Mt. Dora Middle School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 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 dof 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

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 Middle 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.

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 dedicatiion within their own professional sojourn, through the continuing examination and study of best practices in order to continue to hone instructional practices within the classroom environment.
Students are to place learning at the forefront of their daily walk at MDMS. Students must actively participate in learning activities at all times. Students must be prepared for the classroom, cognitively and functionally, in order to produce scholarly work. Students will respect fellow student scholars, all adult members of the community, and, most importantly, themselves.

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 a thirty-minute advisory period during the school day in order to build relationships and provide opportunities for remediation and acceleration for students. The main thrust of this is the building of positive interactions and year long rapports between students, teachers and students, and all stakeholders. 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, goal setting, and ensuring personal dignity among the students and teachers. There are remedial, as well as, acceleration activities for the students.

MDMS incorporates events focused on building continual rapport with the community, and most especially, the parents of the students. MDMS conducts a Fall Open House and a Spring "Eagle Night", a community feeder pattern night wherein parents and students share in academic information sessions and partake in opportunities to see student performances and achievements

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

Our system of PBS (Positve Behavioral Support) has become ingrained in our school culture. Every academic quarter students are recognized and provided a communal and fun oriented event to celebrate their adherence to high expectations of behavior.
Within our school, there is a zero tolerance policy for fighting, drugs, and sexual misconduct. All school and district protocols and expectations are taught and reviewed with students beginning on the first day of school. Grade level class meetings with administration are held as another review of our protocols and expectations.

Throughout the year, the Social Studies department implements the Second STEP violence program. During the month of September, during advisory, we will cover Know the Law, a district mandated program. The "Bully Proofing Your School" program will be implemented during the month of August during advisory. Also, our school resource officer offers GREAT classes within the 6th grade.

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 the eagles creed which states students are Enthusiastic, Academically focused, Goal - orientated Leaders who experience success. Students are reminded of the creed every morning at the beginning of school. Students also receive instruction on the Discipline Procedure. 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, 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" 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' MTSS protocols. Students in a level 2 protocol are monitored on a bi-monthly basis. Students on a level 3 protocol are monitored on a weekly basis. All monitoring records, including fidelity forms and graphs are provided by the district. Students with disabilities are afforded many and all accomodations according to their individual education plans (IEP). Students who may need additional assistance will be supported by a school-based para-professional.

MDMS guidance counselors conduct groups for students who may need extra support for areas such as anger management, grief counseling and self esteem during advisory periods. This will allow students another adult to assist them in their social emotional needs.

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.

Any students returning from an out of school suspension, meet with their guidance counselor prior to returning to classes. If any conflict resolution or coping skills need to be provided it is done so at this time.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

The MDMS Early Warning System is predicated upon several factors. First, remedial instruction is provided according to pertinent data. The data used is FSA, LSA, EOC, FCAT 2.0, course grades, and the weekly progress report provided to each individual student. Secondly, if a student, by use of these data sources is considered in jeopardy, remediation through their Advisory period will be provided.

This year, our school social worker is working with the guidance department to identify students who are having attendance issues. They are meeting with the students, calling parents, and completing home visits with the intention of getting these students back in school regularly.

When a student is suspended, a copy of the referral is given to the guidance counselor so they can meet with the student upon his/her return. This meeting is to help students understand alternative methods of handling behavioral issues.

In addition to the above, during the second semester of the 17-18 school year, MDMS will provide access to Edgenuity, which is a remediation/course recovery program to assist students struggling in their core subject areas. Students will be given the opportunity to attend sessions to work on this program. The instructors are highly qualified staff based teachers. A stipend is provided to the teachers through Supplemental Academic Instruction (SAI) funding. The program provides students the opportunity to work online at home, as well as, at school. Students will be given the opportunity to schedule times in the computer lab to work on Edgenuity before and after school. The student will also be afforded every opportunity to recover incomplete assignments in core area classes during advisory each day.

Students who scored a level 1 are placed into intensive reading where students are engaged in explicit instruction using Achieve 3000, a research-based program . They will also receive additional help during their advisory period. Teachers meet once a week to complete the student weekly progress report and to determine students in need of additional or remedial help. Those students will attend advisory 1 to 2 times per week to assist them in areas of deficiency.

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	38	34	45	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	19	10	11	0	0	0	0	40
Course failure in ELA or Math	0	0	0	0	0	0	2	5	8	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	45	52	65	0	0	0	0	162

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	

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

Students not purported to be making adequate progress are placed into our mentorship program. Our mentor program assigns a student to a faculty-based teacher, counselor or administrator. Achieve 3000 lessons at students' reading level, and teacher development of specific standards-based instruction during academic advisory each day, 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 data, FSA data, continue to monitor the LSA data, and teacher input. 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. 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 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 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, student led conferences, and use of the student weekly progress report. 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, district one stop application, marquee, teacher web pages, School Messenger call-out service, parent information packets, weekly 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 a bi-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. Business and community members serve on our School Safety Committee as well.

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
Stein, Jacob	Principal
Oates, Karen	Assistant Principal
Williams, Charlotte	Assistant Principal
Holt, Rene	School Counselor
Rodewald, Kelli	School Counselor
Stuart, Edward	
McCulloch, Heidi	Teacher, ESE

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 authentic literacy for all content areas, accelerated learning, academic recovery, MTSS, and monitoring the implementation of these programs.

Mr. Stein is the instructional leader of the school. Collaboration with faculty and leadership teams allows for decision making to be a continual process. Mr. Stein uses the department common planning and team common planning to create and execute curriculum initiatives. Data 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 all curriculum areas, Ms. Oates assists alignment within the areas of math and electives; whereas Ms. Williams performs a similar function in the social studies and exceptional student education 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). Administration and instructional coaches will be in subject area common planning a minimum of twice weekly.

Mr. Edward Stuart, 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 the EngageNY curriculum in Language Arts, and critical thinking in the areas of Science and Social Studies. Mr. Stuart also leads the technology integration for curriculum initiatives associated with blended learning: e.g. Schoology, Khan Academy and Google Classroom.

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 to help them experience academic and behavioral success.

Mrs. McCulloch, 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.

Every Friday, at 9:30 a.m., the Leadership team meets in Mr. Stein's office and reviews the activities for the upcoming week. He then puts out the WAG (Week at a Glance) so all stakeholders are aware of school activities. The team discusses what is going on with Learning Walks that is positive and areas for improvement. Data is reveiwed as well and suggestions are warranted. He also delegates projects to team members and assigns dates for completion.

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 curriclular resources are allocated to drive the schedule of course offerings to meet the needs of all students. The administration and staff utilize data to drive decision making in all areas. Through the Professional Learning Community framework all instructional staff are in a constant state of analyzing and acting upon school and student data, targeting students for acceleration and remediation opportunities to meet the needs of all students.

The staff meet with their academic departments twice weekly to unpack content specific Florida Standards, create mini tasks, share lesson study student data and work samples. and review data to create student centered lessons for maximum engagement. Administration, along with the leadership team, monitor staff learning needs to enhance instructional practices that meet student needs through the PLC 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 the Literacy Leadership Team. Student learning needs are met with the use of federal, state, district and local programs/funding sources. School plus funds are utilized to fund our Academic Recovery Program. Supplemental Academic Instruction (SAI) funds support a student grade forgiveness program designed to assist students who failed a course and a lowest quartile mentoring program.

The professional learning needs of staff are addressed by the administration, literacy coach, department heads and team leaders 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 and to ensure that lessons are planned where students read, write, speak and think, every period, every day.

Mount Dora Middle School will continue to build a student-centered culture where individual needs are met.

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
Michele Green	Parent
James Myers	Business/Community
Lena Stiltner	Education Support Employee
Kathy Keefe	Teacher
Alicia Stonebreaker	Parent
Terri Tomassi	Parent
Byron Durias	Parent
Lisa Bryant	Parent
Stephanie King	Parent
Walt Frisby	Teacher
Robert Bell	Business/Community
Reva Hutto, Secretary	Parent
Opal Mahoney, Chairperson	Student
Lori Myers, Vice Chairperson	Parent
Kamille Chapman	Teacher
Nancy Flynn	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviews 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 October 10, 2017 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 school improvement plan with modifications was accepted at the October 10, 2017 meeting.

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 $6170.80. That includes carryover of funds from last year. The SAC will assist the PTO in purchasing needed items to support student achievement, including, technology items. Last year, the school started with an SAC budget of $5317.00. $3500.00 was used to purchase books for the Engage NY curriculum being taught in all grade level ELA classes.

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
Oates, Karen	Assistant Principal
Williams, Charlotte	Assistant Principal
Thompson, Diana	Instructional Coach
Ditoto, Amy	Teacher, K-12
Porter, Phillip	Teacher, K-12
Stuart, Edward	Instructional Coach
McCulloch, Heidi	Teacher, ESE

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 two Book Fairs at MDMS occurring in the Fall and Spring of the academic year.

D. Public and Collaborative Teaching

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

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

MDMS has implemented the Common Planning Professional Learning Community, 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 products 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 Blueprints, Scope and Sequences, and supplemental resources. Monday and Tuesdays, teachers meet as subject area grade level teams and Thursday and Friday, teachers meet in grade level cross-curricular teams to enhance collaboration in all core academic subjects.

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, using the ventures hiring process. 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 eight 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 area. The Literacy Coach, department heads, and team leaders 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 using Lake County School District's Curriculum Blueprints and Scope and Sequence in all subject areas to guide instruction. 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, Literacy Coach, Guidance counselors, 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 Florida Standards.

The English Language Arts Department schoolwide will continue to pilot the EngageNY Curriculum and follow it with Fidelity. The curriculum provides standard-based instruction through a variety of texts, both fiction and nonfiction.

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 five primary data points:
1. Florida Standards Assessment (FSA)
2. FAIR-FS (Assessment Periods 1-3)
3. Lake Standards Assessments (LSA Baseline, Mid-Year)
4. Discipline/Suspension data
3. Teacher quantitative and qualitative evaluations of student learning progress utilized during daily collaborative planning periods.
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 behavorial history of the student to include Florida State Assesment data (when available), past grades, suspensions, and attendance. Students are monitored bimonthly through classroom teacher evaluations. 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 MTSS 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.

MDMS ensures that 504 and Exceptional Student Education students are monitored daily by ESE support facilitation teachers, in addition to, their regular teachers. All teachers have copies of the students' 504 Individual Educational plans, as well as the ESE Individual Education Plans.

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

Strategy: Extended School Day

Minutes added to school year:

Our Extended Learning Strategy is not an extended school day, however, it is a 30 minute Advisory period four days per week that takes place during the school day. During the Advisory period students will engage in Acceleration or Remediation activities based on their performance in the core content areas. During remediation, assignments will be given to students that are aligned with the Florida Standards and district blueprints. These assignments will be individualized to cover standards each student is deficient in. During acceleration, enrichment activities in Art, dance, music, critical thinking, robotics, etc. will be offered to enhance students' interests and abilities.

Strategy Rationale

The purpose is to allow extra instructional time for students who are struggling in core academic subjects and to provide opportunities for enrichment to students who are performing well.
In addition, students failing core academic classes now have a legitimate and established pathway to make-up missing work, develop and increase skill levels.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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 is 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 quantitative 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 address the requirements of ESSA, P.L. No. 114-95, §
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.

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, 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 AVID 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. 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 be about becoming a 6th graders. Once school starts, our media specialist holds a library orientation for all incoming sixth graders.

MDMS initiates the High School transition process by allowing students the opportunity to take high school level courses beginning in the 7th grade. Students make take Algebra I and Spanish 1 during their 7th Grade year and Geometry and Spanish II during their 8th grade year. Upon successful completion of the course students will earn a credit toward their high school credits required for graduation. 8th grade teachers will make recommendations including Honors and Advanced Placement courses for MDHS. 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.

MDMS administration will attend quarterly Articulation meetings 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 bi-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. Parents are included as career day speakers to make students aware of prerequisites needed for each career.

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

MDMS offers a variety of programs through the Career and Technical Education department. Consumer Family Science, Business Keyboarding, Computer Applications I, Exploring Technology, and Digital Informaton Tools are examples. 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. This is the second year for Consumer Family Science and the students are enjoying it immensely as it teaches them food industry skills. In Ms. McLeod's business course, students can secure industry certifications in Internet Business Associate and Digital Tools Certification (Data base, Multimedia). In Mr. Grant's technology course, students can earn certification in ITT Gaming, ITT Programming and Logic, and Inventor. In Ms. Fast's Family and Consumer Science, students can earn the certification of Food Protection Manager.

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 MDHS has improved over the past three years. As we implement the Florida Standards we hope to add to their success. Our Career and Technical education courses are supporting academic courses by working with the science and math department and utilizing standards taught in those courses, as well as, implementing schoology which is a technology based program that students navigate due to success in business and technology classes.

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 2015.

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, all courses are taught at an advanced level in all core academic areas. Electives are offered to expand the intellectual opportunities of students such as Band, Spanish, Physical Education, Business, Culinary Careers, Art, Yearbook, and TV Production. AVID is taught at each grade level and we incorporate AVID strategies (cornell notes, WICOR) throughout core academic classes to assist with student success when they reach post secondary level.

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.

MDMS plans to decrease the number of students missing 10 or more days of school and is focusing on decreasing the number of lower quartile students in core academic subject areas.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There are several factors causing the areas of need. MDMS is housed in a lower socio-economic area of Mount Dora, there is a lack of parental involvement, there are many students being raised by alternate family members, and there is a lack of supervision and structure at home.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Students will have an opportunity to accelerate by participating in Career and Technical Education, Math, and Foreign Language programs. Students in need of remediation will be given opportunities through intensive reading, before and after school tutoring, and advisory.

G2.   By using early warning systems data, the school will continue developing a healthy culture and safe climate by increasing attendance and positive student behaviors. MDMS uses the Positive Behavior Support program which rewards students for utilizing behaviors that go above and beyond what is expected. MDMS has also created NESTS for students to build relationships with each other and with teachers across campus.

G3.   With high expectations, teachers will plan, deliver, and differentiate standards-based instruction while utilizing authentic literacy experiences 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. Students will have an opportunity to accelerate by participating in Career and Technical Education, Math, and Foreign Language programs. Students in need of remediation will be given opportunities through intensive reading, before and after school tutoring, and advisory. 1a

🔑 G097897

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	70.0

Targeted Barriers to Achieving the Goal 3

- Student absenteeism.

- Technology needs to be updated in order to run the programs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Social worker.

- School Guidance counselors.

- Master schedule with accelerated course offerings

- Student Class Choice/elective form

Plan to Monitor Progress Toward G1. 8

Using the early warning systems data and attendance reports, we will determine if there are decreases in the number of days students are missing each nine weeks and increases in students showing academic growth.

Person Responsible
Jacob Stein

Schedule
On 5/24/2018

Evidence of Completion
Early Warning Systems attendance reports, school attendance reports, and Skyward data.

Plan to Monitor Progress Toward G1. 8

Teachers will have the necessary technology needed within their classes to prepare them for college and career readiness and offer CTE certifications.

Person Responsible
Karen Oates

Schedule
Annually, from 8/10/2017 to 5/24/2018

Evidence of Completion
There will be an increase in student certifications in Career and Technical Education classes, more students enrolling in Foreign language classes,and a decrease in attendance issues.

G2. By using early warning systems data, the school will continue developing a healthy culture and safe climate by increasing attendance and positive student behaviors. MDMS uses the Positive Behavior Support program which rewards students for utilizing behaviors that go above and beyond what is expected. MDMS has also created NESTS for students to build relationships with each other and with teachers across campus. 1a

🔑 G097898

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	80.0
FSA ELA Achievement	61.0
FCAT 2.0 Science Proficiency	48.0
Civics EOC Pass	70.0
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of monitoring plan for teacher, parent contact before writing referrals.

- Lack of time to foster positive teacher-student relationships.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource teachers available

- Updated discipline ladder

- Parent Contact Log

- Each teacher will make one positive contact to parents per nine weeks

Plan to Monitor Progress Toward G2. 8

Participating teachers/administrators will maintain a mentoring documentation sheet on each student. Guidance will maintain a log of students who have participated in small group counseling sessions.

Person Responsible
Jacob Stein

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

Evidence of Completion
Early Warning Systems and Decision Ed data reports will show an Increase in the percentage of students attending school, decrease in the overall number of student referrals, decrease in the number of students receiving in/out-of-school suspensions, and decrease in the number of student failures. Results from the Student Feedback survey will be analyzed to determine the effectiveness at the student level of the program.

Plan to Monitor Progress Toward G2. `8`

Administration meets weekly with each team in every grade level to discuss effectiveness of the TEAM building activities, in conjunction with the positive interaction with students and parents.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Early Warning systems data, Decision Ed reports, and adminstration log books.

G3. With high expectations, teachers will plan, deliver, and differentiate standards-based instruction while utilizing authentic literacy experiences in all content areas for all students. `1a`

🔑 G097899

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	80.0
FSA ELA Achievement	61.0
FSAA Science Achievement	48.0
Civics EOC Pass	70.0
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal `3`

- Inconsistent implementation of standards-based instruction and PLC lesson study cycles.

- Teachers do not have enough time to plan common lessons and analyze data.

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

- All Core Subject Teachers, Administration, Literacy Coach, and District Curriculum Support Specialists, and Master schedule that supports two planning periods per day.

Plan to Monitor Progress Toward G3. `8`

Provide opportunity for teachers to attend common planning two days per week and Professional Learning opportunities to break down standards, plan with colleagues, review student work and analyze data to ensure the standard has been met. During ELA planning, utilize information gained at the Engage NY conference in the summer and during the Engage NY monthly meetings. During math planning, use information learned at the Summer Math Institute and Math Solutions workshops.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Teacher lesson plans, administration notebook from common planning meetings each week

Plan to Monitor Progress Toward G3. `8`

Utilization of data from Learning Walkthroughs and District Learning Walkthroughs.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

LWT data collected and analyzed by the strategic team to determine areas that need work. 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 G3. 8

LWT by District Personnel

Person Responsible
Jacob Stein

Schedule
On 10/9/2017

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. Students will have an opportunity to accelerate by participating in Career and Technical Education, Math, and Foreign Language programs. Students in need of remediation will be given opportunities through intensive reading, before and after school tutoring, and advisory. `1`

🔑 G097897

G1.B1 Student absenteeism. `2`

🔑 B263213

G1.B1.S1 The school's teachers, social worker and the school guidance counselors will work together to formulate lists of students who are missing excessive days. `4`

🔑 S278741

Strategy Rationale

If students are in school, then assignments will be completed, student achievement and grades will show growth, and more student opportunities will be afforded.

Action Step 1 `5`

Teachers will create lists of students who are habitually absent and struggling, make phone calls and involve guidance so assistance can be given to the students in order to keep them on track.

Person Responsible

Rene Holt

Schedule

Quarterly, from 10/13/2017 to 5/24/2018

Evidence of Completion

Teacher lists of struggling or absent students, teacher phone logs.

Action Step 2 `5`

School social worker will take the list and complete home visits to students with > 10 days absence.

Person Responsible

Rene Holt

Schedule

Quarterly, from 10/13/2017 to 5/24/2018

Evidence of Completion

School social worker will provide evidence of home visits and report findings to Ms. Holt.

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

Administration will monitor lists of students and proof of call logs from guidance counselors

> **Person Responsible**
>
> Karen Oates
>
> **Schedule**
>
> Quarterly, from 10/13/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Administration will keep a continuous record of teacher/guidance phone logs

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

Hold meetings with the guidance counselors and school social worker throughout the nine weeks to identify students who are missing excessive days and discuss interventions being provided.

> **Person Responsible**
>
> Karen Oates
>
> **Schedule**
>
> Quarterly, from 10/13/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Minutes of meetings to verify absentee reports and school social worker findings.

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

View Early Warning systems data monthly to note changes in student attendance.

> **Person Responsible**
>
> Jacob Stein
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Early Warning systems attendance data and school attendance reports.

G1.B1.S2 Each team of teachers meets weekly to discuss students on their teams who are missing excessive days and struggling academically. 4

🔑 S278742

Strategy Rationale

To develop a teacher, parent, and student rapport in order to problem solve student absenteeism and academic issues.

Action Step 1 5

Teachers will compile lists of students who are missing excessive days and who are struggling academically.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Student lists, team meeting minutes, and advisory lists.

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

Team leaders will give lists with students' names to the guidance counselors for review.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Student list by team and guidance and school social worker reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Guidance counselors will report findings and interventions to all team leaders.

Person Responsible

Rene Holt

Schedule

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

Evidence of Completion

Guidance counselor and school social worker report

G1.B2 Technology needs to be updated in order to run the programs. `2`

🔑 B263214

G1.B2.S1 MDMS Tech-con is eliminating technology that is outdated and unusable and the principal is purchasing newer more sophisticated technology. `4`

🔑 S278743

Strategy Rationale

Disposing of outdated technology in the classroom shows administration what is truly needed throughout the school. We can then replace it with student user friendly devices which can access the necessary curriculum.

Action Step 1 `5`

Mr. Stuart, tech-con will routinely visit all classes to problem solve and ensure needed technological resources are available and working properly.

Person Responsible

Edward Stuart

Schedule

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

Evidence of Completion

Disposition reports and new equipment invoices

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

Ensure that provided equipment is being utilized throughout the school by students who are in need.

Person Responsible

Edward Stuart

Schedule

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

Evidence of Completion

Emails from teachers identifying equipment that is unusable, in need of repair, or needed.

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

There will be a decrease in teacher requests for technology and technology work orders.

Person Responsible

Edward Stuart

Schedule

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

Evidence of Completion

Decrease in email Tech-con requests

G1.B2.S2 MDMS Tech-con is creating programs to assist teachers with tracking students and data 4

S278744

Strategy Rationale

If we track students progress through data sources, we can filter students into the correct advisory groups for remediation/acceleration.

Action Step 1 5

Create a document that allows teachers to identify students who are exceeding expectations, meeting expectations, or need remediation based on the standards.

Person Responsible

Edward Stuart

Schedule

On 8/10/2017

Evidence of Completion

Weekly progress report (Google document)

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

Administration meets with each team weekly to ensure data is being recorded and analyzed properly.

Person Responsible

Jacob Stein

Schedule

Weekly, from 9/8/2017 to 5/24/2018

Evidence of Completion

Distribution to parents of weekly progress report.

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

Students are being grouped according to their needs (remediation,acceleration).

Person Responsible

Edward Stuart

Schedule

Weekly, from 9/8/2017 to 5/24/2018

Evidence of Completion

Students are grouped into advisory sessions each day based on their academic needs.

G2. By using early warning systems data, the school will continue developing a healthy culture and safe climate by increasing attendance and positive student behaviors. MDMS uses the Positive Behavior Support program which rewards students for utilizing behaviors that go above and beyond what is expected. MDMS has also created NESTS for students to build relationships with each other and with teachers across campus. 1

🔑 G097898

G2.B2 Lack of monitoring plan for teacher, parent contact before writing referrals. 2

🔑 B263218

G2.B2.S1 The school will implement a plan where all teachers make a positive parent contact per student at least once each nine weeks. 4

🔑 S278747

Strategy Rationale

Positive parent contact on a quarterly basis will help develop and foster an open line of communication between teachers and parents. These conversations will help students feel supported at school and at home, which will lead to positive student behavior in the classroom and increased attendance.

Action Step 1 5

Administration will monitor all teacher's parent contact logs each nine weeks to make sure positive phone calls are being made.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Parent contact log, teacher documentation sheet

Action Step 2 `5`

Attend weekly team meetings and hold discussions with teachers regarding the effectiveness of the phone calls on student behavior.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Team agenda, minutes of meeting in a shared Google Doc

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

During team meetings, the team leader facilitates discussions regarding positive student behaviors and academic success stories. This assists the teachers when making positive phone calls home.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Completed parent contact logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Review discipline data each nine weeks to determine if there is a direct correlation between positive phone calls made, number of referrals written, and number of negative phone calls received from parents.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Decision Ed YTD Infraction Counts by Reporting Staff.

G2.B2.S2 The school will use the Advisory period on Wednesdays to develop team building opportunities that will strengthen students relationships with teachers, as well as their peers. 4

🔑 S278748

Strategy Rationale

Creating team building activities during advisory will allow students and teachers to interact with one another in ways that might not lend themselves to specific content instruction in the classroom. These opportunities will encourage positive relationships between teachers and students and will help maintain a supportive school environment.

Action Step 1 5

Teachers will develop engaging and meaningful team building activities for the advisory period on Wednesdays.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Observation of activities occurring during advisory and written plan of advisory activities.

Action Step 2 5

During the Fall, students will facilitate a student-led conference with their parent at a scheduled appointment time.

Person Responsible

Jacob Stein

Schedule

On 11/14/2017

Evidence of Completion

Student conference sheet which includes name, date, time, goals, and examples of student work.

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

Administration will review teacher products and written plans to ensure team building activities are present.

Person Responsible

Karen Oates

Schedule

Weekly, from 8/10/2017 to 9/28/2017

Evidence of Completion

During the advisory period, administration will visit classrooms to view activities.

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

The Leadership team will review the Early Warning Systems data, Decision Ed reports, and revise activities to increase desired results.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Decision Ed tracking reports and Early Warning Systems data.

G2.B3 Lack of time to foster positive teacher-student relationships. [2]

🔑 B263219

G2.B3.S1 Incorporate a 30 minute daily advisory period into the master schedule. [4]

🔑 S278749

Strategy Rationale

If we implement, monitor, and support the advisory period, then teachers/students will have the time needed to develop relationships that are safe and supportive.

Action Step 1 [5]

The master and bell schedule will be created to reflect the 30 minute advisory period.

Person Responsible

Jacob Stein

Schedule

On 7/30/2017

Evidence of Completion

Fully functioning master and bell schedule.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 [6]

During the first week of school, students will follow the schedule and administration will correct any scheduling conflicts.

Person Responsible

Jacob Stein

Schedule

Daily, from 8/10/2017 to 8/18/2017

Evidence of Completion

All students and teachers will report to classes, advisory, and lunches at the proper time.

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

Ensure that all students are placed into advisory classes based on remediation or acceleration needs.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Students will be identified weekly by teachers in team meetings and documented in Google docs. Students will report to appropriate advisory based on their weekly progress report.

G2.B3.S2 Expand our Student Mentor/Mentee program. 4

S278750

Strategy Rationale

If we monitor and support our struggling students and identify our high risk students, we can raise student achievement and provide the support needed for student academic success.

Action Step 1 5

Ask for teacher volunteers to participate in the mentor program.

Person Responsible

Jacob Stein

Schedule

On 5/24/2018

Evidence of Completion

Teacher Mentor/Mentee list

Action Step 2 5

From a list of Lower quartile students, teachers chose students to mentor.

Person Responsible

Jacob Stein

Schedule

On 5/24/2018

Evidence of Completion

Teacher Mentor/Mentee list and attend Professional development session on building/ fostering positive relationships.

Action Step 3 [5]

Guidance will implement small group sessions for students dealing with depression, low self esteem, grief, and other personal issues.

Person Responsible

Kelli Rodewald

Schedule

Monthly, from 10/17/2017 to 5/24/2018

Evidence of Completion

Guidance will use teacher created lists of students needing counseling. Guidance will create groups based on student area of need.

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

Adminstration will hold a mentor meeting with teacher mentors each nine weeks to discuss progress and needs.

Person Responsible

Karen Oates

Schedule

Quarterly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Meeting agenda, sign in sheets, and student mentor documentation sheets.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 [7]

Review Mentee Report card, attendance, and behavior data.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Analyze Early Warning Systems data monthly and Decision ed student data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Administration will have mentees take a survey on Google forms to allow student voice and choice in how to increase the effectiveness of the program.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Student survey generated from Google forms

G3. With high expectations, teachers will plan, deliver, and differentiate standards-based instruction while utilizing authentic literacy experiences in all content areas for all students. 1

🔑 G097899

G3.B1 Inconsistent implementation of standards-based instruction and PLC lesson study cycles. 2

🔑 B263221

G3.B1.S1 Teachers will develop and implement lessons, create common assessments, and performance tasks that align to the full intent of the standards. 4

🔑 S278751

Strategy Rationale

If teachers have time to plan together, then lessons and common assessments will be more effective and consistent in meeting the standards across grade level departments.

Action Step 1 5

Provide training to the teachers explaining the purpose, rationale, and process of common planning.

Person Responsible

Jacob Stein

Schedule

On 5/24/2018

Evidence of Completion

Teachers will attend professional development concerning the format and requirements of common planning. Teachers will be given the school-wide non-negotiables to guide the common planning process, as well as, a schedule to follow.

Action Step 2 5

Utilize District Support Personnel to assist teachers in implementing the PLC Lesson Study Cycle.

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

Teacher lesson plans and student-end products aligned to the standards.

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

Administration will attend all core content area common planning periods each week to ensure MDMS non-negotiables are being met and follow the daily schedule set by the principal.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Common lessons as witnessed during learning walkthroughs, lesson study cycle final products, data analysis, and MDMS non-negotiables.

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

Administration will review teacher lesson plans, student end products, data from the Learning Walkthrough Tool, and LSA Midyear Data to identify common misconceptions that will help guide teacher facilitation.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Learning walk through reports and data analysis showing the trends. Utilize Baseline and Midyear LSA data. Student end product sorting sessions by department and grade level.

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

Offer individualized additional professional development training for new teachers and those who continue to struggle.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Teacher portfolio, attendance at Professional Learning Commnities, learning walkthrough tool, and new teacher mentor program.

G3.B1.S2 Develop and implement a Common planning schedule which includes one period of department common planning per day and one period of team planning per week. 4

🔑 S278752

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 and grade levels they supervise to assist in developing effective lessons that reach the full intent of the standard.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

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

Action Step 2 5

Continue to incorporate the integral pieces within the blueprints (task cards, test-item specs) to ensure rigorous standards-based lessons are taking place.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Teacher lesson plans and LSA mid-year data.

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

Administration will attend department meetings and common planning meetings.

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, and administration log book.

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

Administration will review teacher lesson plans, common assessments, and end products.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Teacher lesson plans, LSA data, common assessments, and end products.

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

Administration and teachers will review LSA baseline, Midyear data. and FSA data to determine increases in student achievement.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Administration will review LSA baseline, Midyear data, and FSA data to identify increases in student achievement and decreases in the number of student failures.

G3.B3 Teachers do not have enough time to plan common lessons and analyze data. 2

🔑 B263223

G3.B3.S1 Develop a master schedule that is designed to incorporate two planning periods per day for each Core Content teacher. 4

🔑 S278753

Strategy Rationale

Given two planning periods, the teachers will be afforded more time to create standards-based common lesson plans, common assessments and analyze student work for understanding.

Action Step 1 5

Build a master schedule that is conducive to each grade level which incorporates two planning periods for teachers.

Person Responsible

Jacob Stein

Schedule

On 7/30/2017

Evidence of Completion

Teacher survey (block planning vs. spaced planning period) and functional master schedule.

Action Step 2 5

Develop a bell schedule that correlates to the master schedule.

Person Responsible

Jacob Stein

Schedule

On 7/30/2017

Evidence of Completion

Active Bell Schedule

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Administration and teachers will review the master schedule and modify as necessary.

Person Responsible

Jacob Stein

Schedule

On 8/3/2017

Evidence of Completion

Finalized master schedule showing two planning periods for all content area teachers.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Students and teachers will follow the master schedule and teachers will adhere to the weekly common planning schedule provided to them during preplanning. Teachers will utilize pre-post tests to determine if students are mastering the standards and use the data to drive instruction.

Person Responsible

Charlotte Williams

Schedule

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

Evidence of Completion

Teachers and administration will utilize data from the LSA, FSA, Early warning sytems, pre-post tests, and Decision Ed to analyze the correlation between the common planning schedule, teacher effectiveness, and student performance.

G3.B3.S2 Develop a weekly schedule for teachers and administrators to follow which gives ample time to plan independently, as a team, and as a department. 4

🔍 S278754

Strategy Rationale

Given two planning periods per day, teachers will be able to work within their classrooms independently to prepare effective lessons that encourage higher order thinking. Teachers will also meet weekly as a team to collaborate regarding specific student progress in all areas. Additionally, department planning, is scheduled to allow for vertical teaming to maintain consistency in the standards being taught.

Action Step 1 5

Determine which periods during the day will be used for independent planning and common planning then create a schedule for teachers to follow.

Person Responsible

Jacob Stein

Schedule

On 7/27/2017

Evidence of Completion

Teacher Common Planning schedule

Action Step 2 5

Create a weekly schedule for administration to follow which allows for effective monitoring of instructional leadership.

Person Responsible

Jacob Stein

Schedule

On 7/27/2017

Evidence of Completion

Administrator Daily Schedule

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Administrators and teachers will meet at the afforded times, unpack and address the standards taught, dissegragate student data, and document discussions in a log book.

Person Responsible

Karen Oates

Schedule

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

Evidence of Completion

Administrator Log book, Student LSA and FSA data

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Review Student data from Lesson Study Cycle, LSA (baseline, midyear), and FSA data from last year

Person Responsible

Jacob Stein

Schedule

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

Evidence of Completion

LSA Test reports, FSA test reports, review student product to identify area of instructional opportunity.

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					
G2.MA1 M405831	Participating teachers/administrators will maintain a mentoring documentation sheet on each...	Stein, Jacob	8/10/2016	Early Warning Systems and Decision Ed data reports will show an Increase in the percentage of students attending school, decrease in the overall number of student referrals, decrease in the number of students receiving in/out-of-school suspensions, and decrease in the number of student failures. Results from the Student Feedback survey will be analyzed to determine the effectiveness at the student level of the program.	5/24/2017 monthly
G3.B1.S2.MA1 M405837	Administration will attend department meetings and common planning meetings.	Oates, Karen	8/10/2016	Standards-based rigorous lesson plans, department meeting agenda and minutes, and administration log book.	5/24/2017 monthly
G3.B3.S2.A1 A375573	Determine which periods during the day will be used for independent planning and common planning...	Stein, Jacob	7/27/2017	Teacher Common Planning schedule	7/27/2017 one-time
G3.B3.S2.A2 A375574	Create a weekly schedule for administration to follow which allows for effective monitoring of...	Stein, Jacob	7/27/2017	Administrator Daily Schedule	7/27/2017 one-time
G2.B3.S1.A1 A375563	The master and bell schedule will be created to reflect the 30 minute advisory period.	Stein, Jacob	6/28/2017	Fully functioning master and bell schedule.	7/30/2017 one-time
G3.B3.S1.A1 A375571	Build a master schedule that is conducive to each grade level which incorporates two planning...	Stein, Jacob	6/29/2017	Teacher survey (block planning vs. spaced planning period) and functional master schedule.	7/30/2017 one-time
G3.B3.S1.A2 A375572	Develop a bell schedule that correlates to the master schedule.	Stein, Jacob	6/29/2017	Active Bell Schedule	7/30/2017 one-time
G3.B3.S1.MA1 M405840	Administration and teachers will review the master schedule and modify as necessary.	Stein, Jacob	8/3/2017	Finalized master schedule showing two planning periods for all content area teachers.	8/3/2017 one-time
G1.B2.S2.A1 A375553	Create a document that allows teachers to identify students who are exceeding expectations,...	Stuart, Edward	8/10/2017	Weekly progress report (Google document)	8/10/2017 one-time
G2.B3.S1.MA1 M405827	During the first week of school, students will follow the schedule and administration will correct...	Stein, Jacob	8/10/2017	All students and teachers will report to classes, advisory, and lunches at the proper time.	8/18/2017 daily
G2.B2.S2.MA1 M405825	Administration will review teacher products and written plans to ensure team building activities...	Oates, Karen	8/10/2017	During the advisory period, administration will visit classrooms to view activities.	9/28/2017 weekly
G3.MA3 M405851	LWT by District Personnel	Stein, Jacob	10/9/2017	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.	10/9/2017 one-time
G2.B2.S2.A2 A375562	During the Fall, students will facilitate a student-led conference with their parent at a scheduled...	Stein, Jacob	11/1/2017	Student conference sheet which includes name, date, time, goals, and examples of student work.	11/14/2017 one-time
G1.MA1 M405816	Using the early warning systems data and attendance reports, we will determine if there are...	Stein, Jacob	5/24/2018	Early Warning Systems attendance reports, school attendance reports, and Skyward data.	5/24/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2 M405817	Teachers will have the necessary technology needed within their classes to prepare them for college...	Oates, Karen	8/10/2017	There will be an increase in student certifications in Career and Technical Education classes, more students enrolling in Foreign language classes,and a decrease in attendance issues.	5/24/2018 annually
G2.MA2 M405832	Administration meets weekly with each team in every grade level to discuss effectiveness of the...	Stein, Jacob	8/10/2017	Early Warning systems data, Decision Ed reports, and adminstration log books.	5/24/2018 weekly
G3.MA1 M405849	Provide opportunity for teachers to attend common planning two days per week and Professional...	Oates, Karen	8/10/2017	Teacher lesson plans, administration notebook from common planning meetings each week	5/24/2018 weekly
G3.MA2 M405850	Utilization of data from Learning Walkthroughs and District Learning Walkthroughs.	Stein, Jacob	8/10/2017	LWT data collected and analyzed by the strategic team to determine areas that need work. Review data biweekly and make adjustments as needed. Use LSA data to see if student scores are showing gains as the year progresses.	5/24/2018 weekly
G1.B1.S1.MA1 M405807	View Early Warning systems data monthly to note changes in student attendance.	Stein, Jacob	8/10/2017	Early Warning systems attendance data and school attendance reports.	5/24/2018 monthly
G1.B1.S1.MA1 M405808	Administration will monitor lists of students and proof of call logs from guidance counselors	Oates, Karen	10/13/2017	Administration will keep a continuous record of teacher/guidance phone logs	5/24/2018 quarterly
G1.B1.S1.MA3 M405809	Hold meetings with the guidance counselors and school social worker throughout the nine weeks to...	Oates, Karen	10/13/2017	Minutes of meetings to verify absentee reports and school social worker findings.	5/24/2018 quarterly
G1.B1.S1.A1 A375549	Teachers will create lists of students who are habitually absent and struggling, make phone calls...	Holt, Rene	10/13/2017	Teacher lists of struggling or absent students, teacher phone logs.	5/24/2018 quarterly
G1.B1.S1.A2 A375550	School social worker will take the list and complete home visits to students with > 10 days absence.	Holt, Rene	10/13/2017	School social worker will provide evidence of home visits and report findings to Ms. Holt.	5/24/2018 quarterly
G1.B2.S1.MA1 M405812	There will be a decrease in teacher requests for technology and technology work orders.	Stuart, Edward	8/10/2017	Decrease in email Tech-con requests	5/24/2018 annually
G1.B2.S1.MA1 M405813	Ensure that provided equipment is being utilized throughout the school by students who are in...	Stuart, Edward	8/10/2017	Emails from teachers identifying equipment that is unusable, in need of repair, or needed.	5/24/2018 quarterly
G1.B2.S1.A1 A375552	Mr. Stuart, tech-con will routinely visit all classes to problem solve and ensure needed...	Stuart, Edward	8/10/2017	Disposition reports and new equipment invoices	5/24/2018 quarterly
G2.B2.S1.MA1 M405822	Review discipline data each nine weeks to determine if there is a direct correlation between...	Oates, Karen	8/10/2017	Decision Ed YTD Infraction Counts by Reporting Staff.	5/24/2018 quarterly
G2.B2.S1.MA1 M405823	During team meetings, the team leader facilitates discussions regarding positive student behaviors...	Oates, Karen	8/10/2017	Completed parent contact logs	5/24/2018 weekly
G2.B2.S1.A1 A375559	Administration will monitor all teacher's parent contact logs each nine weeks to make sure positive...	Oates, Karen	8/10/2017	Parent contact log, teacher documentation sheet	5/24/2018 quarterly
G2.B2.S1.A2 A375560	Attend weekly team meetings and hold discussions with teachers regarding the effectiveness of the...	Williams, Charlotte	8/10/2017	Team agenda, minutes of meeting in a shared Google Doc	5/24/2018 weekly
G2.B3.S1.MA1 M405826	Ensure that all students are placed into advisory classes based on remediation or acceleration...	Stein, Jacob	8/10/2017	Students will be identified weekly by teachers in team meetings and documented in Google docs. Students will report to appropriate advisory based on their weekly progress report.	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 M405833	Administration will review teacher lesson plans, student end products, data from the Learning...	Williams, Charlotte	8/10/2017	Learning walk through reports and data analysis showing the trends. Utilize Baseline and Midyear LSA data. Student end product sorting sessions by department and grade level.	5/24/2018 quarterly
G3.B1.S1.MA4 M405834	Offer individualized additional professional development training for new teachers and those who...	Oates, Karen	8/10/2017	Teacher portfolio, attendance at Professional Learning Commnities, learning walkthrough tool, and new teacher mentor program.	5/24/2018 quarterly
G3.B1.S1.MA1 M405835	Administration will attend all core content area common planning periods each week to ensure MDMS...	Oates, Karen	8/10/2017	Common lessons as witnessed during learning walkthroughs, lesson study cycle final products, data analysis, and MDMS non-negotiables.	5/24/2018 weekly
G3.B1.S1.A1 A375567	Provide training to the teachers explaining the purpose, rationale, and process of common planning.	Stein, Jacob	8/10/2017	Teachers will attend professional development concerning the format and requirements of common planning. Teachers will be given the school-wide non-negotiables to guide the common planning process, as well as, a schedule to follow.	5/24/2018 one-time
G3.B1.S1.A2 A375568	Utilize District Support Personnel to assist teachers in implementing the PLC Lesson Study Cycle.	Stein, Jacob	8/10/2017	Teacher lesson plans and student-end products aligned to the standards.	5/24/2018 quarterly
G3.B3.S1.MA1 M405839	Students and teachers will follow the master schedule and teachers will adhere to the weekly common...	Williams, Charlotte	8/10/2017	Teachers and administration will utilize data from the LSA, FSA, Early warning sytems, pre-post tests, and Decision Ed to analyze the correlation between the common planning schedule, teacher effectiveness, and student performance.	5/24/2018 annually
G1.B1.S2.MA1 M405810	Guidance counselors will report findings and interventions to all team leaders.	Holt, Rene	8/10/2017	Guidance counselor and school social worker report	5/24/2018 quarterly
G1.B1.S2.MA1 M405811	Team leaders will give lists with students' names to the guidance counselors for review.	Williams, Charlotte	8/10/2017	Student list by team and guidance and school social worker reports.	5/24/2018 weekly
G1.B1.S2.A1 A375551	Teachers will compile lists of students who are missing excessive days and who are struggling...	Williams, Charlotte	8/10/2017	Student lists, team meeting minutes, and advisory lists.	5/24/2018 weekly
G1.B2.S2.MA1 M405814	Students are being grouped according to their needs (remediation,acceleration).	Stuart, Edward	9/8/2017	Students are grouped into advisory sessions each day based on their academic needs.	5/24/2018 weekly
G1.B2.S2.MA1 M405815	Administration meets with each team weekly to ensure data is being recorded and analyzed properly.	Stein, Jacob	9/8/2017	Distribution to parents of weekly progress report.	5/24/2018 weekly
G2.B2.S2.MA1 M405824	The Leadership team will review the Early Warning Systems data, Decision Ed reports, and revise...	Stein, Jacob	8/10/2017	Decision Ed tracking reports and Early Warning Systems data.	5/24/2018 monthly
G2.B2.S2.A1 A375561	Teachers will develop engaging and meaningful team building activities for the advisory period on...	Oates, Karen	8/10/2017	Observation of activities occurring during advisory and written plan of advisory activities.	5/24/2018 weekly
G2.B3.S2.MA1 M405828	Review Mentee Report card, attendance, and behavior data.	Williams, Charlotte	8/10/2017	Analyze Early Warning Systems data monthly and Decision ed student data.	5/24/2018 quarterly
G2.B3.S2.MA3 M405829	Administration will have mentees take a survey on Google forms to allow student voice and choice in...	Oates, Karen	8/10/2017	Student survey generated from Google forms	5/24/2018 quarterly
G2.B3.S2.MA1 M405830	Adminstration will hold a mentor meeting with teacher mentors each nine weeks to discuss progress...	Oates, Karen	8/24/2017	Meeting agenda, sign in sheets, and student mentor documentation sheets.	5/24/2018 quarterly
G2.B3.S2.A1 A375564	Ask for teacher volunteers to participate in the mentor program.	Stein, Jacob	8/10/2017	Teacher Mentor/Mentee list	5/24/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.A2 A375565	From a list of Lower quartile students, teachers chose students to mentor.	Stein, Jacob	8/10/2017	Teacher Mentor/Mentee list and attend Professional development session on building/fostering positive relationships.	5/24/2018 one-time
G2.B3.S2.A3 A375566	Guidance will implement small group sessions for students dealing with depression, low self esteem,...	Rodewald, Kelli	10/17/2017	Guidance will use teacher created lists of students needing counseling. Guidance will create groups based on student area of need.	5/24/2018 monthly
G3.B1.S2.MA1 M405836	Administration and teachers will review LSA baseline, Midyear data. and FSA data to determine...	Williams, Charlotte	8/10/2017	Administration will review LSA baseline, Midyear data, and FSA data to identify increases in student achievement and decreases in the number of student failures.	5/24/2018 semiannually
G3.B1.S2.MA2 M405838	Administration will review teacher lesson plans, common assessments, and end products.	Williams, Charlotte	8/10/2017	Teacher lesson plans, LSA data, common assessments, and end products.	5/24/2018 weekly
G3.B1.S2.A1 A375569	Administration will hold individual meetings with departments and grade levels they supervise to...	Williams, Charlotte	8/10/2017	Standards-Based rigorous lessons, targeted feedback meetings, department meeting agendas and minutes.	5/24/2018 weekly
G3.B1.S2.A2 A375570	Continue to incorporate the integral pieces within the blueprints (task cards, test-item specs) to...	Oates, Karen	8/10/2017	Teacher lesson plans and LSA mid-year data.	5/24/2018 weekly
G3.B3.S2.MA1 M405841	Review Student data from Lesson Study Cycle, LSA (baseline, midyear), and FSA data from last year	Stein, Jacob	8/10/2017	LSA Test reports, FSA test reports, review student product to identify area of instructional opportunity.	5/24/2018 quarterly
G3.B3.S2.MA1 M405842	Administrators and teachers will meet at the afforded times, unpack and address the standards...	Oates, Karen	8/10/2017	Administrator Log book, Student LSA and FSA data	5/24/2018 daily

V. Professional Development Opportunities

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

G2. By using early warning systems data, the school will continue developing a healthy culture and safe climate by increasing attendance and positive student behaviors. MDMS uses the Positive Behavior Support program which rewards students for utilizing behaviors that go above and beyond what is expected. MDMS has also created NESTS for students to build relationships with each other and with teachers across campus.

G2.B2 Lack of monitoring plan for teacher, parent contact before writing referrals.

G2.B2.S1 The school will implement a plan where all teachers make a positive parent contact per student at least once each nine weeks.

PD Opportunity 1

Attend weekly team meetings and hold discussions with teachers regarding the effectiveness of the phone calls on student behavior.

Facilitator

Jake Stein, Charlotte Williams, and Karen Oates

Participants

Faculty

Schedule

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

G2.B3 Lack of time to foster positive teacher-student relationships.

G2.B3.S2 Expand our Student Mentor/Mentee program.

PD Opportunity 1

From a list of Lower quartile students, teachers chose students to mentor.

Facilitator

Lake County District Support Personnel

Participants

Mentor teachers

Schedule

On 5/24/2018

G3. With high expectations, teachers will plan, deliver, and differentiate standards-based instruction while utilizing authentic literacy experiences in all content areas for all students.

G3.B1 Inconsistent implementation of standards-based instruction and PLC lesson study cycles.

G3.B1.S1 Teachers will develop and implement lessons, create common assessments, and performance tasks that align to the full intent of the standards.

PD Opportunity 1

Provide training to the teachers explaining the purpose, rationale, and process of common planning.

Facilitator

Jacob Stein, Karen Oates, and Charlotte Williams

Participants

All teachers

Schedule

On 5/24/2018

PD Opportunity 2

Utilize District Support Personnel to assist teachers in implementing the PLC Lesson Study Cycle.

Facilitator

District Support Personnel (content area specialists)

Participants

All Core Content area teachers

Schedule

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

G3.B1.S2 Develop and implement a Common planning schedule which includes one period of department common planning per day and one period of team planning per week.

PD Opportunity 1

Continue to incorporate the integral pieces within the blueprints (task cards, test-item specs) to ensure rigorous standards-based lessons are taking place.

Facilitator

District Support Personnel (Content area specialists)

Participants

Faculty

Schedule

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

VI. Technical Assistance Items

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

G1. Students will have an opportunity to accelerate by participating in Career and Technical Education, Math, and Foreign Language programs. Students in need of remediation will be given opportunities through intensive reading, before and after school tutoring, and advisory.

G1.B2 Technology needs to be updated in order to run the programs.

G1.B2.S2 MDMS Tech-con is creating programs to assist teachers with tracking students and data

TA Opportunity 1

Create a document that allows teachers to identify students who are exceeding expectations, meeting expectations, or need remediation based on the standards.

Facilitator

Ed Stuart

Participants

Teachers

Schedule

On 8/10/2017

G2. By using early warning systems data, the school will continue developing a healthy culture and safe climate by increasing attendance and positive student behaviors. MDMS uses the Positive Behavior Support program which rewards students for utilizing behaviors that go above and beyond what is expected. MDMS has also created NESTS for students to build relationships with each other and with teachers across campus.

G2.B3 Lack of time to foster positive teacher-student relationships.

G2.B3.S2 Expand our Student Mentor/Mentee program.

TA Opportunity 1

Guidance will implement small group sessions for students dealing with depression, low self esteem, grief, and other personal issues.

Facilitator

Kelly Rodewald and Rene Holt

Participants

Students

Schedule

Monthly, from 10/17/2017 to 5/24/2018

		VII. Budget	
1	G1.B1.S1.A1	Teachers will create lists of students who are habitually absent and struggling, make phone calls and involve guidance so assistance can be given to the students in order to keep them on track.	$0.00
2	G1.B1.S1.A2	School social worker will take the list and complete home visits to students with > 10 days absence.	$0.00
3	G1.B1.S2.A1	Teachers will compile lists of students who are missing excessive days and who are struggling academically.	$0.00
4	G1.B2.S1.A1	Mr. Stuart, tech-con will routinely visit all classes to problem solve and ensure needed technological resources are available and working properly.	$0.00
5	G1.B2.S2.A1	Create a document that allows teachers to identify students who are exceeding expectations, meeting expectations, or need remediation based on the standards.	$0.00
6	G2.B2.S1.A1	Administration will monitor all teacher's parent contact logs each nine weeks to make sure positive phone calls are being made.	$0.00
7	G2.B2.S1.A2	Attend weekly team meetings and hold discussions with teachers regarding the effectiveness of the phone calls on student behavior.	$0.00
8	G2.B2.S2.A1	Teachers will develop engaging and meaningful team building activities for the advisory period on Wednesdays.	$0.00
9	G2.B2.S2.A2	During the Fall, students will facilitate a student-led conference with their parent at a scheduled appointment time.	$0.00
10	G2.B3.S1.A1	The master and bell schedule will be created to reflect the 30 minute advisory period.	$0.00

11	G2.B3.S2.A1	Ask for teacher volunteers to participate in the mentor program.	$0.00
12	G2.B3.S2.A2	From a list of Lower quartile students, teachers chose students to mentor.	$0.00
13	G2.B3.S2.A3	Guidance will implement small group sessions for students dealing with depression, low self esteem, grief, and other personal issues.	$0.00
14	G3.B1.S1.A1	Provide training to the teachers explaining the purpose, rationale, and process of common planning.	$0.00
15	G3.B1.S1.A2	Utilize District Support Personnel to assist teachers in implementing the PLC Lesson Study Cycle.	$0.00
16	G3.B1.S2.A1	Administration will hold individual meetings with departments and grade levels they supervise to assist in developing effective lessons that reach the full intent of the standard.	$0.00
17	G3.B1.S2.A2	Continue to incorporate the integral pieces within the blueprints (task cards, test-item specs) to ensure rigorous standards-based lessons are taking place.	$0.00
18	G3.B3.S1.A1	Build a master schedule that is conducive to each grade level which incorporates two planning periods for teachers.	$0.00
19	G3.B3.S1.A2	Develop a bell schedule that correlates to the master schedule.	$0.00
20	G3.B3.S2.A1	Determine which periods during the day will be used for independent planning and common planning then create a schedule for teachers to follow.	$0.00
21	G3.B3.S2.A2	Create a weekly schedule for administration to follow which allows for effective monitoring of instructional leadership.	$0.00
		Total:	$0.00