

Lake County Schools

Mt. Dora Middle School



2016-17 Schoolwide Improvement Plan

Mt. Dora Middle School

1405 LINCOLN AVE, Mount Dora, FL 32757

<https://mms.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)
Middle School 6-8	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	43
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	47
Technical Assistance Items	50
Appendix 3: Budget to Support Goals	50

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 Middle 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.

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.

b. 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 dedication 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.

2. School Environment

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

MDMS has incorporated ten additional minutes in first period in order to build relationships with students. The main thrust of this is the building of positive interactions and year long rapport 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 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 Fall and a Spring "Eagle Night" wherein parents and students share in academic information sessions while professional speakers, resources and information are provided to assist academic excellence and understanding of the high expectations set for their children.

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

Our system of PBS (Positive 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. During the month of September, the English Language Arts (ELA) department, supported throughout the school, initiates a Know the Law, a district mandated program. The "Bully Proofing Your School" program will be implemented during the October iPd in conjunction with the PBS team.

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.

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.

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 Discipline Procedure and it is outlined on the inside of the front cover of the student agendas. The Lake County School District's Code of Student Conduct clearly outlines the protocol for disciplinary incidents. Mount Dora Middle School has developed a discipline ladder and a suspension reduction plan which has been approved by the district.

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 the assistant principals, Ms. Oates and Ms. Williams. During these meetings the following areas are addressed: definitions/examples of expectations and standard operating procedures.

The Positive Behavior Support (PBS) program is rolled out within the second 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.

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.

In order to meet the socio-emotional needs of all students, our Leadership team has used Early warning systems data to target students in need of mentoring services. Each member of the team has been given a group of students to work with on an individual as-needed basis.

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 provided by the district. Students with disabilities are afforded many and all accommodations 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.

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.

The MDMS Early Warning System is predicated upon two factors. First, remedial instruction is provided according to pertinent data. The data used is FSA, 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 Student Opportunity for Academic Recovery (SOAR) program occurs.

SOAR is a Saturday 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 SOAR 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.

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	73	67	76	0	0	0	0	216
One or more suspensions	0	0	0	0	0	0	44	67	81	0	0	0	0	192
Course failure in ELA or Math	0	0	0	0	0	0	1	1	3	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	12	32	30	0	0	0	0	74

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	19	39	52	0	0	0	0	110

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

SOAR Saturday program, 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 month to discuss academic and behavioral performance. The teacher also must observe the mentee in class once a month. The mentors meet as a cohort once a month to discuss student progress or lack thereof. Teachers must adjust seating, instruction, and involvement with these particular students in class. These protocols are to be written and documented in lesson plans.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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 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 SOAR Saturday program 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, Schoolway Application, marquee, 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.

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.

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, held in February, 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. Also, AVID classes will have business community members speaking in classes throughout the year.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Stein, Jacob	Principal
Oates, Karen	Assistant Principal
Williams, Charlotte	Assistant Principal
Holt, Rene	School Counselor
Thompson, Diana	Instructional Coach
Mahoney, Opal	Instructional Coach
Rodewald, Kelli	School Counselor
Wright, Laura	Teacher, ESE
Jorgensen, Kim	Instructional Coach

b. Duties

1. 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, MTSS, implementing the Florida Standards (FS), and monitoring the implementation 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 (iPDL) 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). Mr. Stein oversees English language arts and science, Ms. Oates monitors alignment within the areas of math and electives; whereas Ms. Williams performs a similar function in the social studies and ESE areas. Weekly classroom visitations allow Mr. Stein, 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, Critical Thinking ELA, and Science and specifically assists teachers with instructional needs as determined by administration and observations.

Ms. Jorgensen, as Math Instructional Coach, 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, Critical Thinking Math, and Algebra I and specifically assists teachers with instructional needs as determined by administration and observations.

Mrs. Thompson, as Florida Standards Teacher (FST) supports teachers by assisting in the coordination and implementation of professional development by modeling best practices aligned to supporting struggling students in English Language Arts, 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 process along with the MTSS team leaders to be sure student needs are met through appropriate interventions in the classroom and regular communication with parents/team members. As determined by the MTSS 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.

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 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 curricular 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 a Learning Community (iPDL) 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 iPDLs 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 iPDL framework reports, lesson plan review, and classroom observations.

Special areas of concern for students are addressed under the direction of guidance counselors, 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, Math Instructional Coach, 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.

Mount Dora Middle School has been awarded a Personalized Learning Grant. This year is the planning phase of the grant. Personalized Learning gives teachers the opportunity to understand how students access information, engage with content, and communicate what the students know and understand.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jacob Stein, Principal	Principal
Lori Myers, Chair	Parent
Michelle Chevalier, Secretary	Parent
Chris DeLibro, Vice Chair	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
Walt Frisby	Teacher
Timothy Williams	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 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.

b. Development of this school improvement plan

At our September 13, 2016 SAC meeting, administration discussed the changes to the School Improvement Plan for the upcoming year. 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 11, 2016.

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

Presently school improvement funds have just been received. A budget will be developed.

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

Currently the SAC has \$2657.93. The SAC will assist the PTO in raising funds for the purchase of needed items to support student achievement, including, technology items and the SOAR Saturday program.

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
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
Ditoto, Amy	Teacher, K-12
Porter, Phillip	Teacher, K-12

b. Duties

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

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 one Book Fair at MDMS occurring in the Fall of the academic year. Members will be asked to assist with the SOAR Saturday program.

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.

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. Also, a new task this year is to prepare common assessments and test item banks for teachers to use with questions which reach the full intent of the Florida Standards. 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 teams, to design standards-based lessons with explicit instruction, implementing grade level district mandated Blue Prints, Scope and Sequences, and supplemental resources.

2. 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 (Searchsoft) 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 five teachers who are 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.

3. 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, Florida Standards Teacher, Math coach, 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.

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.

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 to the Florida Standards. District issued content area textbooks and correlated resources are identified in the Blueprints for teacher planning and lesson delivery. Supplemental resources are 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, Math Coach, 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.

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 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 MTSS protocols. Under this protocol, the student will undergo a diagnostic assessment in the area of concern. An MTSS team will collaborate based on all available data points for this student including the academic behavioral history of the student to include Florida State Assessment data (when available), past grades, suspensions, and attendance. Students are monitored bimonthly through classroom teacher evaluations. MTSS 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 MT 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 MTSS teams meet weekly to discuss said progress or digression.

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: Weekend Program

Minutes added to school year: 960

MDMS offers additional instructional time and will be provided through our SOAR Saturday program. This SOAR 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 for enrichment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Charlotte, williamsc1@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.

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. Â§ 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.

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, SOAR 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 Principals, 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 administration will attend quarterly Articulation meeting with the feeder elementary school Principals, and the High School Principal and Assistant Principals. The purpose of the meetings is 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.

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.

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.

2. 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, Careers in Culinary, 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 has garnered a high level of student interest and engagement. The technology lab has been renovated to create a more student-centered learning environment. New to our campus this year is Careers in Culinary and the students are enjoying it immensely.

3. 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 Florida Standards we hope to add to their success. Our students in Jazz and Advanced Band also articulate to continue their band experiences.

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.

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 based 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, Culinary Careers, and Art.

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By using early warning systems data, the school will increase attendance, positive student behaviors, and maintain a safe and supportive 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.

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. By using early warning systems data, the school will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. 1a

G086813

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of support for positive behavior systems (PBS) procedures and awards.
- Lack of Standard Operating Procedures for when and how to write discipline referrals.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

Review EWS Data during Strategic Team meetings and during PBS Team meetings

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Increase in the percentage of students attending school, decrease in the number of tardies, decrease in the overall number of student referrals, and decrease in the number of students receiving in/out-of-school suspensions.

Plan to Monitor Progress Toward G1. 8

Maintain a student agenda Tracking log.

Person Responsible

Diana Thompson

Schedule

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

Evidence of Completion

Decrease in the number of student referrals and student agenda comments.

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

G086814

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	78.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of training for the instructional shifts necessary to meet expectations of the Florida Standards.
- The lack of mindset that all students can see academic success with the right resources and support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All Core Subject Teachers, Administration, and Coaches

Plan to Monitor Progress Toward G2. 8

Provide opportunity for teachers to attend common planning weekly and iPD seminars six times per year to break down standards, plan with colleagues, and review student work to ensure the standard has been met. During ELA and Math department meetings, inservice teachers on effective strategies gained from the Florida Standards conference, teachers will incorporate Standards based instruction into lessons and bring samples of student work.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Teacher lesson plans

Plan to Monitor Progress Toward G2. 8

Continuous Classroom Walkthroughs

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

CWT data collected and analyzed by the strategic team to determine areas that need working on. Review data biweekly and make adjustments as needed. Use LSA data to see if student scores are showing gains as the year progresses.

Plan to Monitor Progress Toward G2. 8

Classroom Walkthroughs by District Personnel

Person Responsible

Jacob Stein

Schedule

On 9/7/2016

Evidence of Completion

Use of "Green Sheet," as instrument for data collection by Teaching and Learning team accompanied by members of MDMS Strategic Team. Debriefing report provided by the team, which analyzes results. Subsequent department meetings to discuss areas of strength and opportunities identified by the team.

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. By using early warning systems data, the school will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. 1

G086813

G1.B1 Lack of support for positive behavior systems (PBS) procedures and awards. 2

B230779

G1.B1.S1 Restructure the PBS team, which will develop expectations and rewards based on the Standard Operating Procedures of the school. 4

S243477

Strategy Rationale

If we implement, monitor, and support the restructured PBS team, then all students and teachers will understand the importance of setting expectations and guidelines for students to receive awards.

Action Step 1 5

Create and establish a PBS policy with a clearly defined method for students to receive awards.

Person Responsible

Charlotte Williams

Schedule

Quarterly, from 8/10/2016 to 10/14/2016

Evidence of Completion

Presentation, website

Action Step 2 5

Create and conduct a presentation for students which explains PBS and the rewards incentives.

Person Responsible

Shanon Parker

Schedule

On 8/12/2016

Evidence of Completion

Presentation

Action Step 3 5

Create a powerpoint with guidelines to help teachers facilitate their role in the ongoing development of PBS.

Person Responsible

Shanon Parker

Schedule

Quarterly, from 8/10/2016 to 10/14/2016

Evidence of Completion

Powerpoint presentation, sign-off sheet

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

Produce minutes from PBS Team meetings which shows results of new expectations and rewards.

Person Responsible

Shanon Parker

Schedule

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

Evidence of Completion

Create a PBS plan which will outline rewards and procedures. Review data biweekly and make adjustments to the PBS plan as needed. Data, such as attendance, number of referrals, in-school and out-of-school suspensions.

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

Monitor the attendance and participation of the PBS team members.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

PBS meeting agenda and minutes

G1.B1.S2 The school will utilize the restructured PBS team to develop award ceremonies, incentives, and rewards for those students who exceed the expectations throughout the campus. 4

S243478

Strategy Rationale

If we implement, monitor, and support the restructured PBS reward system, then more students will make better decisions resulting in fewer discipline referrals.

Action Step 1 5

Create a schedule of events to reward students for positive behaviors and advertise campus-wide.

Person Responsible

Opal Mahoney

Schedule

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

Evidence of Completion

Posters, Announcements, and website

Action Step 2 5

Offer daily rewards during lunch for students who have earned PBS incentive cards and who have exhibited desired behaviors.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Create attendance rosters for all students which highlight those meeting PBS reward criteria and eligibility.

Person Responsible

Charlotte Williams

Schedule

Quarterly, from 8/10/2016 to 10/14/2016

Evidence of Completion

Decision Ed Data reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Use Decision Ed data to determine students eligible for PBS incentives and rewards.

Person Responsible

Shanon Parker

Schedule

Quarterly, from 8/10/2016 to 10/14/2016

Evidence of Completion

Decision Ed data reports

G1.B2 Lack of Standard Operating Procedures for when and how to write discipline referrals. 2

B230780

G1.B2.S1 The school will implement a school-wide agenda policy which will provide documentation of academic progress and discipline infractions. 4

S243479

Strategy Rationale

If we implement, monitor, and support the agenda policy, then we will have documentation and communication between teachers, students, parents, and administration allowing for academic tutoring and behavior interventions and rewards.

Action Step 1 5

Create and establish an agenda policy with clearly defined protocols and expected products.

Person Responsible

Diana Thompson

Schedule

Quarterly, from 8/10/2016 to 10/14/2016

Evidence of Completion

Student Agendas, List of protocols, parent contact log, teacher documentation sheet

Action Step 2 5

Create and conduct a presentation for parents that will establish the Student Agenda Operating Procedures

Person Responsible

Diana Thompson

Schedule

On 8/25/2016

Evidence of Completion

Presentation and Website

Action Step 3 5

Create and conduct a presentation for teachers that will establish Teacher Standard Operating Procedures within the student agendas.

Person Responsible

Diana Thompson

Schedule

On 8/9/2016

Evidence of Completion

Presentation and Teacher sign-off sheet

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

During classroom walk throughs, ensure that Standard Operating Procedures are being followed.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

During classroom walk throughs, ensure that Standard Operating Procedures for agendas are being followed. Before acting on a referral, administration will ensure that the agenda SOP's are being followed for each student.

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

Powerpoint presented to students during the first week of school and placed on the School Website for public/parent viewing. Discussion will take place at the SAC and PTO meeting explaining the procedures for parents.

Person Responsible

Diana Thompson

Schedule

On 8/25/2016

Evidence of Completion

Parent, student, and teacher acknowledgment sheet.

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

Track the number of referrals written by teachers

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Decision Ed YTD Infraction Counts by Reporting Staff.

G1.B2.S2 The school will develop a committee that will create Standard Operating Procedures and a training for all stakeholders to ensure communication of expectations. 4

S243480

Strategy Rationale

If we implement, monitor, and support the Standards Operating Procedures committee and training, then all stakeholders will have an understanding of expectations for appropriate behavior throughout the campus.

Action Step 1 5

Establish a committee who created Standard Operating Procedures for school operations.

Person Responsible

Karen Oates

Schedule

On 6/15/2016

Evidence of Completion

Standard Operating Procedures manual for School personnel.

Action Step 2 5

Created a Standard Operating Procedures manual for School personnel.

Person Responsible

Karen Oates

Schedule

Annually, from 6/14/2016 to 8/16/2016

Evidence of Completion

Inserviced the teachers on the manual, uploaded to x drive, and had teachers sign a Teacher Acknowledgment Sheet.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

In-service Faculty and Staff on the Standard Operating Procedures of the school.

Person Responsible

Karen Oates

Schedule

On 8/9/2016

Evidence of Completion

During CWT's look for Standard Operating Procedures, strategic team ensures Standard Operating Procedures are being followed between classes and across campus by being visible, teacher and student audit on the proper use of the agenda, look at the discipline data on decision ed to determine how the majority of infractions are occurring and address those issues.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Track the number of referrals written per student.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Decision Ed Student Behavior Infraction Reports.

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

G086814

G2.B1 Inconsistent use and lack of training for the instructional shifts necessary to meet expectations of the Florida Standards. 2

B230783

G2.B1.S1 Teachers will be able to deconstruct standards to reach the full intent of the standard and implement fully aligned units. 4

S243481

Strategy Rationale

If teachers teach to the full intent of the standards, then students will reach higher levels of academic growth.

Action Step 1 5

Thinking Maps training for faculty will allow teachers and students the opportunity to differentiate Standards Based Instruction through a variety of instructional means which will, in turn, allow students to have the opportunity to personalize their learning.

Person Responsible

Opal Mahoney

Schedule

On 5/24/2017

Evidence of Completion

Teachers will attend Professional development on Thinking Maps and content area deconstructing the standards, provided by the district personnel (Cintron, McGregor, Blackstone). Teachers will incorporate strategies and best practices from the training within their classrooms. Teachers will look for higher test scores utilizing the strategies provided. AVID strategies are being utilized and monitored by the AVID teacher throughout the year, including posting outside the classroom strategies observed being used in the classrooms.

Action Step 2 5

Facilitated IPD (5 full days) to assist teachers in deconstructing the standards they are teaching

Person Responsible

Opal Mahoney

Schedule

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

Evidence of Completion

Teacher lesson plans aligned to the standards, teacher designed mini-tasks, and student-end products.

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

Classroom Walk-throughs and Thinking Maps are visible and are being utilized properly within each class. Model Thinking Maps classrooms will be available for teacher observation with model teachers giving feedback on the use of Thinking Maps.

Person Responsible

Opal Mahoney

Schedule

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

Evidence of Completion

Displayed student work, Students actively working with Strategy, and Student feedback

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

Administration and coaches will attend assigned content area IPD sessions.

Person Responsible

Kim Jorgensen

Schedule

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

Evidence of Completion

Standards-based rigorous lesson plans, mini-tasks, and common assessments.

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

Weekly CWT's with data being reviewed and analyzed to ensure in-services are effective. Model curriculum samples will be collected to assist teachers new to the process.

Person Responsible

Opal Mahoney

Schedule

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

Evidence of Completion

CWT reports and data analysis showing the trends. Utilize Baseline and Midyear LSA data, and TEAM.

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

Offer individualized additional professional development training for those teachers who continue to struggle and assign them a Coach/Teacher mentor.

Person Responsible

Diana Thompson

Schedule

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

Evidence of Completion

Teacher portfolio

G2.B1.S2 Teachers will be able to develop lessons which utilize critical thinking skills and require more rigorous activities. 4

S243482

Strategy Rationale

If teachers plan more student-driven rigorous lessons, then student end products will be more complex and aligned to the standards.

Action Step 1 5

Administration will hold individual meetings with departments they supervise to assist in developing effective lessons that reach the full intent of the standard and in-service on how to utilize the blueprints, scope and sequence, and test item specs to ensure rigorous standards-based lessons are taking place.

Person Responsible

Jacob Stein

Schedule

Quarterly, from 8/8/2016 to 10/14/2016

Evidence of Completion

Standards-Based rigorous lessons, targeted feedback meetings, department meeting agendas and minutes

Action Step 2 5

Facilitated iPD (5 full days) to assist teachers in developing detailed mini-task lessons to be taught.

Person Responsible

Opal Mahoney

Schedule

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

Evidence of Completion

Mini-tasks and student end products

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

Attend department meetings and provide in-service on Standards-Based Instruction.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Standards-based rigorous lesson plans, department meeting agenda and minutes.

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

Administration and coaches will attend assigned content area IPD sessions.

Person Responsible

Diana Thompson

Schedule

On 5/24/2017

Evidence of Completion

Standards-based mini-tasks and student end-products.

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

Offer individualized additional professional development training for those teachers who continue to struggle and assign them a Coach/Teacher mentor.

Person Responsible

Diana Thompson


Schedule

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

Evidence of Completion

Have teachers visit Model PL classrooms, provide teachers a mentor on campus and have them walk with other teachers to look for best practices.

G2.B4 The lack of mindset that all students can see academic success with the right resources and support. 2

 B230786

G2.B4.S1 MDMS will begin to implement personalized learning in 12 classrooms to give students an equal learning environment. 4

 S243483

Strategy Rationale

If teachers implement Personalized Learning, then all students will master the standards at a pace that meets their needs.

Action Step 1 5

Teams consisting of teachers, administration, and coaches will visit model Personalized Learning schools across the United States.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Personalized Learning and best practices ideas from model schools visited. Have teachers visit model PLC teachers classes, utilize mentoring where teachers walk with other teachers and administration to review best practices.

Action Step 2 5

Teachers attend Professional Development opportunities in the district on Personalized Learning.

Person Responsible

Jacob Stein

Schedule

Quarterly, from 6/27/2016 to 5/24/2017

Evidence of Completion

Personalized learning and best practices ideas from model schools visited. Have teachers visit model PLC teachers classes, utilize mentoring where teachers walk with other teachers and administration to review best practices.

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

Teachers will utilize acquired strategies from Model Personalized Learning schools.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Personalized Learning non-negotiables check-off sheet.

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

Personalized Learning teachers will provide professional development and have an open-door policy for support.

Person Responsible

Kim Jorgensen

Schedule

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

Evidence of Completion

Visible Personalized Learning strategies being used in the class during CWT's.

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

The Principal will dedicate 2 days per week and the Assistant Principals will dedicate 1 day per week as classroom/mentor days.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Administrative Log Sheet and Journal

G2.B4.S2 Teachers will begin a book study on personalized learning to assist with the mindset for student success. 4

S243484

Strategy Rationale

If teachers participate in professional development opportunities, then achievement gaps for all subgroups will decrease.

Action Step 1 5

School-wide Professional Development of Personalized Learning.

Person Responsible

Kim Jorgensen

Schedule

Quarterly, from 9/1/2016 to 10/14/2016

Evidence of Completion

Sign in Sheets, pdf files (templates, powerpoints)

Action Step 2 5

Implement a mentoring program which targets the lowest quartile at-risk subgroups.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Mentoring journals, LSA test scores, EWS reports

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Teachers will provide Professional Development at the school level and the PL Team will have an open-door policy to address questions.

Person Responsible

Kim Jorgensen

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Review Mentoring Journals of Assigned Mentors

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Mentoring Journals, LSA Test scores, EWS Reports

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Review the LSA data (Baseline, Midyear) to determine critical need students and areas. Review students schedules to ensure they are receiving required assistance.

Person Responsible

Laura Wright

Schedule

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

Evidence of Completion

LSA Data, FAIR, Achieve 3000

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					
G1.B2.S2.A1  A315015	Establish a committee who created Standard Operating Procedures for school operations.	Oates, Karen	6/15/2016	Standard Operating Procedures manual for School personnel.	6/15/2016 one-time
G1.B2.S1.A3  A315014	Create and conduct a presentation for teachers that will establish Teacher Standard Operating...	Thompson, Diana	8/3/2016	Presentation and Teacher sign-off sheet	8/9/2016 one-time
G1.B2.S2.MA1  M326391	In-service Faculty and Staff on the Standard Operating Procedures of the school.	Oates, Karen	8/9/2016	During CWT's look for Standard Operating Procedures, strategic team ensures Standard Operating Procedures are being followed between classes and across campus by being visible, teacher and student audit on the proper use of the agenda, look at the discipline data on decision ed to determine how the majority of infractions are occurring and address those issues.	8/9/2016 one-time
G1.B1.S1.A2  A315008	Create and conduct a presentation for students which explains PBS and the rewards...	Parker, Shanon	8/10/2016	Presentation	8/12/2016 one-time
G1.B2.S2.A2  A315016	Created a Standard Operating Procedures manual for School personnel.	Oates, Karen	6/14/2016	Inserviced the teachers on the manual, uploaded to x drive, and had teachers sign a Teacher Acknowledgment Sheet.	8/16/2016 annually
G1.B2.S1.MA2  M326389	Powerpoint presented to students during the first week of school and placed on the School Website...	Thompson, Diana	8/10/2016	Parent, student, and teacher acknowledgment sheet.	8/25/2016 one-time
G1.B2.S1.A2  A315013	Create and conduct a presentation for parents that will establish the Student Agenda Operating...	Thompson, Diana	8/25/2016	Presentation and Website	8/25/2016 one-time
G2.MA3  M326409	Classroom Walkthroughs by District Personnel	Stein, Jacob	9/7/2016	Use of "Green Sheet," as instrument for data collection by Teaching and Learning team accompanied by members of MDMS Strategic Team. Debriefing report provided by the team, which analyzes results. Subsequent department meetings to discuss areas of strength and opportunities identified by the team.	9/7/2016 one-time
G1.B1.S1.A1  A315007	Create and establish a PBS policy with a clearly defined method for students to receive...	Williams, Charlotte	8/10/2016	Presentation, website	10/14/2016 quarterly
G1.B1.S1.A3  A315009	Create a powerpoint with guidelines to help teachers facilitate their role in the ongoing...	Parker, Shanon	8/10/2016	Powerpoint presentation, sign-off sheet	10/14/2016 quarterly
G1.B2.S1.A1  A315012	Create and establish an agenda policy with clearly defined protocols and expected products.	Thompson, Diana	8/10/2016	Student Agendas, List of protocols, parent contact log, teacher documentation sheet	10/14/2016 quarterly
G1.B1.S2.MA1  M326385	Create attendance rosters for all students which highlight those meeting PBS reward criteria and...	Williams, Charlotte	8/10/2016	Decision Ed Data reports	10/14/2016 quarterly
G1.B1.S2.MA2  M326386	Use Decision Ed data to determine students eligible for PBS incentives and rewards.	Parker, Shanon	8/10/2016	Decision Ed data reports	10/14/2016 quarterly
G2.B1.S2.A1  A315019	Administration will hold individual meetings with departments they supervise to assist in...	Stein, Jacob	8/8/2016	Standards-Based rigorous lessons, targeted feedback meetings, department meeting agendas and minutes	10/14/2016 quarterly

Lake - 0411 - Mt. Dora Middle School - 2016-17 SIP
Mt. Dora Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S2.A1 A315023	School-wide Professional Development of Personalized Learning.	Jorgensen, Kim	9/1/2016	Sign in Sheets, pdf files (templates, powerpoints)	10/14/2016 quarterly
G1.MA1 M326392	Review EWS Data during Strategic Team meetings and during PBS Team meetings	Stein, Jacob	8/10/2016	Increase in the percentage of students attending school, decrease in the number of tardies, decrease in the overall number of student referrals, and decrease in the number of students receiving in/out-of-school suspensions.	5/24/2017 quarterly
G1.MA2 M326393	Maintain a student agenda Tracking log.	Thompson, Diana	8/10/2016	Decrease in the number of student referrals and student agenda comments.	5/24/2017 weekly
G2.MA1 M326407	Provide opportunity for teachers to attend common planning weekly and iPD seminars six times per...	Oates, Karen	8/10/2016	Teacher lesson plans	5/24/2017 monthly
G2.MA2 M326408	Continuous Classroom Walkthroughs	Stein, Jacob	8/10/2016	CWT data collected and analyzed by the strategic team to determine areas that need working on. Review data biweekly and make adjustments as needed. Use LSA data to see if student scores are showing gains as the year progresses.	5/24/2017 weekly
G1.B1.S1.MA1 M326383	Monitor the attendance and participation of the PBS team members.	Williams, Charlotte	8/10/2016	PBS meeting agenda and minutes	5/24/2017 quarterly
G1.B1.S1.MA1 M326384	Produce minutes from PBS Team meetings which shows results of new expectations and rewards.	Parker, Shanon	8/10/2016	Create a PBS plan which will outline rewards and procedures. Review data biweekly and make adjustments to the PBS plan as needed. Data, such as attendance, number of referrals, in-school and out-of-school suspensions.	5/24/2017 quarterly
G1.B2.S1.MA1 M326387	Track the number of referrals written by teachers	Oates, Karen	8/10/2016	Decision Ed YTD Infraction Counts by Reporting Staff.	5/24/2017 quarterly
G1.B2.S1.MA1 M326388	During classroom walk throughs, ensure that Standard Operating Procedures are being followed.	Oates, Karen	8/10/2016	During classroom walk throughs, ensure that Standard Operating Procedures for agendas are being followed. Before acting on a referral, administration will ensure that the agenda SOP's are being followed for each student.	5/24/2017 weekly
G2.B1.S1.MA1 M326394	Weekly CWT's with data being reviewed and analyzed to ensure in-services are effective. Model...	Mahoney, Opal	8/10/2016	CWT reports and data analysis showing the trends. Utilize Baseline and Midyear LSA data, and TEAM.	5/24/2017 weekly
G2.B1.S1.MA4 M326395	Offer individualized additional professional development training for those teachers who continue...	Thompson, Diana	8/10/2016	Teacher portfolio	5/24/2017 quarterly
G2.B1.S1.MA1 M326396	Classroom Walk-throughs and Thinking Maps are visible and are being utilized properly within each...	Mahoney, Opal	8/10/2016	Displayed student work, Students actively working with Strategy, and Student feedback	5/24/2017 annually
G2.B1.S1.MA2 M326397	Administration and coaches will attend assigned content area IPD sessions.	Jorgensen, Kim	8/10/2016	Standards-based rigorous lesson plans, mini-tasks, and common assessments.	5/24/2017 annually
G2.B1.S1.A1 A315017	Thinking Maps training for faculty will allow teachers and students the opportunity to...	Mahoney, Opal	8/5/2016	Teachers will attend Professional development on Thinking Maps and content area deconstructing the standards, provided by the district personnel (Cintron, McGregor, Blackstone). Teachers will incorporate strategies and best practices from the training within their classrooms. Teachers will look for higher test scores utilizing the strategies provided. AVID strategies are being utilized and	5/24/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				monitored by the AVID teacher throughout the year, including posting outside the classroom strategies observed being used in the classrooms.	
G2.B1.S1.A2 A315018	Facilitated IPD (5 full days) to assist teachers in deconstructing the standards they are teaching	Mahoney, Opal	8/10/2016	Teacher lesson plans aligned to the standards, teacher designed mini-tasks, and student-end products.	5/24/2017 quarterly
G2.B4.S1.MA1 M326401	The Principal will dedicate 2 days per week and the Assistant Principals will dedicate 1 day per...	Stein, Jacob	8/10/2016	Administrative Log Sheet and Journal	5/24/2017 weekly
G2.B4.S1.MA1 M326402	Teachers will utilize acquired strategies from Model Personalized Learning schools.	Stein, Jacob	8/10/2016	Personalized Learning non-negotiables check-off sheet.	5/24/2017 quarterly
G2.B4.S1.MA2 M326403	Personalized Learning teachers will provide professional development and have an open-door policy...	Jorgensen, Kim	8/10/2016	Visible Personalized Learning strategies being used in the class during CWT's.	5/24/2017 monthly
G2.B4.S1.A1 A315021	Teams consisting of teachers, administration, and coaches will visit model Personalized Learning...	Stein, Jacob	8/10/2016	Personalized Learning and best practices ideas from model schools visited. Have teachers visit model PLC teachers classes, utilize mentoring where teachers walk with other teachers and administration to review best practices.	5/24/2017 quarterly
G2.B4.S1.A2 A315022	Teachers attend Professional Development opportunities in the district on Personalized Learning.	Stein, Jacob	6/27/2016	Personalized learning and best practices ideas from model schools visited. Have teachers visit model PLC teachers classes, utilize mentoring where teachers walk with other teachers and administration to review best practices.	5/24/2017 quarterly
G1.B1.S2.A1 A315010	Create a schedule of events to reward students for positive behaviors and advertise campus-wide.	Mahoney, Opal	8/10/2016	Posters, Announcements, and website	5/24/2017 annually
G1.B1.S2.A2 A315011	Offer daily rewards during lunch for students who have earned PBS incentive cards and who have...	Williams, Charlotte	8/10/2016		5/24/2017 annually
G1.B2.S2.MA1 M326390	Track the number of referrals written per student.	Oates, Karen	8/10/2016	Decision Ed Student Behavior Infraction Reports.	5/24/2017 quarterly
G2.B1.S2.MA1 M326398	Offer individualized additional professional development training for those teachers who continue...	Thompson, Diana	8/10/2016	Have teachers visit Model PL classrooms, provide teachers a mentor on campus and have them walk with other teachers to look for best practices.	5/24/2017 quarterly
G2.B1.S2.MA1 M326399	Attend department meetings and provide in-service on Standards-Based Instruction.	Oates, Karen	8/10/2016	Standards-based rigorous lesson plans, department meeting agenda and minutes.	5/24/2017 monthly
G2.B1.S2.MA2 M326400	Administration and coaches will attend assigned content area IPD sessions.	Thompson, Diana	8/10/2016	Standards-based mini-tasks and student end-products.	5/24/2017 one-time
G2.B1.S2.A2 A315020	Facilitated iPD (5 full days) to assist teachers in developing detailed mini-task lessons to be...	Mahoney, Opal	8/10/2016	Mini-tasks and student end products	5/24/2017 annually
G2.B4.S2.MA1 M326404	Review the LSA data (Baseline, Midyear) to determine critical need students and areas. Review...	Wright, Laura	8/10/2016	LSA Data, FAIR, Achieve 3000	5/24/2017 semiannually
G2.B4.S2.MA1 M326405	Teachers will provide Professional Development at the school level and the PL Team will have an...	Jorgensen, Kim	8/10/2016		5/24/2017 quarterly
G2.B4.S2.MA2 M326406	Review Mentoring Journals of Assigned Mentors	Stein, Jacob	8/10/2016	Mentoring Journals, LSA Test scores, EWS Reports	5/24/2017 monthly

Lake - 0411 - Mt. Dora Middle School - 2016-17 SIP
Mt. Dora Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S2.A2  A315024	Implement a mentoring program which targets the lowest quartile at-risk subgroups.	Stein, Jacob	8/10/2016	Mentoring journals, LSA test scores, EWS reports	5/24/2017 monthly

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.B1 Inconsistent use and lack of training for the instructional shifts necessary to meet expectations of the Florida Standards.

G2.B1.S1 Teachers will be able to deconstruct standards to reach the full intent of the standard and implement fully aligned units.

PD Opportunity 1

Thinking Maps training for faculty will allow teachers and students the opportunity to differentiate Standards Based Instruction through a variety of instructional means which will, in turn, allow students to have the opportunity to personalize their learning.

Facilitator

Opal Mahoney and District Personnel

Participants

All teachers, administration, and coaches

Schedule

On 5/24/2017

PD Opportunity 2

Facilitated IPD (5 full days) to assist teachers in deconstructing the standards they are teaching

Facilitator

Coaches and Department Chairs

Participants

IPD push-in team and Faculty

Schedule

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

G2.B1.S2 Teachers will be able to develop lessons which utilize critical thinking skills and require more rigorous activities.

PD Opportunity 1

Facilitated iPD (5 full days) to assist teachers in developing detailed mini-task lessons to be taught.

Facilitator

Coaches and department chairs

Participants

iPD Team and Faculty, faculty and students

Schedule

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

G2.B4 The lack of mindset that all students can see academic success with the right resources and support.

G2.B4.S1 MDMS will begin to implement personalized learning in 12 classrooms to give students an equal learning environment.

PD Opportunity 1

Teams consisting of teachers, administration, and coaches will visit model Personalized Learning schools across the United States.

Facilitator

Model schools Principal and faculty

Participants

Administration, teachers, coaches

Schedule

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

PD Opportunity 2

Teachers attend Professional Development opportunities in the district on Personalized Learning.

Facilitator

Ms. Staten, Ms. Merkle, Mrs. Okey

Participants

Administration, teachers, coaches, faculty, and students

Schedule

Quarterly, from 6/27/2016 to 5/24/2017

G2.B4.S2 Teachers will begin a book study on personalized learning to assist with the mindset for student success.

PD Opportunity 1

School-wide Professional Development of Personalized Learning.

Facilitator

Ms. Staten, Ms. Merkle, Mrs. Okey

Participants

Administration and Faculty

Schedule

Quarterly, from 9/1/2016 to 10/14/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create and establish a PBS policy with a clearly defined method for students to receive awards.				\$0.00
2	G1.B1.S1.A2	Create and conduct a presentation for students which explains PBS and the rewards incentives.				\$0.00
3	G1.B1.S1.A3	Create a powerpoint with guidelines to help teachers facilitate their role in the ongoing development of PBS.				\$0.00
4	G1.B1.S2.A1	Create a schedule of events to reward students for positive behaviors and advertise campus-wide.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Mt. Dora Middle School	School Improvement Funds		\$2,500.00
			<i>Notes: Notes</i>			
5	G1.B1.S2.A2	Offer daily rewards during lunch for students who have earned PBS incentive cards and who have exhibited desired behaviors.				\$0.00
6	G1.B2.S1.A1	Create and establish an agenda policy with clearly defined protocols and expected products.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Mt. Dora Middle School	School Improvement Funds		\$2,500.00
			<i>Notes: Notes</i>			
7	G1.B2.S1.A2	Create and conduct a presentation for parents that will establish the Student Agenda Operating Procedures				\$0.00
8	G1.B2.S1.A3	Create and conduct a presentation for teachers that will establish Teacher Standard Operating Procedures within the student agendas.				\$0.00
9	G1.B2.S2.A1	Establish a committee who created Standard Operating Procedures for school operations.				\$0.00
10	G1.B2.S2.A2	Created a Standard Operating Procedures manual for School personnel.				\$0.00
11	G2.B1.S1.A1	Thinking Maps training for faculty will allow teachers and students the opportunity to differentiate Standards Based Instruction through a variety of instructional means which will, in turn, allow students to have the opportunity to personalize their learning.				\$0.00
12	G2.B1.S1.A2	Facilitated IPD (5 full days) to assist teachers in deconstructing the standards they are teaching				\$0.00

Lake - 0411 - Mt. Dora Middle School - 2016-17 SIP
Mt. Dora Middle School

13	G2.B1.S2.A1	Administration will hold individual meetings with departments they supervise to assist in developing effective lessons that reach the full intent of the standard and in-service on how to utilize the blueprints, scope and sequence, and test item specs to ensure rigorous standards-based lessons are taking place.				\$0.00
14	G2.B1.S2.A2	Facilitated iPD (5 full days) to assist teachers in developing detailed mini-task lessons to be taught.				\$0.00
15	G2.B4.S1.A1	Teams consisting of teachers, administration, and coaches will visit model Personalized Learning schools across the United States.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0411 - Mt. Dora Middle School	Other		\$10,000.00
			<i>Notes: Notes</i>			
16	G2.B4.S1.A2	Teachers attend Professional Development opportunities in the district on Personalized Learning.				\$0.00
17	G2.B4.S2.A1	School-wide Professional Development of Personalized Learning.				\$0.00
18	G2.B4.S2.A2	Implement a mentoring program which targets the lowest quartile at-risk subgroups.				\$0.00
					Total:	\$15,000.00