

Lake County Schools

Mt. Dora High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	47

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Mt. Dora High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 coach and Graduation Facilitator 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 our regional and district offices. Bully boxes are located around campus where students can report any suspected bullying as well as posters displayed for the SPEAKOUT HOTLINE. Students can remain anonymous when reported incidents of bullying. An investigation will be completed for all reported incidents and reported in a timely manner.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	45	24	36	27	132	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	3	3	2	11	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	15	67	10	2	94	
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	0	0	0	0	0	

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 monthly 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.

The team conducts analysis of the EWS data provided monthly by the district during leadership team meeting to the MTSS stakeholders of students showing those EWS.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 in the first 9 weeks grading period.

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.

We utilize Twitter to announce important school events and information in accordance with the district policies.

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 2017-18 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.

The school is in active participation with the Mount Dora Area Chamber of Commerce with both the Principal and the Student Government participating in the meetings and events. The Chamber is developing a student leadership academy for MDHS students in conjunction with the Mount Dora Chamber, City of Mount Dora and the Mount Dora Public Safety Department.

C. Effective Leadership

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
Walker, Kimberly	Assistant Principal
Bracewell, Kyle	Assistant Principal
Slack, Catherine	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-based 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 Kimberly Walker-Updike, Kyle Bracewell and Catherine Slack, as well as ESE School Specialist Zach Robertson: 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.

Anjanette, Larkin Graduation Resource Facilitator: Supports students with on-time graduation requirements. Facilitates and supports data collection; assists in data analysis with the EWS system. Supports the implementation of the Multi-Tiered Systems approach. Develops, early intervention services for students that are considered "at-risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Kimberly Walker-Updike, Kyle Bracewell and Catherine Slack, 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 and assists departments in identifying instructional strategies to meet the needs of all students.

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

Shena Randolph, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social 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. Veronica Johnson), 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.

The schools Leadership team consisting of Administration, Literacy Coach, Graduation Resource Facilitator and Department Chairs meet monthly to address school wide implementation of instructional strategies, school safety, community and stakeholder engagement and more. These persons conduct departmental meetings, common planning practices and survey responsibilities.

This year the school has established a Destination team focused on addressing the needs of making Mount Dora High a Florida Destination School through student achievement, learning environment, work environment and community involvement.

MDHS utilizes IDEA funds to meet the needs of our Exceptional Education students and support their classroom learning

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
Kim Varnadore (SAC Chairperson)	Parent
Marilyn Orr	Teacher
Stephanie King	Parent
Valorie San Lorenzo	Parent
Melinda Redd	Parent
Melody Hayes	Parent
Kathy Relford	Education Support Employee
Elizabeth Schlotter	Teacher
Chris Delibro	Parent
Victor Uvallee	Business/Community
Ashley Mabrey	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 review and provide recommendations for the SIP. SAC approves the final version of the plan before final submission

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 funds from teacher's not utilizing the LEADS money was rolled into the SAC fund and the funds were distributed as follows:

School Communications Webmaster stipend:

Teacher Classroom Mini 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
Boone, Rhonda	Principal
Bracewell, Kyle	Assistant Principal
Slack, Catherine	Assistant Principal

b. Duties

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

In addition to members listed above, 1 Literacy Coach, 2 English teachers, 1 Reading teacher, 1 ESE Inclusion teacher, and 1 Science teacher are included as part of the team. During the 2017-18 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 disaggregate data pertinent to their students and content area. Teachers also attend school-based PLC's, PLC's within the district, 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 Dr. Catherine Slack; 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
4. Attend virtual job fairs and Lake County Schools Job Fair as needed.

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. 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 Coach will attend professional development on mentoring new teachers Coach 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 and CPALMS 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, complex talk and complex tasks) 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: After School Program

Minutes added to school year: 5,400

After school tutoring and Credit Recovery access 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 Aleks, 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. Credit Recovery Lab allows for students to access opportunities for online learning and get back on track for on time graduation

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Walker, Kimberly, updikek@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Freshman Orientation is provided prior to the school year for Freshman (and new students to MDHS) to acclimate to the campus and learn about resources available for student support and success.

A virtual lab is available after school 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).

Students enrolled in Intensive Reading at the Junior and Senior levels are engaged in SYLVAN Learning program for ACT and SAT preparations.

Students meeting academic requirements are eligible for Dual Enrollment opportunities with both Lake Sumter State College (on and off campus courses), and Lake Technical College and Advanced Placement course offerings, and On Campus CTE offerings.

Our Student Services Department on campus invites colleges, technical training centers and US Military Branches to host sessions for students on campus to assist in application and preparation for transitioning to post secondary educational opportunities.

Our ESOL- Teaching Assistant works with our ELL students to assimilate in the classroom and to build skills to transition from levels of support to independence in the learning environment.

Our ESE School Specialist works with our feeder schools to articulate support services for ESE students entering 9th grade. Additionally, transfer meetings are held for those students coming from schools outside of our feeder pattern.

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 inventory to see what careers fit their personality and interests and participate in the My Florida Shines portal to track and guide their future. 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 seventh 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.

MDHS offers colleges on site access to meet with our students to assist them with college application and selection processes.

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. Integrated courses include our CAP Academies and technology progress including: AgriTechnology (Specialist in AgriTechnology), Digital

Design (CIW, Adobe Photoshop, InDesign), Drafting (AutoCAD, Revit Architecture, Inventor, Solidworks), Culinary Arts (ServeSafe, Serve Safe Manager, and ProStart), Marketing (CIW) 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.

School integrates core course standards in CTE instruction with purposeful intent. Students are intentionally focused on these standards and their connection to the Core Course offerings.

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:

- *Utilize resources College Board Florida Partnership
- *Participate in School-wide PSAT (9th, 10th, 11th graders)
- *Administer School-wide SAT (11th graders)
- *Utilize PSAT/SAT data in placement and Khan Academy
- * Implementation of on campus Dual En
- *Advanced Placement Courses
- *Continuation of an AP Track
- *Dual-Enrollment Courses at Lake Sumter State and Lake Technical College
- *PERT Assessment
- *My Florida Shines

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** With high expectations and utilizing Lowest Quartile and Early Warning Signs data, we will increase achievement in our lowest quartile students in English and Math.
- G2.** Authentic Literacy: Reading, Writing, Thinking and Talking will be incorporated in every lesson, every day.
- G3.** MDHS will create a culture and climate that encourages on time graduation and college and career readiness.

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 Lowest Quartile and Early Warning Signs data, we will increase achievement in our lowest quartile students in English and Math. 1a

G097894

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
Bio I EOC Level 3	70.0
U.S. History EOC Pass	80.0
Geometry EOC Pass Rate	75.0

Targeted Barriers to Achieving the Goal 3

- Standards based tracking plan for individual students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Standards aligned assessments
- Standards based rubrics
- Standards focused learning scales
- Professional Development opportunities
- EWS Data
- Lowest Quartile targets

Plan to Monitor Progress Toward G1. 8

Standards aligned Rubrics and Scales

Person Responsible

Kimberly Walker

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Common Planning Binders and Lesson Plans

Plan to Monitor Progress Toward G1. 8

EWS and Lowest Quartile Reports

Person Responsible

Catherine Slack

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lowest Quartile and EWS student populations will be monitored for academic progress in ELA and Math

G2. Authentic Literacy: Reading, Writing, Thinking and Talking will be incorporated in every lesson, every day. 1a

G097895

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	54.0

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)
- 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

Kyle Bracewell

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Student work and assessment reports

G3. MDHS will create a culture and climate that encourages on time graduation and college and career readiness. 1a

G097896

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	64.0
CTE Industry Certification Exam Participation	95.0
4-Year Grad Rate (Standard Diploma)	90.0
High School Acceleration	60.0

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- Course Failure Rate
- Meeting Student State Testing Requirements

Resources Available to Help Reduce or Eliminate the Barriers 2

- EWS Monitoring Data
- Grad Rate Facilitator
- School support School Social Worker
- Academic Tutoring
- Aleks
- Khan Academy
- Sylvan- Intensive Reading Intervention
- Destination School Committee
- AVID
- Summer Credit Recovery using Edgenuity

Plan to Monitor Progress Toward G3. 8

Graduation rate will increase

Person Responsible

Kimberly Walker

Schedule

Monthly, from 10/1/2017 to 5/24/2018

Evidence of Completion

grade book audits, failure of course reports, ALEKS, ACHIEVE logs, Attendance logs, EWS data, Courses failed reports, Credit Recovery course completion logs.

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 Lowest Quartile and Early Warning Signs data, we will increase achievement in our lowest quartile students in English and Math. **1**

 G097894

G1.B1 Standards based tracking plan for individual students **2**

 B263206

G1.B1.S1 Create standards aligned formative and summative assessments **4**

 S278722

Strategy Rationale

This will allow teachers and students to know which standard is being assessed and pinpoint focused points of remediation and support

Action Step 1 **5**

Departments/ Teachers will create standards aligned formative and summative assessments and utilize district created Mini and LSA assessments

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Assessments and results

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

Assessment results and data will be looked for as resource in lesson planning, Learning Walks and Teacher conferences

Person Responsible

Kimberly Walker

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Assessments and results tied to standards and progress monitoring reports.

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

collaborative time used to discuss and plan for interventions

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

collaborative time binders, lesson plans, standards based tracking

G1.B1.S2 Create rubrics aligned to standards progression to track students progress and guide meaningful data chats. 4

 S278723

Strategy Rationale

By utilizing rubrics that detail the progression of knowledge students and teachers will be able to monitor the progression of knowledge/skill acquisition of the standard and problem solve and goal set for learning gains.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 Utilization of ALEKS program for all students enrolled in ALG 1, LAM 1 and Geometry 4

 S278725

Strategy Rationale

By embedding the ALEKS program into the instruction of these math courses, teachers and students will be able to pinpoint where the gaps in knowledge are in the standard and fill the gaps with adaptive targeted interventions.

Action Step 1 5

ALEKS PROGRAM INTEGRATION

Person Responsible

Catherine Slack

Schedule

Weekly, from 1/8/2018 to 5/4/2018

Evidence of Completion

Data from ALEKS and Student/ Teacher Data Logs

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Classroom and individual progress monitoring of the ALEKS program data

Person Responsible

Catherine Slack

Schedule

Weekly, from 1/8/2018 to 5/4/2018

Evidence of Completion

Data Logs from ALEKS, Student Teacher Data Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Data will be monitored for both usage and individual student growth on FOCUS standards in Alg1 and Geometry.

Person Responsible

Catherine Slack

Schedule

Monthly, from 10/1/2017 to 5/4/2018

Evidence of Completion

Logs and Data Tracking of student progress from the ALEKS program

G2. Authentic Literacy: Reading, Writing, Thinking and Talking will be incorporated in every lesson, every day.

1

 G097895

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

2

 B263207

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

 S278726

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

Rhonda Boone

Schedule

Daily, from 8/10/2017 to 5/24/2018

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

Catherine Slack

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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

Catherine Slack

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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 learning walks to measure the impact of the planning.

Person Responsible

Rhonda Boone

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Learning Walk Tool data collection report

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

 B263208

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

 S278728

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 8/10/2017 to 5/24/2018

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

Kyle Bracewell

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

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 and learning walks

Person Responsible

Rhonda Boone

Schedule

Monthly, from 8/10/2017 to 4/30/2018

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 9/1/2017 to 4/30/2018


Evidence of Completion

Classroom walkthrough forms, agendas and lesson plans.

G2.B3 Inconsistent use and lack of understanding of research based learning strategies **2**

 B263209

G2.B3.S1 We will continue to utilize AVID strategies across the curriculum. **4**

 S278729

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

Catherine Slack

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Schedule, agendas, and minutes will demonstrate 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

Catherine Slack

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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.B3.S1 6

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

Person Responsible

Rhonda Boone

Schedule

Every 3 Weeks, from 9/1/2017 to 4/30/2018

Evidence of Completion

Classroom walkthrough and TEAM forms/evaluations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Catherine Slack

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G2.B3.S2 Teachers will collaborate with their peers in district to discuss standards aligned curriculum and best practices to address the needs of engaging students in the curriculum and their progress 4

 S278730

Strategy Rationale

By implementing collaborative opportunities for professional growth teachers will garner the expertise of their peers, problems solve systemic barriers and work together to plan high yield lessons for student achievement

Action Step 1 5

Teachers will collaborate with their peers on campus and across the district on standards based instruction and best practices in teaching and learning.

Person Responsible

Kyle Bracewell

Schedule

Monthly, from 10/1/2017 to 5/1/2018

Evidence of Completion

Collaborative Plans, Lesson Plans, Data Binders and Collaborative Notebooks

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Person Responsible


Schedule

Evidence of Completion

G3. MDHS will create a culture and climate that encourages on time graduation and college and career readiness. 1

 G097896

G3.B2 Course Failure Rate 2

 B263211

G3.B2.S1 After School Tutoring 2 x per week with Bus Transportation 4

 S278733

Strategy Rationale

By providing tutoring 2 times per week with bus transportation students can receive assistance with their course work in a timely fashion.

Action Step 1 5

MDHS will offer tutoring/ Credit Recovery in the media center 2x per week with bus transportation

Person Responsible

Kimberly Walker

Schedule

Weekly, from 10/1/2017 to 5/24/2018

Evidence of Completion

Course pass rate each grading period.

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

Student participation will be monitored and students displaying EWS data will be encouraged to attend.

Person Responsible

Kimberly Walker

Schedule

Monthly, from 10/1/2017 to 3/24/2018

Evidence of Completion

Sign in logs, grade book audits, IEP/ 504/ ELL and Grad plans

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

Course pass rate increase

Person Responsible

Kimberly Walker

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Course failure rates will be less than 18% per class.

G3.B2.S2 Real time remediation opportunities incorporated in the teacher planning for classroom instruction 4

 S278734

Strategy Rationale

By differentiating the instruction and providing real time remediation within the planning process for the week, teachers will utilize data points to pinpoint student needs for support and increased academic performance

Action Step 1 5

Teachers will plan for real time remediation in their lesson plans and implement in their class structure based on formative and summative data indicators.

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Plans will reflect real time remediation and course failures will decrease

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Teacher lesson plans will show differentiated instruction for remediation

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Lesson plans, Learning Walks, Grade books, Scales and Rubrics

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Increase in students showing growth on standards

Person Responsible

Kyle Bracewell

Schedule

Weekly, from 10/1/2017 to 5/24/2018

Evidence of Completion

Scales, Rubrics, Gradebook entries, Assessment results

G3.B2.S3 After school access to E2020 Credit Recovery at home and during tutoring 2x per week with bus transportation. 4

 S278735

Strategy Rationale

Students failing a course can work to recover the course with a successful grade without hindering their progression with on-track course scheduling.

Action Step 1 5

Providing after school online access to Edgenuity platform for Credit Recovery

Person Responsible

Catherine Slack

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Students enrolled in coursework to recover credits

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Course registrations and progress will be monitored for progress

Person Responsible

Catherine Slack

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

progress/ grade logs and recovered course rates.

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

number of students recovering courses that were failed will show more students meeting graduation requirements.

Person Responsible

Catherine Slack

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Course completions in Edgenuity

G3.B2.S4 Summer Credit Recovery for students failing courses that are aligned to on-time graduation requirements. 4

 S278736

Strategy Rationale

Students who have failed all or part of a course can recover the credit over the summer, keeping them on track for graduation and not impeding their 7 courses on campus during the school year.

Action Step 1 5

Summer School lab offered for students to recover credits using Edgenuity. Lab monitor paid for managing the lab. 2 x per week. Students will be able to access from home other days and will check in on progress during open lab time and students without technology access at home can come to make progress from 8-11.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 5/28/2019 to 5/28/2019

Evidence of Completion

Student plan logs, teacher progress monitoring, data- credit recovery entries

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

Edgenuity progress of students will be monitored including course completions and credits recovered.

Person Responsible

Kimberly Walker

Schedule

Weekly, from 5/29/2018 to 7/20/2018

Evidence of Completion

Edgenuity logs, possible LAKE VIRTUAL if available, and credits recovered

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

Number of courses recovered and percentage of students who are academically in line with their cohort for graduation requirements

Person Responsible

Schedule

Evidence of Completion

Students on time graduation requirement progress charts

G3.B3 Meeting Student State Testing Requirements 2

 B263212

G3.B3.S4 Aleks in class and online intervention for students taking ALG 1 EOC and Geometry EOC 4

 S278740

Strategy Rationale

Students will receive adaptive, standards based support in areas of weakness and filling learning gaps to be successful for the EOC

Action Step 1 5

Aleks program will be embedded in the instruction and progress monitoring of students on tested state Math Standards

Person Responsible

Catherine Slack

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S4 6

Teachers will plan for embedded use of ALEKS in LAM1, Alg 1 and Geometry

Person Responsible

Catherine Slack

Schedule

Weekly, from 10/1/2017 to 3/30/2018

Evidence of Completion

Lesson Plans and Learning Walks

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 7

Student standards aligned growth reports

Person Responsible

Catherine Slack




















Schedule

Monthly, from 10/1/2017 to 3/31/2018

Evidence of Completion

Reports on student growth by standard


IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S2.A1  A375535	[no content entered]		No Start Date		No End Date one-time
G2.B3.S2.MA1  M405794	[no content entered]		No Start Date		No End Date one-time
G3.B2.S4.MA1  M405802	Number of courses recovered and percentage of students who are academically in line with their...		7/20/2018	Students on time graduation requirement progress charts	No End Date one-time
G3.B2.S1.MA1  M405797	Student participation will be monitored and students displaying EWS data will be encouraged to...	Walker, Kimberly	10/1/2017	Sign in logs, grade book audits, IEP/ 504/ ELL and Grad plans	3/24/2018 monthly
G3.B3.S4.MA1  M405805	Teachers will plan for embedded use of ALEKS in LAM1, Alg 1 and Geometry	Slack, Catherine	10/1/2017	Lesson Plans and Learning Walks	3/30/2018 weekly
G3.B3.S4.MA1  M405804	Student standards aligned growth reports	Slack, Catherine	10/1/2017	Reports on student growth by standard	3/31/2018 monthly
G2.B3.S1.MA1  M405793	Develop and utilize administrative schedule for conducting classroom walkthroughs and observations...	Boone, Rhonda	9/1/2017	Classroom walkthrough and TEAM forms/evaluations	4/30/2018 every-3-weeks
G2.B2.S2.MA1  M405790	Leadership team will conduct classroom walk-throughs to measure the impact of the professional...	Boone, Rhonda	9/1/2017	Classroom walkthrough forms, agendas and lesson plans.	4/30/2018 every-3-weeks
G2.B2.S2.MA1  M405791	Develop and utilize administrative schedule for observation and learning walks	Boone, Rhonda	8/10/2017	Collection of schedules, agendas, minutes and presentations from professional development.	4/30/2018 monthly
G2.B3.S2.A1  A375543	Teachers will collaborate with their peers on campus and across the district on standards based...	Bracewell, Kyle	10/1/2017	Collaborative Plans, Lesson Plans, Data Binders and Collaborative Notebooks	5/1/2018 monthly
G3.B3.S4.A1  A375548	Aleks program will be embedded in the instruction and progress monitoring of students on tested...	Slack, Catherine	9/1/2017		5/1/2018 monthly
G1.B1.S4.MA1  M405784	Data will be monitored for both usage and individual student growth on FOCUS standards in Alg1 and...	Slack, Catherine	10/1/2017	Logs and Data Tracking of student progress from the ALEKS program	5/4/2018 monthly
G1.B1.S4.MA1  M405785	Classroom and individual progress monitoring of the ALEKS program data	Slack, Catherine	1/8/2018	Data Logs from ALEKS, Student Teacher Data Logs	5/4/2018 weekly
G1.B1.S4.A1  A375536	ALEKS PROGRAM INTEGRATION	Slack, Catherine	1/8/2018	Data from ALEKS and Student/ Teacher Data Logs	5/4/2018 weekly
G1.MA1  M405786	Standards aligned Rubrics and Scales	Walker, Kimberly	8/10/2017	Common Planning Binders and Lesson Plans	5/24/2018 monthly
G1.MA2  M405787	EWS and Lowest Quartile Reports	Slack, Catherine	8/10/2017	Lowest Quartile and EWS student populations will be monitored for academic progress in ELA and Math	5/24/2018 monthly
G2.MA1  M405795	District and state assessment reports will be collected throughout the year to determine progress...	Bracewell, Kyle	9/1/2017	Student work and assessment reports	5/24/2018 weekly
G3.MA1  M405806	Graduation rate will increase	Walker, Kimberly	10/1/2017	grade book audits, failure of course reports, ALEKS, ACHIEVE logs, Attendance logs, EWS data, Courses failed reports, Credit Recovery course completion logs.	5/24/2018 monthly
G1.B1.S1.MA1  M405782	collaborative time used to discuss and plan for interventions	Bracewell, Kyle	9/1/2017	collaborative time binders, lesson plans, standards based tracking	5/24/2018 monthly

Lake - 0181 - Mt. Dora High School - 2017-18 SIP
Mt. Dora High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M405783	Assessment results and data will be looked for as resource in lesson planning, Learning Walks and...	Walker, Kimberly	9/1/2017	Assessments and results tied to standards and progress monitoring reports.	5/24/2018 monthly
G1.B1.S1.A1  A375534	Departments/ Teachers will create standards aligned formative and summative assessments and utilize...	Bracewell, Kyle	9/1/2017	Assessments and results	5/24/2018 weekly
G2.B1.S1.MA1  M405788	Teachers, coaches, and administration will monitor student progress in reading assessments (FAIR,...	Boone, Rhonda	9/1/2017	Learning Walk Tool data collection report	5/24/2018 weekly
G2.B1.S1.MA1  M405789	Develop and utilize PLC and Collaborative time; minutes will be taken to support common planning...	Slack, Catherine	8/10/2017	Lesson plans and Collaborative and PLC forms	5/24/2018 weekly
G2.B1.S1.A1  A375537	We will continue to utilize updated scope and sequence, blueprints, and materials to coordinate...	Boone, Rhonda	8/10/2017	Lesson plans, classroom walkthrough data, Complex text in other subjects to support ELA	5/24/2018 daily
G2.B1.S1.A2  A375538	We will collaborate with peers to discuss effective implementation of skills and assignments and...	Slack, Catherine	8/10/2017	Collaborative schedule, agendas, and planning forms.	5/24/2018 monthly
G2.B3.S1.MA1  M405792	Classroom observations will be used to monitor the effectiveness of implementation of strategies in...	Slack, Catherine	8/10/2017	AVID Site team will collect student samples across all content to demonstrate the strategy was implemented.	5/24/2018 every-6-weeks
G2.B3.S1.A1  A375541	We will develop an AVID site plan with identified strategies, clearly defined protocols, planning...	Slack, Catherine	8/10/2017	Schedule, agendas, and minutes will demonstrate completion of plan.	5/24/2018 monthly
G2.B3.S1.A2  A375542	We will continue PLCs and Collaborative Time teams of teachers will develop ways to implement AVID...	Slack, Catherine	8/10/2017	Common Planning template, lesson plans, and classroom walkthroughs will demonstrate AVID strategies are being utilized in classroom instruction.	5/24/2018 monthly
G3.B2.S1.MA1  M405796	Course pass rate increase	Walker, Kimberly	10/16/2017	Course failure rates will be less than 18% per class.	5/24/2018 quarterly
G3.B2.S1.A1  A375544	MDHS will offer tutoring/ Credit Recovery in the media center 2x per week with bus transportation	Walker, Kimberly	10/1/2017	Course pass rate each grading period.	5/24/2018 weekly
G2.B2.S2.A1  A375539	Create and establish a professional development plan with a clearly defined protocols.	Walker, Kimberly	8/10/2017	Professional development plan and meeting agendas	5/24/2018 monthly
G2.B2.S2.A2  A375540	We will utilize appropriate curriculum staff (ie. county program specialists/ ESE teachers) to...	Bracewell, Kyle	8/10/2017	Schedules, agendas, and minutes.	5/24/2018 every-6-weeks
G3.B2.S2.MA1  M405798	Increase in students showing growth on standards	Bracewell, Kyle	10/1/2017	Scales, Rubrics, Gradebook entries, Assessment results	5/24/2018 weekly
G3.B2.S2.MA1  M405799	Teacher lesson plans will show differentiated instruction for remediation	Bracewell, Kyle	9/1/2017	Lesson plans, Learning Walks, Grade books, Scales and Rubrics	5/24/2018 weekly
G3.B2.S2.A1  A375545	Teachers will plan for real time remediation in their lesson plans and implement in their class...	Bracewell, Kyle	9/1/2017	Plans will reflect real time remediation and course failures will decrease	5/24/2018 weekly
G3.B2.S3.MA1  M405800	number of students recovering courses that were failed will show more students meeting graduation...	Slack, Catherine	9/1/2017	Course completions in Edgenuity	5/24/2018 monthly
G3.B2.S3.MA1  M405801	Course registrations and progress will be monitored for progress	Slack, Catherine	9/1/2017	progress/ grade logs and recovered course rates.	5/24/2018 monthly
G3.B2.S3.A1  A375546	Providing after school online access to Edgenuity platform for Credit Recovery	Slack, Catherine	8/10/2017	Students enrolled in coursework to recover credits	5/24/2018 daily
G3.B2.S4.MA1  M405803	Edgenuity progress of students will be monitored including course completions and credits...	Walker, Kimberly	5/29/2018	Edgenuity logs, possible LAKE VIRTUAL if available, and credits recovered	7/20/2018 weekly

Lake - 0181 - Mt. Dora High School - 2017-18 SIP
Mt. Dora High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S4.A1  A375547	Summer School lab offered for students to recover credits using Edgenuity. Lab monitor paid for...	Walker, Kimberly	5/28/2019	Student plan logs, teacher progress monitoring, data- credit recovery entries	5/28/2019 weekly

V. Professional Development Opportunities

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

G1. With high expectations and utilizing Lowest Quartile and Early Warning Signs data, we will increase achievement in our lowest quartile students in English and Math.

G1.B1 Standards based tracking plan for individual students

G1.B1.S1 Create standards aligned formative and summative assessments

PD Opportunity 1

Departments/ Teachers will create standards aligned formative and summative assessments and utilize district created Mini and LSA assessments

Facilitator

Liz Schlotter and District

Participants

Core content teachers

Schedule

Weekly, from 9/1/2017 to 5/24/2018

G2. Authentic Literacy: Reading, Writing, Thinking and Talking will be incorporated in every lesson, every day.

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

Math, Science, Social Studies, ESE, English, Electives departments

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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

ESE, Math, Electives and Science, Social Studies, and English departments

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

G2.B3 Inconsistent use and lack of understanding of research based learning strategies

G2.B3.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 8/10/2017 to 5/24/2018

G2.B3.S2 Teachers will collaborate with their peers in district to discuss standards aligned curriculum and best practices to address the needs of engaging students in the curriculum and their progress

PD Opportunity 1

Teachers will collaborate with their peers on campus and across the district on standards based instruction and best practices in teaching and learning.

Facilitator

Liz Schlotter

Participants

Core Content Teachers

Schedule

Monthly, from 10/1/2017 to 5/1/2018

G3. MDHS will create a culture and climate that encourages on time graduation and college and career readiness.

G3.B2 Course Failure Rate

G3.B2.S2 Real time remediation opportunities incorporated in the teacher planning for classroom instruction

PD Opportunity 1

Teachers will plan for real time remediation in their lesson plans and implement in their class structure based on formative and summative data indicators.

Facilitator

Schlotter

Participants

All load bearing instructional staff

Schedule

Weekly, from 9/1/2017 to 5/24/2018

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	Departments/ Teachers will create standards aligned formative and summative assessments and utilize district created Mini and LSA assessments				\$0.00
2	G1.B1.S2.A1					\$0.00
3	G1.B1.S4.A1	ALEKS PROGRAM INTEGRATION				\$0.00
4	G2.B1.S1.A1	We will continue to utilize updated scope and sequence, blueprints, and materials to coordinate with content-area standards.				\$0.00
5	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
6	G2.B2.S2.A1	Create and establish a professional development plan with a clearly defined protocols.				\$0.00
7	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
8	G2.B3.S1.A1	We will develop an AVID site plan with identified strategies, clearly defined protocols, planning timeframe, recruitment and expected outcomes.				\$998.12
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800		0181 - Mt. Dora High School	School Improvement Funds		\$998.12
Notes: AVID students to college visit (partial bus coverage)						
9	G2.B3.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
10	G2.B3.S2.A1	Teachers will collaborate with their peers on campus and across the district on standards based instruction and best practices in teaching and learning.				\$5,184.73
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0181 - Mt. Dora High School	General Fund		\$5,078.19
Notes: Substitutes						
	6400		0181 - Mt. Dora High School	General Fund		\$75.18
Notes: Medicare						
	6400		0181 - Mt. Dora High School	General Fund		\$31.36
Notes: Workman's Comp						
11	G3.B2.S1.A1	MDHS will offer tutoring/ Credit Recovery in the media center 2x per week with bus transportation				\$2,192.38
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Lake - 0181 - Mt. Dora High School - 2017-18 SIP
Mt. Dora High School

	5100		0181 - Mt. Dora High School	School Improvement Funds		\$1,876.12
			<i>Notes: Salary</i>			
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$149.34
			<i>Notes: retirement</i>			
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$155.16
			<i>Notes: FICA/ Medicare</i>			
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$11.76
			<i>Notes: Workers Comp</i>			
12	G3.B2.S2.A1	Teachers will plan for real time remediation in their lesson plans and implement in their class structure based on formative and summative data indicators.				\$0.00
13	G3.B2.S3.A1	Providing after school online access to Edgenuity platform for Credit Recovery				\$0.00
14	G3.B2.S4.A1	Summer School lab offered for students to recover credits using Edgenuity. Lab monitor paid for managing the lab. 2 x per week. Students will be able to access from home other days and will check in on progress during open lab time and students without technology access at home can come to make progress from 8-11.				\$2,342.41
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$2,028.24
			<i>Notes: Summer school Lab monitor</i>			
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$147.25
			<i>Notes: Retirement</i>			
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$155.16
			<i>Notes: FICA/ Medicare</i>			
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$11.76
			<i>Notes: Workers Comp</i>			
15	G3.B3.S4.A1	Aleks program will be embedded in the instruction and progress monitoring of students on tested state Math Standards				\$5,563.25

Lake - 0181 - Mt. Dora High School - 2017-18 SIP
Mt. Dora High School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0181 - Mt. Dora High School	School Improvement Funds		\$5,563.25
			<i>Notes: 289 5 mo license for ALEKS for level 1 and 2 Math</i>			
Total:						\$16,280.89