



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Mt. Dora Middle School**

1405 LINCOLN AVE

Mount Dora, FL 32757

352-383-6101

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

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## School Demographics

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|                                     |                             |   |
|-------------------------------------|-----------------------------|---|
| <b>School Type</b><br>Middle School | <b>Title I</b><br>No        | <b>Free and Reduced Lunch Rate</b><br>59% |
| <b>Alternative/ESE Center</b><br>No | <b>Charter School</b><br>No | <b>Minority Rate</b><br>42%               |

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## School Grades History

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|                     |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>C | <b>2012-13</b><br>C | <b>2011-12</b><br>B | <b>2010-11</b><br>B | <b>2009-10</b><br>B |
|---------------------|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED           |
|-------------|--------|---------------|
| Prevent     | 3      | Ella Thompson |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Mt. Dora Middle School

##### Principal

Albert Larry

##### School Advisory Council chair

Virginia San Lorenzo

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name        | Title               |
|-------------|---------------------|
| Karen Oates | Assistant Principal |
| Karen Hart  | Assistant Principal |

#### District-Level Information

##### District

Lake

##### Superintendent

Dr. Susan Moxley

##### Date of school board approval of SIP

12/16/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The membership of the Mount Dora Middle School is made up of a representation of the ethnic, racial, and economic groups representing the student population. The SAC positions are: Chairman, Vice Chairman, and Secretary. The council is made up of 9 members either representing a business partner or parent and 6 Lake County School employees including the principal. The total SAC membership is 15.

#### Involvement of the SAC in the development of the SIP

Our SAC received a rough draft of barriers and strategies from each department area focusing on each tested area. The SAC reviewed the draft and supplied additional barriers and strategies. The final plan was presented and approved by the SAC on Tuesday, September 10, 2013.

#### Activities of the SAC for the upcoming school year

The activities of the SAC for the year will include: assistance in monitoring the School Improvement Plan, advise administration concerning issues brought to SAC, and by providing support to the school by helping implement needed strategies for learning. The SAC has chosen to support Accelerated Reader and the School's Academic Recovery Program.

**Projected use of school improvement funds, including the amount allocated to each project**

Currently SAC has \$963. SAC will jointly fund raise with the PTO to assist in the purchase of the on-line version of Accelerated Reader. They will use remaining funds, if any, to support the Academic Recovery Program.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Albert Larry**

Principal

Years as Administrator: 19

Years at Current School: 1

**Credentials**

B.S. Business Administration,  
B.S. Psychology,  
M.Ed. Educational Leadership

**Performance Record**

2012-2013 Mount Dora Middle School Grade C, Reading - 53%. AMO target of 59% was not met. Math - 46%. AMO target of 56% was not met. Writing - 44%. AMO of 90% was not met. Reading Gains for lowest 25% was 64%. Math gains for lowest 25% was 54%.

2011-2012 Eustis High School Grade C. Reading - 50%: did not meet AMO target of 53%. Math - 53%: met AMO target of 33%. Writing - 80%. Science - NA. Reading gains for lowest 25% was 45%, Math gains for lowest 25% was 46%.

2010-2011 Eustis High School Grade B. Based on school grades data meeting high standards in reading 46%, math 71%, writing 68%, and science 42%.

| <b>Karen Oates</b>        |  |                            |
|---------------------------|--|----------------------------|
| Asst Principal            | Years as Administrator: 12   | Years at Current School: 2 |
| <b>Credentials</b>        | M.Ed., Educational Leadership, B.S.<br>Certifications: Agricultural Education, Middle Grades Science, ESOL 60 Hours, School Principal  |                            |
| <b>Performance Record</b> | 2012-2013 Mount Dora Middle School Grade C, Reading - 53%. AMO target of 59% was not met. Math - 46%. AMO target of 56% was not met. Writing - 44%. AMO of 90% was not met. Reading Gains for lowest 25% was 64%. Math gains for lowest 25% was 54%.<br>2011-2012 Mount Dora Middle Grade B. Met AMO target in reading, did not meet AMO target in math, science, and writing.<br>2010-2011 Tavares High School Grade A. |                            |

| <b>Karen Hart</b>         |  |                            |
|---------------------------|--|----------------------------|
| Asst Principal            | Years as Administrator: 1  | Years at Current School: 1 |
| <b>Credentials</b>        | M.Ed., Educational Leadership,<br>B.S. Elementary Education K-6<br>Certifications: Gifted, ESOL Endorsement, Early Childhood   |                            |
| <b>Performance Record</b> | 2012-2013 Mount Dora Middle School Grade C, Reading - 53%. AMO target of 59% was not met. Math - 46%. AMO target of 56% was not met. Writing - 44%. AMO of 90% was not met. Reading Gains for lowest 25% was 64%. Math gains for lowest 25% was 54%.<br>2011-2012 Lost Lake Elementary School Grade A<br>2010-2011 Lost Lake Elementary School Grade A |                            |

**Instructional Coaches**

**# of instructional coaches**  
1

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**



| <b>Craig Cosden</b>       |  |                            |
|---------------------------|--|----------------------------|
| Full-time / School-based  | Years as Coach: 10   | Years at Current School: 2 |
| <b>Areas</b>              | Reading/Literacy, Mathematics, Science, Data, RtI/MTSS   |                            |
| <b>Credentials</b>        | Master in Educational Administration, Reading Endorsed   |                            |
| <b>Performance Record</b> | <p>2012-2013 Mount Dora Middle School Grade C, Reading - 53%. AMO target of 59% was not met. Math - 46%. AMO target of 56% was not met. Writing - 44%. AMO of 90% was not met. Reading Gains for lowest 25% was 64%. Math gains for lowest 25% was 54%.</p> <p>2011-2012 Mount Dora Middle Grade B. Met AMO target in reading, did not meet AMO target in math, science, and writing.</p> <p>2010-2011 District Literacy Coach</p> |                            |

**Classroom Teachers**

|   |          |
|---|----------|
| <b># of classroom teachers</b>                | 47       |
| <b># receiving effective rating or higher</b> | 45, 96%  |
| <b># Highly Qualified Teachers</b>            | 100%     |
| <b># certified in-field</b>                   | 47, 100% |
| <b># ESOL endorsed</b>                        | 23, 49%  |
| <b># reading endorsed</b>                     | 9, 19%   |
| <b># with advanced degrees</b>                | 15, 32%  |
| <b># National Board Certified</b>             | 4, 9%    |
| <b># first-year teachers</b>                  | 0, 0%    |
| <b># with 1-5 years of experience</b>         | 10, 21%  |
| <b># with 6-14 years of experience</b>        | 19, 40%  |
| <b># with 15 or more years of experience</b>  | 18, 38%  |

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The school's administration, Mr. Larry, Ms. Oates, and Ms. Hart, will use the program provided by the Lake County School system to examine applicants for positions posted to fill teaching vacancy. The school's goal is recruit teachers who are current and up to date on teaching strategies and and those who hold multiple certifications. When hiring the administrators will make take the utmost effort to hire those who are willing to form relationships with parents and students to build a strong sense of community. It is the desire of the school's administration to build a sense of community within the staff to promote success in all areas.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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 to 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 meetings and trainings offered by LCS Staff Development for new teachers offered in Sept., Oct., Nov., and Dec. The new teacher will be paired with an experienced teacher within his or her content department. The literacy coach will also serve as a mentor to these teachers to assure that they understand the protocols adopted by the school and administration.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The function of the MTSS is to review student information regarding students who are not successful in the overall school program, and collect and analyze data to develop intervention strategies that will

increase student success. In addition, the team has the responsibility to review the school periodically as a whole to monitor potential problems to determine if the problems are individual or systemic. Monthly meetings are held by the MTSS team for Tier 2 and Tier 3 data collection and intervention. Tier 2 data will be collected every 4 weeks and Tier 3 data will be collected weekly. The results of the MTSS meetings are shared with the overall leadership team on a monthly basis for additional review, consultation, and advisement.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The function and responsibility is to monitor the MTSS process to make sure that the procedures and protocols set forth are being followed. It is also the responsibility of the MTSS team to make sure that any student that is in need of help, receives the help. The leadership team will accomplish this task by periodically reviewing data to identify trends within the school and recommend strategies for school wide improvement.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team will attend Tier 2 and Tier 3 MTSS meetings. The leadership team will review data periodically to review school wide data from FAIR and the LBAs to attempt to identify trends within the school and recommend strategies for improvement of all students. The leadership team will also use data collected through classroom walk-throughs using the "Look Fors" provided by the district. The leadership team will also compare data collected using the TEAM Evaluation Model for school-wide trends.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Academic data sources and management systems used to access and analyze data includes FAIR, FCAT, LCS Benchmark Assessments, READ 180, Student Grades, MTSS, and TEAM Evaluation Data. Behavioral data sources will include attendance and behavior from MTSS, AS400, Decision ED, TEAM Evaluation Data and FIDO.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The MTSS team will attend district training on the MTSS model. The MTSS team will implement training opportunities for each content department area by relating the data to improve instruction in each area to support the MDMS MTSS plan. The MTSS will be explained to parents during parent conferences as needed for struggling students. The MTSS team will provide parents with brochures explaining the process. We will also discuss MTSS in school newsletters and support the program by making sure that the school, parents, and community are aware of the Positive Behavior Support System that is in place at the school.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Weekend Program****Minutes added to school year:** 19,680

MDMS will institute the Academic Recovery Program. This weekend program will offer tutoring, academic recovery, grade recovery, credit recovery, assistance in learning gains, and writing assistance during the months of September, October, November and December. Beginning in January the program will expand to include Monday through Thursday before and after school and also serve as a summer school program ending in June.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

FCAT, FAIR, grades and benchmark assessments will be used as the monitoring pieces for the program.

**Who is responsible for monitoring implementation of this strategy?**

Administration and the literacy coach will be responsible for monitoring the success of the program.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

| <b>Name</b>       | <b>Title</b>              |
|-------------------|---------------------------|
| Deborah Merkle    | LLT Chair, Teacher        |
| Sharon Carr       | Secretary, Teacher        |
| Auren Avelo       | ESE Teacher               |
| Craig A. Cosden   | Literacy Coach            |
| Al Larry          | Principal                 |
| Karen Hart        | Assistant Principal       |
| Phillip Porter    | LLT Vice Chair, Teacher   |
| Logan Steuban     | Math Teacher              |
| Carolione VanHorn | Media Specialist          |
| Brenda Staten     | Science Teacher           |
| Linda Evans       | Social Studies Teacher    |
| Jarette Schofield | AVID Coordinator, Teacher |
| Alec Richardson   | Social Studies Teacher    |
| Lauren Harris     | ESE Teacher               |
| Linda Biron       | Science Teacher           |
| Burnett-Kadyebo   | ESE Teacher               |

**How the school-based LLT functions**

The MDMS LLT meets bi-monthly. The members are made up of volunteer staff members. Their role is to review data, organize and promote literacy activities to involve students and parents.

### **Major initiatives of the LLT**

Provide parent/teacher/student events outside of academic hours such as Pastries for Parents, MDMS Night at the Movies, and Passport to Success: Preparing for FCAT Literacy "pushes" as in developing a standard student note-taking process through Cornell note taking. Also developing professional learning opportunities in areas of teacher concern, aggregated through teacher surveys.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Mount Dora Middle School has put a plan in place to ensure that reading, writing, and academic conversations are taking place in every content area in every class each day. Our staff has undergone extensive training in the Comprehension Instructional Model (CIS) and NGCAR-PD. Specifically, every member of the social studies department has or will be trained in CIS. Furthermore, all Social Studies teachers have been or will be trained in Data Based Questioning (DBQ) instruction. All Science teachers have been and will continue to be trained in SQ4R. SQ4R is a mandatory instructional strategy in every science class. All Math teachers will be using Comprehension Graphics to support reading in mathematics. The ELA department will use SpringBoard as their core curriculum which imbues reading and writing into course content as aligned to CCSS.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

The students are offered lessons in career planning in their 8th grade year through the US History class. They also receive support from the AVID classes in 6th, 7th, and 8th grade.

### **Strategies for improving student readiness for the public postsecondary level**

AVID promotes Cornell Notes as a means for students to learn how to study. We have adopted this process along with the WICOR model school wide. Our students proceed to Mount Dora High School. The trend for graduation from this school have improved over the past three years. As we implement the CSSS we hope to add to their success.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 59%           | 53%           | No          | 63%           |
| American Indian            |               |               |             |               |
| Asian                      | 83%           |               | No          | 84%           |
| Black/African American     | 39%           | 31%           | No          | 45%           |
| Hispanic                   | 46%           | 40%           | No          | 51%           |
| White                      | 68%           | 62%           | No          | 71%           |
| English language learners  | 20%           | 21%           | Yes         | 28%           |
| Students with disabilities | 34%           | 19%           | No          | 41%           |
| Economically disadvantaged | 46%           | 42%           | No          | 51%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 394           | 53%           | 63%           |
| Students scoring at or above Achievement Level 4 | 189           | 25%           | 0%            |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               |               |
| Students scoring at or above Level 7   |  |               |               |

#### Learning Gains

|   | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | <i>[data excluded for privacy reasons]</i> |               | 68%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 116  | 64%           | 69%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 15   | 60%           |               |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | <i>[data excluded for privacy reasons]</i> |               |               |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | <i>[data excluded for privacy reasons]</i> |               |               |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               |               |               |

**Area 2: Writing**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 119           | 44%           | 80%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | 68            | 25%           |               |

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 56%           | 46%           | No          | 60%           |
| American Indian            |               |               |             |               |
| Asian                      | 94%           | 0%            | No          | 95%           |
| Black/African American     | 41%           | 22%           | No          | 47%           |
| Hispanic                   | 46%           | 37%           | No          | 51%           |
| White                      | 62%           | 53%           | No          | 66%           |
| English language learners  | 36%           | 12%           | No          | 42%           |
| Students with disabilities | 33%           | 19%           | No          | 39%           |
| Economically disadvantaged | 46%           | 36%           | No          | 51%           |



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 312           | 46%           | 60%           |
| Students scoring at or above Achievement Level 4 | 146           | 5%            | 0%            |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               |               |
| Students scoring at or above Level 7   |  |               |               |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 332           | 50%           | 60%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 98            | 54%           | 63%           |

**Middle School Acceleration**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | <i>[data excluded for privacy reasons]</i> |               |               |
| Middle school performance on high school EOC and industry certifications   | <i>[data excluded for privacy reasons]</i> |               |               |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 73            | 88%           |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3          | <i>[data excluded for privacy reasons]</i> |               |               |
| Students scoring at or above Achievement Level 4 |  |               |               |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 68            | 25%           | 58%           |
| Students scoring at or above Achievement Level 4 | 60            | 22%           | 38%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 2             |               |             |
| Participation in STEM-related experiences provided for students  | 535           | 68%           |             |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  | 461           | 59%           |               |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 335           | 43%           |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               | 98%           |               |
| Students taking CTE industry certification exams   | 0             |               |               |
| Passing rate (%) for students who take CTE industry certification exams                                  |               |               |               |
| CTE program concentrators  |               |               |               |
| CTE teachers holding appropriate industry certifications   |               |               |               |

**Area 8: Early Warning Systems**

**Elementary School Indicators**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  | 0             |               |               |
| Students retained, pursuant to s. 1008.25, F.S.   |               |               |               |
| Students who are not proficient in reading by third grade   |               |               |               |
| Students who receive two or more behavior referrals   |               |               |               |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. |               |               |               |

**Middle School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   | 148           | 18%           | 15%           |
| Students who fail a mathematics course   | 18            | 2%            | 1%            |
| Students who fail an English Language Arts course  | 20            | 2%            | 1%            |
| Students who fail two or more courses in any subject   | 21            | 3%            | 2%            |
| Students who receive two or more behavior referrals  |               |               |               |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. |               |               |               |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Mount Dora Middle School will increase Parental Involvement in school activities by 25%. We hope to engage 90% of our if our school families in at least one activity provided by the school. Open House, Parent Conferences, Honor Rolls, Pastries for Parents, FCAT Night. We hope to achieve our goal by opening up the lines of communication from home to school and vice versa.

**Specific Parental Involvement Targets**

| Target                                | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------|---------------|---------------|---------------|
| Family participation increases by 25% | 431           | 45%           | 70%           |

**Area 10: Additional Targets**

**Additional targets for the school**

AVID - MDMS will become a certified AVID school. Mount Dora Middle will achieve the certification levels to become an AVID certified school.

Bullying - Mount Dora Middle will implement the Bully-Proofing Your School Curriculum and continue using Steps to Respect to promote a bully free culture.

**Specific Additional Targets**

| Target                             | 2013 Actual # | 2013 Actual % | 2014 Target % |
|------------------------------------|---------------|---------------|---------------|
| AVID Certified School              | 0             | 0%            | 100%          |
| Reduce Bullying Reported Incidents | 1             | 0%            | 0%            |

## Goals Summary

- G1.** Meet AMO Goals in each subgroup and content area through the incorporation of common instructional best practices to enhance reading, math, science, writing, and academic conversations within classroom instruction.
- G2.** Increase parent participation in school activities by 25%.

## Goals Detail

**G1.** Meet AMO Goals in each subgroup and content area through the incorporation of common instructional best practices to enhance reading, math, science, writing, and academic conversations within classroom instruction.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- CTE
- EWS
- EWS - Middle School

### Resources Available to Support the Goal

- Motivated teachers, Administration support and assistance, Funding to support teacher professional development, District economic support, Professional Development Opportunities, and Literacy Leadership Team

### Targeted Barriers to Achieving the Goal

- Sufficient funding and the time needed to support the assistance needed for teacher professional development.

### Plan to Monitor Progress Toward the Goal

Data will be collected and analyzed from FCAT2.0 and the LBAs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Beginning of the year, middle of the year, and end of the year.

**Evidence of Completion:**

Report at the end of the year

### G2. Increase parent participation in school activities by 25%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- School Newsletter, Call-Out System, School Website, Student Agendas, Parent Teacher Organization, School Advisory Council, School Message Board, Parent Conferences, AVID

**Targeted Barriers to Achieving the Goal**

- Time beyond the workday

### Plan to Monitor Progress Toward the Goal

Record keeping of parents and students in attendance has not been kept in previous years for all activities, only academic ones. This year of signing in will be a baseline year including all activities.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly meeting to review data

**Evidence of Completion:**

Monthly report of data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Meet AMO Goals in each subgroup and content area through the incorporation of common instructional best practices to enhance reading, math, science, writing, and academic conversations within classroom instruction.

**G1.B1** Sufficient funding and the time needed to support the assistance needed for teacher professional development.

**G1.B1.S1** School administration will provide support teachers by implementing common planning by department.

### Action Step 1

Common planning among departments has been embedded into the daily schedule.

#### Person or Persons Responsible

Administration build master schedule to include the planning time for departments for the 2013-2014 school year. The department will spend at least one planning time per week in meeting to discuss and evaluate strategies and teaching methods.

#### Target Dates or Schedule

Beginning on August 19, 2013 each department will meet weekly for PD.

#### Evidence of Completion

Each week the department will forward notes of the meeting to the leadership team.

#### Facilitator:

Department Chair and or Leadership Team

#### Participants:

Teachers from that particular department.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Department Meetings with minutes from the meeting.

**Person or Persons Responsible**

Minutes will be forwarded to the leadership team. (Administration and Literacy Coach)

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Minutes from meetings

### **Plan to Monitor Effectiveness of G1.B1.S1**

Test data from FCAT2.0, LBAs, LBA minis of the lower quartile students

**Person or Persons Responsible**

Oates and Hart

**Target Dates or Schedule**

Beginning of the year, middle of the year, and end of the year

**Evidence of Completion**

Scores of the lower quartile students



**G1.B1.S2** Time away from regular duties to observe other classrooms and to attend professional development opportunities: CIS, SQ4R, SpringBoard Math, English Language Arts and Accelerated Reader.

**Action Step 1**

Mr. Cosden will provide coverage for teachers to observe other teachers on campus. Administration will provide substitute coverage for teachers to attend training in CIS, SQ4R, SpringBoard, and Accelerated Reader.

**Person or Persons Responsible**

Literacy Coach and Administration

**Target Dates or Schedule**

School year 2013-2014

**Evidence of Completion**

Mr. Cosden will put together a written plan to ensure that each teacher that needs training will receive it and a schedule to provide classroom observations for each teacher.

**Facilitator:**

Craig Cosden

**Participants:**

Reading, Math, LA, Science, and Social Studies

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

Training scheduled by Mr. Cosden for teachers needing CIS, SQ4R and SpringBoard.

**Person or Persons Responsible**

Craig Cosden and Administration

**Target Dates or Schedule**

Fall of 2013

**Evidence of Completion**

Sign in sheets from training

## Plan to Monitor Effectiveness of G1.B1.S2

Data check that all teachers have received the training in CIS, SQ4R, SpringBoard and Accelerated Reader.

### Person or Persons Responsible

Craig Cosden

### Target Dates or Schedule

Fall, Winter and Spring

### Evidence of Completion

Sign in sheets for training

**G1.B1.S4** Promote school wide strategies of reading, writing and academic conversations in every subject area every day.

### Action Step 1

Every student will read, write and have academic conversations in every subject every day

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

This strategy will be implemented daily for the 2013-2014 school year

#### Evidence of Completion

Lesson Plans of each teacher

### Action Step 2

Academic Recovery Program - Extended learning day for students that will add 19,680 minutes to the school year.

#### Person or Persons Responsible

Struggling students, students in need of academic recovery, or credit recovery will have the option to attend.

#### Target Dates or Schedule

Before school one hour and after school for one hour. Saturdays will offer 4 hours.

#### Evidence of Completion

Predetermined specified number of hours completed.

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

Meetings will be held with each department to explain strategy. Departments will develop a plan to implement.

**Person or Persons Responsible**

Department Chair and Administration

**Target Dates or Schedule**

Weekly and Monthly

**Evidence of Completion**

Lesson Plan Review

### Plan to Monitor Effectiveness of G1.B1.S4

FCAT scores and LBA scores

**Person or Persons Responsible**

Department Chairs and Administration

**Target Dates or Schedule**

Beginning of the year, middle of the year and end of the year

**Evidence of Completion**

Lesson Plan Review

### G1.B1.S5 Expanded BEST to promote additional time on task for struggling students.

**Action Step 1**

Low performing students will be grouped together for BEST to work on weak skills

**Person or Persons Responsible**

Guidance and Administration

**Target Dates or Schedule**

School Year 2013-2014

**Evidence of Completion**

Master Schedule

### Plan to Monitor Fidelity of Implementation of G1.B1.S5

Departments will meet to review how the BEST time will be best used to review skills

#### Person or Persons Responsible

Guidance and administration

#### Target Dates or Schedule

Weekly walkthroughs by administration

#### Evidence of Completion

TEAM evaluations

### Plan to Monitor Effectiveness of G1.B1.S5

Lower quartile student data will be collected on the level 1 students

#### Person or Persons Responsible

Guidance and Administration

#### Target Dates or Schedule

Beginning of the year, middle of the year, and end of the year

#### Evidence of Completion

FCAT and LBA data

**G1.B1.S6** Implement the Academic Recovery program for struggling students and those in need of academic credit for promotion.

#### Action Step 1

Academic Recovery Program for students in need of academic assistance

#### Person or Persons Responsible

Teachers will provide instruction for students

#### Target Dates or Schedule

Saturdays from September through December and beginning in January before and after schools and on Saturdays.

#### Evidence of Completion

Attendance records for the program

### Plan to Monitor Fidelity of Implementation of G1.B1.S6

Academic Recovery Program

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly during the course of the program.

**Evidence of Completion**

Attendance sheets and records of student work

### Plan to Monitor Effectiveness of G1.B1.S6

Academic Recovery Program

**Person or Persons Responsible**

Administration and Literacy Coach

**Target Dates or Schedule**

Monitoring points will include checks of data for the beginning, middle and end of the program.

**Evidence of Completion**

Data charts

## G2. Increase parent participation in school activities by 25%.

### G2.B1 Time beyond the workday

#### G2.B1.S1 Support from PTO and SAC

**Action Step 1**

Attendance of Parent Teacher Organization and School Advisory Council Meetings to inform them of school activities

**Person or Persons Responsible**

Ms. Oates and Ms. Hart

**Target Dates or Schedule**

PTO and SAC will attend meetings each month on the 2nd Tuesday for the 2013-2014 school year

**Evidence of Completion**

Minutes of both meetings

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Attendance of monthly meetings by assistant principals to involve SAC and PTO

**Person or Persons Responsible**

Oates and Hart

**Target Dates or Schedule**

2nd Tuesday of each month

**Evidence of Completion**

Minutes from the meeting

### **Plan to Monitor Effectiveness of G2.B1.S1**

Sign in sheets will be assigned to each school activity.

**Person or Persons Responsible**

Oates and Hart

**Target Dates or Schedule**

The data will be collected monthly and reviewed with the school principal

**Evidence of Completion**

Monthly report of activities and parents in attendance.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

Supplemental Academic Instruction funds will be used to fund the Academic Recovery Program. The program will run on Saturdays from September through December and offer recovery for students in grades, credit, and academics and also tutoring. The program will expand in January to offer before and after school through May and extend into the summer through June.

The school will also implement an Anti Bullying Campaign. We will use Second Step in 6th through 8th grades. We will also implement the Bully-Proofing Our School Program paid for by our Safe Schools office.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Meet AMO Goals in each subgroup and content area through the incorporation of common instructional best practices to enhance reading, math, science, writing, and academic conversations within classroom instruction.

**G1.B1** Sufficient funding and the time needed to support the assistance needed for teacher professional development.

**G1.B1.S1** School administration will provide support teachers by implementing common planning by department.

### **PD Opportunity 1**

Common planning among departments has been embedded into the daily schedule.

#### **Facilitator**

Department Chair and or Leadership Team

#### **Participants**

Teachers from that particular department.

#### **Target Dates or Schedule**

Beginning on August 19, 2013 each department will meet weekly for PD.

#### **Evidence of Completion**

Each week the department will forward notes of the meeting to the leadership team.



**G1.B1.S2** Time away from regular duties to observe other classrooms and to attend professional development opportunities: CIS, SQ4R, SpringBoard Math, English Language Arts and Accelerated Reader.

### **PD Opportunity 1**

Mr. Cosden will provide coverage for teachers to observe other teachers on campus. Administration will provide substitute coverage for teachers to attend training in CIS, SQ4R, SpringBoard, and Accelerated Reader.

#### **Facilitator**

Craig Cosden

#### **Participants**

Reading, Math, LA, Science, and Social Studies

#### **Target Dates or Schedule**

School year 2013-2014

#### **Evidence of Completion**

Mr. Cosden will put together a written plan to ensure that each teacher that needs training will receive it and a schedule to provide classroom observations for each teacher.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description  | Total    |
|-------|--|----------|
| G1.   | Meet AMO Goals in each subgroup and content area through the incorporation of common instructional best practices to enhance reading, math, science, writing, and academic conversations within classroom instruction. | \$21,969 |
| Total |  | \$21,969 |

### Budget Summary by Funding Source and Resource Type

| Funding Source                                  | Evidence-Based Program | Total    |
|---|------------------------|----------|
| School Discretionary Fund                       | \$4,235                | \$4,235  |
| SAI - Supplemental Academic Instruction Dollars | \$0                    | \$0      |
| Supplemental Academic Instruction (SAI)         | \$17,734               | \$17,734 |
| Total   | \$21,969               | \$21,969 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Meet AMO Goals in each subgroup and content area through the incorporation of common instructional best practices to enhance reading, math, science, writing, and academic conversations within classroom instruction.

**G1.B1** Sufficient funding and the time needed to support the assistance needed for teacher professional development.

**G1.B1.S2** Time away from regular duties to observe other classrooms and to attend professional development opportunities: CIS, SQ4R, SpringBoard Math, English Language Arts and Accelerated Reader.

**Action Step 1**

Mr. Cosden will provide coverage for teachers to observe other teachers on campus. Administration will provide substitute coverage for teachers to attend training in CIS, SQ4R, SpringBoard, and Accelerated Reader.

**Resource Type**

Evidence-Based Program

**Resource**

Professional Development for teachers.

**Funding Source**

School Discretionary Fund

**Amount Needed**

\$4,235

**G1.B1.S4** Promote school wide strategies of reading, writing and academic conversations in every subject area every day.

**Action Step 2**

Academic Recovery Program - Extended learning day for students that will add 19,680 minutes to the school year.

**Resource Type**

Evidence-Based Program

**Resource**

Academic Recovery Program

**Funding Source**

SAI - Supplemental Academic Instruction Dollars

**Amount Needed**

**G1.B1.S6** Implement the Academic Recovery program for struggling students and those in need of academic credit for promotion.

**Action Step 1**

Academic Recovery Program for students in need of academic assistance

**Resource Type**

Evidence-Based Program

**Resource**

Compensation for teachers delivering instruction for ARP

**Funding Source**

Supplemental Academic Instruction (SAI)

**Amount Needed**

\$17,734