016 to 5/24/2017

Evidence of Completion

Schedules, agendas, and minutes.

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

Develop and utilize administrative schedule for observation.

Person Responsible

Rhonda Boone

Schedule

Monthly, from 9/14/2016 to 5/24/2017

Evidence of Completion

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

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

Leadership team will conduct classroom walk-throughs to measure the impact of the professional development.

Person Responsible

Rhonda Boone

Schedule

Every 3 Weeks, from 9/14/2016 to 5/24/2017

Evidence of Completion

Classroom walkthrough forms, agendas and lesson plans.

G2.B4 Inconsistent use and lack of understanding of research based learning strategies 2

🔑 B230688

G2.B4.S1 We will continue to utilize AVID strategies across the curriculum. 4

🔑 S243373

Strategy Rationale

If we monitor and support AVID strategies, then we will give students and teachers a common language to strengthen instruction.

Action Step 1 5

We will develop an AVID site plan with identified strategies, clearly defined protocols, planning timeframe, recruitment and expected outcomes.

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

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

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

Develop and utilize administrative schedule for conducting classroom walkthroughs and observations for TEAM.

Person Responsible

Kimberly Walker

Schedule

Every 3 Weeks, from 9/1/2016 to 5/1/2017

Evidence of Completion

Classroom walkthrough and TEAM forms/evaluations

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

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

Person Responsible

Kimberly Walker

Schedule

Every 6 Weeks, from 8/10/2016 to 5/24/2017

Evidence of Completion

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

G3. With high expectations, teachers will increase the use of technology for research and instruction in all academic areas. 1

🔑 G086781

G3.B1 Inconsistent use and lack of hardware. 2

🔑 B230689

G3.B1.S1 We will implement and develop classroom stations for use of computers and/or devices available across the curriculum. 4

🔑 S243374

Strategy Rationale

If we facilitate, organize and monitor the use of resources during instructional time, then all students will have opportunities to use technology.

Action Step 1 5

Create and Identify a list of devices to be used in classrooms across the curriculum.

Person Responsible

Rhonda Boone

Schedule

Semiannually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Device list and technology checkout sheets

Action Step 2 5

Create and establish professional development on how to set up technology stations in the classroom.

Person Responsible

Rhonda Boone

Schedule

Every 6 Weeks, from 9/1/2016 to 5/1/2017

Evidence of Completion

PD schedule

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

Develop and utilize administrative schedule for observations and CWT's.

Person Responsible

Rhonda Boone

Schedule

Every 3 Weeks, from 9/1/2016 to 9/1/2016

Evidence of Completion

CWT/TEAM schedules and collection of sign out sheets, agendas/minutes from PD

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

Leadership team will conduct routine classroom walkthroughs to measure impact of technology in the classroom.

Person Responsible

Rhonda Boone

Schedule

Every 3 Weeks, from 9/1/2016 to 5/12/2017

Evidence of Completion

Classroom walkthrough forms and teacher lesson plans.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.MA1 M326130	Develop and utilize administrative schedule for observations and CWT's.	Boone, Rhonda	9/1/2016	CWT/TEAM schedules and collection of sign out sheets, agendas/minutes from PD	9/1/2016 every-3-weeks
G2.B4.S1.MA1 M326127	Develop and utilize administrative schedule for conducting classroom walkthroughs and observations...	Walker, Kimberly	9/1/2016	Classroom walkthrough and TEAM forms/evaluations	5/1/2017 every-3-weeks
G3.B1.S1.A2 A314875	Create and establish professional development on how to set up technology stations in the classroom.	Boone, Rhonda	9/1/2016	PD schedule	5/1/2017 every-6-weeks
G3.B1.S1.MA1 M326129	Leadership team will conduct routine classroom walkthroughs to measure impact of technology in the...	Boone, Rhonda	9/1/2016	Classroom walkthrough forms and teacher lesson plans.	5/12/2017 every-3-weeks
G1.MA1 M326121	Incident reports and referrals relating to school safety will be collected and analyzed during...	Durias, Herman	9/30/2016	EWS data, student referrals, PBS rewards	5/24/2017 monthly
G2.MA1 M326128	District and state assessment reports will be collected throughout the year to determine progress...	Straughan, Marlene	9/14/2016	Student work and assessment reports	5/24/2017 weekly
G3.MA1 M326133	Writing progress monitoring assessments will be collected and analyzed during leadership team...	Straughan, Marlene	9/1/2016	Baseline, Midyear and FSA Writing reports, LSA 9, writing strategy share outs at faculty meetings, student work.	5/24/2017 monthly
G1.B1.S1.MA1 M326119	Leadership team will conduct weekly meetings and thoroughly investigate any allegations of bullying...	Durias, Herman	9/16/2016	SRO reports, student referrals, PBS rewards.	5/24/2017 weekly
G1.B1.S1.MA1 M326120	School Safety Committee will conduct monthly meetings to measure impact of school safety plan and...	Durias, Herman	8/10/2016	Meeting agendas and minutes, EWS data charts, PBS rewards, SRO reports, and teacher lesson plans indication Code of Conduct review.	5/24/2017 monthly
G1.B1.S1.A1 A314867	Create and establish a PBS reward system and educate students about the school safety plan and...	Durias, Herman	8/10/2016	Safety committee/PBS team and EPI trained teachers will review data/reports with AP Durias	5/24/2017 monthly
G2.B1.S1.MA1 M326122	Teachers, coaches, and administration will monitor student progress in reading assessments (FAIR,...	Straughan, Marlene	8/22/2016	Data analysis sheets and results of classroom/district/state assessments.	5/24/2017 weekly
G2.B1.S1.MA1 M326123	Develop and utilize PLC and Collaborative time; minutes will be taken to support common planning...	Straughan, Marlene	8/22/2016	Lesson plans and Collaborative and PLC forms	5/24/2017 weekly
G2.B1.S1.A1 A314868	We will continue to utilize updated scope and sequence, blueprints, and materials to coordinate...	Straughan, Marlene	8/15/2016	Lesson plans, classroom walkthrough data, Complex text in other subjects to support ELA	5/24/2017 daily
G2.B1.S1.A2 A314869	We will collaborate with peers to discuss effective implementation of skills and assignments and...	Straughan, Marlene	10/3/2016	Collaborative schedule, agendas, and planning forms.	5/24/2017 monthly
G2.B4.S1.MA1 M326126	Classroom observations will be used to monitor the effectiveness of implementation of strategies in...	Walker, Kimberly	8/10/2016	AVID Site team will collect student samples across all content to demonstrate the strategy was implemented.	5/24/2017 every-6-weeks
G2.B4.S1.A1 A314872	We will develop an AVID site plan with identified strategies, clearly defined protocols, planning...	Walker, Kimberly	8/10/2016	Schedule, agendas, and minutes will demonstration completion of plan.	5/24/2017 monthly
G2.B4.S1.A2 A314873	We will continue PLCs and Collaborative Time teams of teachers will develop ways to implement AVID...	Walker, Kimberly	8/10/2016	Common Planning template, lesson plans, and classroom walkthroughs will demonstrate AVID strategies are being utilized in classroom instruction.	5/24/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1 🔑 A314874	Create and Identify a list of devices to be used in classrooms across the curriculum.	Boone, Rhonda	8/10/2016	Device list and technology checkout sheets	5/24/2017 semiannually
G2.B2.S2.MA1 🔑 M326124	Leadership team will conduct classroom walk-throughs to measure the impact of the professional...	Boone, Rhonda	9/14/2016	Classroom walkthrough forms, agendas and lesson plans.	5/24/2017 every-3-weeks
G2.B2.S2.MA1 🔑 M326125	Develop and utilize administrative schedule for observation.	Boone, Rhonda	9/14/2016	Collection of schedules, agendas, minutes and presentations from professional development.	5/24/2017 monthly
G2.B2.S2.A1 🔑 A314870	Create and establish a professional development plan with a clearly defined protocols.	Walker, Kimberly	8/10/2016	Professional development plan and meeting agendas	5/24/2017 monthly
G2.B2.S2.A2 🔑 A314871	We will utilize appropriate curriculum staff (ie. county program specialists/ ESE teachers) to...	Straughan, Marlene	9/21/2016	Schedules, agendas, and minutes.	5/24/2017 every-6-weeks

V. Professional Development Opportunities

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

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students.

G2.B2 Inconsistent use and lack of teacher proficiency in literacy skills

G2.B2.S2 We will continue professional development on new literacy resources and strategies for content area teachers.

PD Opportunity 1

Create and establish a professional development plan with a clearly defined protocols.

Facilitator

Administration and academic coaches

Participants

Science, Social Studies, ESE, English departments

Schedule

Monthly, from 8/10/2016 to 5/24/2017

PD Opportunity 2

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

Facilitator

ELA teachers, program specialists, and academic coaches

Participants

Science, Social Studies, and English departments

Schedule

Every 6 Weeks, from 9/21/2016 to 5/24/2017

G2.B4 Inconsistent use and lack of understanding of research based learning strategies

G2.B4.S1 We will continue to utilize AVID strategies across the curriculum.

PD Opportunity 1

We will develop an AVID site plan with identified strategies, clearly defined protocols, planning timeframe, recruitment and expected outcomes.

Facilitator

AVID Site Team, Administration, AVID Coordinator

Participants

All Instructional Staff

Schedule

Monthly, from 8/10/2016 to 5/24/2017

G3. With high expectations, teachers will increase the use of technology for research and instruction in all academic areas.

G3.B1 Inconsistent use and lack of hardware.

G3.B1.S1 We will implement and develop classroom stations for use of computers and/or devices available across the curriculum.

PD Opportunity 1

Create and establish professional development on how to set up technology stations in the classroom.

Facilitator

Media Specialists, Tech Cons, Administrators

Participants

Instructional staff

Schedule

Every 6 Weeks, from 9/1/2016 to 5/1/2017

VI. Technical Assistance Items

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

G3. With high expectations, teachers will increase the use of technology for research and instruction in all academic areas.

G3.B1 Inconsistent use and lack of hardware.

G3.B1.S1 We will implement and develop classroom stations for use of computers and/or devices available across the curriculum.

TA Opportunity 1

Create and Identify a list of devices to be used in classrooms across the curriculum.

Facilitator

Erik Belanger & Tricia Carlton, Tech Cons

Participants

Instructional Staff

Schedule

Semiannually, from 8/10/2016 to 5/24/2017

VII. Budget

1	G1.B1.S1.A1	Create and establish a PBS reward system and educate students about the school safety plan and anti-bully plan with identified facilitator, clearly defined protocols, planning time frame, and expected outcomes.	$0.00
2	G2.B1.S1.A1	We will continue to utilize updated scope and sequence, blueprints, and materials to coordinate with content-area standards.	$0.00
3	G2.B1.S1.A2	We will collaborate with peers to discuss effective implementation of skills and assignments and ensure IEP goals are being followed.	$0.00
4	G2.B2.S2.A1	Create and establish a professional development plan with a clearly defined protocols.	$0.00
5	G2.B2.S2.A2	We will utilize appropriate curriculum staff (ie. county program specialists/ESE teachers) to support teachers with content literacy skills and strategies.	$0.00
6	G2.B4.S1.A1	We will develop an AVID site plan with identified strategies, clearly defined protocols, planning timeframe, recruitment and expected outcomes.	$0.00
7	G2.B4.S1.A2	We will continue PLCs and Collaborative Time teams of teachers will develop ways to implement AVID strategies with in content area lessons.	$0.00
8	G3.B1.S1.A1	Create and Identify a list of devices to be used in classrooms across the curriculum.	$0.00
9	G3.B1.S1.A2	Create and establish professional development on how to set up technology stations in the classroom.	$0.00
		Total:	$0.00