

Lake County Schools

Mt. Dora High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Mt. Dora High School

700 N HIGHLAND ST, Mount Dora, FL 32757

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

Demographics

Principal: Marlene Straughan

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: C (53%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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700 N HIGHLAND ST, Mount Dora, FL 32757

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

“Caring About the Needs of Every Student” reflects the motto and the vision of MDHS. Our mission is to provide the best education to all students and enable each to grow personally and academically. It's our endeavor to equip each student with the attitude and aptitude for continuing individual growth and education, both of which are necessary to succeed in the increasingly more difficult and competitive American job market. We also believe in the ONE TEAM concept which has become culturally embedded in our school.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Straughan, Marlene	Principal	Oversight of school functions in curriculum and instruction, budget, physical plant and day to day operations. Departments include Science, Social Studies and PE.
Bracewell, Kyle	Assistant Principal	Facilities, ELA, Reading, Foreign Language, ROTC, School Safety, Guidance
Walker, Kimberly	Assistant Principal	ESE, CTE, Health, Attendance, FTE
Slack, Catherine	Assistant Principal	Master Schedule, Math, Performing Fine Arts, ELL, MTSS
Schlotter, Liz	Instructional Coach	Literacy Coach
Lannon, Anjanette	Graduation Coach	Graduation facilitator
Becker, Scott	Teacher, K-12	ELA Department Chair
Kozlowski, Billye	Teacher, Career/ Technical	CTE Department Chair
Daily-Griffin, Dee	Teacher, K-12	Social Studies Department Chair
Dwyer, Ted	Teacher, ESE	ESE School Specialist and ESE Department Chair
Olson, Colin	Teacher, K-12	Science Department Chair
Eshbaugh, Ryan	Teacher, K-12	PASS Teacher
Scott, Andrew	Teacher, Career/ Technical	ROTC Instructor and Electives Department Chair

Demographic Information

Principal start date

Wednesday 7/1/2020, Marlene Straughan

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

1,324

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	378	355	312	279	1324
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	128	127	127	486
One or more suspensions	0	0	0	0	0	0	0	0	0	43	15	20	10	88
Course failure in ELA	0	0	0	0	0	0	0	0	0	28	30	6	24	88
Course failure in Math	0	0	0	0	0	0	0	0	0	20	11	25	5	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	93	102	0	0	195
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	55	57	0	0	112
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	60	59	41	35	195

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	125	168	101	68	462

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	5	4	12

Date this data was collected or last updated

Tuesday 8/23/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	288	305	261	245	1099
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	92	75	65	302
One or more suspensions	0	0	0	0	0	0	0	0	0	17	18	5	7	47
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	28	25	9	91
Course failure in Math	0	0	0	0	0	0	0	0	0	29	27	25	12	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	56	68	41	56	221
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	53	52	36	35	176
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	56	68	41	56	221

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	159	239	130	72	600

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	5	4	2	12

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	288	305	261	245	1099
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	70	92	75	65	302
One or more suspensions	0	0	0	0	0	0	0	0	0	17	18	5	7	47
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	28	25	9	91
Course failure in Math	0	0	0	0	0	0	0	0	0	29	27	25	12	93
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	56	68	41	56	221
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	53	52	36	35	176
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	56	68	41	56	221

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	5	4	2	12

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	45%	51%				50%	50%	56%
ELA Learning Gains	52%						47%	46%	51%
ELA Lowest 25th Percentile	41%						34%	33%	42%
Math Achievement	40%	33%	38%				46%	44%	51%
Math Learning Gains	47%						38%	45%	48%
Math Lowest 25th Percentile	45%						28%	36%	45%
Science Achievement	53%	38%	40%				67%	68%	68%
Social Studies Achievement	72%	41%	48%				76%	69%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	66%	-1%	67%	-2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	67%	6%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	52%	-21%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	49%	-4%	57%	-12%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	26	22	22	34	39	25	50		93	30
ELL	3	35	40	21	46	47	25	29		86	67
BLK	32	42	37	35	56	33	52	71		93	33
HSP	37	50	40	33	40	40	42	63		94	70
MUL	49	45		41	39		56	70			
WHT	58	55	45	46	50	56	61	77		99	80
FRL	37	43	36	33	46	48	47	62		96	62
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	31	28	15	35	35	35	30		82	30
ELL	22	41	39	8	23	29	31	15		100	50
ASN	60										
BLK	42	54	42	25	32	18	25	45		93	37
HSP	31	35	37	17	25	25	45	47		93	67
MUL	48	38		47	38		69				
WHT	54	40	29	43	30	26	74	77		92	72
FRL	30	36	35	26	28	25	45	52		89	57
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	38	30	37	50	27	31	44		79	11
ELL	4	24	24	30	32		50			70	
ASN	92	67									
BLK	25	38	25	29	37	36	38	59		86	21
HSP	36	42	35	42	40	33	62	69		90	55
MUL	38	44		33	16		83				
WHT	59	50	35	53	41	25	74	82		87	69
FRL	36	37	25	39	39	36	58	62		81	48

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47

ESSA Federal Index	
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The Lowest Quartile for math was at 24% last year but increased to 45% this year. We need to focus more on strategic intervention with the LQ students for both math and ELA. We did increase in 9 out of 10 categories, showing a decline only in Biology.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Biology was the only area to decline, going from 61% to 53%. The state assessment used to determine this need was the Biology EOC. All other areas did show an increase, but we are still not at the 50% goal in many categories, including proficiency in ELA and Math (which utilized the FSA ELA and Alg. 1 and Geo EOC's).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID was still a factor last year. We lost a lot of instructional time due to quarantines. Some of the other contributing factors were implementation gaps, teacher knowledge of standards and misalignment of tasks. We need to push attendance and give attendance incentives to ensure students come to

school. We also need to continue PD for our teachers and have collaborative plan time with fidelity. Huddle Time will also need to be continued.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that improved the most was LQ learning gains in math. This went from 24% to 45% on the Alg. 1 and Geometry EOC state assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The use of Huddle Time, ambassador program with mentoring and collaborative plan time with teachers.

What strategies will need to be implemented in order to accelerate learning?

PD days with strategies from Solution Tree, CLW's with feedback and sharing of data trends, teacher collaborative days.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have PD Day scheduled with Solution Tree (Dr. Emily Feltner) on Sept. 2, 2022. We will also have monthly PLC's and weekly collaborative plan time. Other PD opportunities will be conducted as follow-ups from the initial training in September. We also had Trevor Muir and Working Genius which is team building PD through Addie Owens.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Huddle Time will be available to all students for two days per week, and increasing to four days per week the second semester. Tutoring will be available twice per week after school and "boot camps" will be implemented for students to help prepare of state testing in the spring.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

With high expectations, teachers will intentionally plan and focus on student learning; all students, including those with disabilities, can state what they are learning, why they are learning it, and how they have learned it.

If we monitor and support our focus on purpose and provide common planning, then teachers will intentionally plan and evaluate student assessments and work products. If we support the district's instructional framework, then teachers will understand and utilize modeling, guided instruction, collaborative and independent learning with high expectations for all students. This area of focus not only supports our goal of increasing overall proficiency, but targets the one ESSA component that is below 41% which is Student's with Disabilities (SWD). This component was at 36% last year and is the only one identified, down from three components the year before.

Subgroups considered for ESSA's Federal Index include: White, Black/ African America, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Students with Disabilities, English Language Learners, and Economically Disadvantaged. We currently have only one group below 41% and will focus on improving student achievement in the subgroup of SWD. We will:

- o Hold all students to high academic standards;
- o Prepare all students for success in college and career;
- o Guarantee that steps are taken to help students

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Build capacity in the Marzano elements as evidenced by CLW's; Increase student achievement in ELA proficiency from 48% to 62% and ELA LQ LG from 41% to 50%; Math proficiency from 40% to 62%, Math LG from 47% to 50%, and Math LQ LG from 45% to 50%; Science proficiency from 53% to 60%; Social Science proficiency from 72% to 75% and increase the ESSA component of SWD to at least 41% (currently at 36%). Also maintain all other ESSA components with a minimum threshold of 41%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will use data collected from CLW's, attend common planning and disaggregate common assessments across the curriculum as well as mentor and progress monitor students with disabilities.

Person responsible for monitoring outcome:

Marlene Straughan (straughanm@lake.k12.fl.us)

Evidence-based

Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Create a common planning schedule for teachers to intentionally plan with support from leadership, including academic coaches. Common planning, PLC's and collaborative planning days will have clearly defined protocols, planning time frame and expected outcomes. Monitoring will be done through attending common planning and gathering data from CLW's. We will also provide support and PD from the district and other resources, including Solution Tree.

Rationale for Evidence-based

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

By creating a common planning schedule, teachers will be able to collaboratively plan and create grade appropriate assignments that will drive strong instruction, promote deep engagement and bolster high expectations. Students will have daily opportunities to read, write, think and talk through authentic literacy and teachers will utilize a variety of strategies including modeling, guided instruction, purpose, collaborative and independent learning. This will be evidenced through student data and CLW's. Student data includes tallying how many students are able to answer the what they are learning, why they are learning it and how they know they learned it. We will also utilize data from the district and state assessment throughout the year as a monitoring tool. PLC Institute will help in guiding teachers on best practices for collaboratively planning and using Huddle Time with fidelity.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Develop common understanding around the district instructional framework through PD. This will be on a monthly basis.
2. PD throughout the year, including PD Day in Sept. with Dr. Emily Feltner and in Oct. with Mrs. Addie Owens, and follow-up from PD with Trevor Muir in 2021. These PD sessions covered standards-based instruction, collaborative planning and best practices in intervention time. PD will be conducted monthly quarterly.
3. Adhere to common planning and PLC schedule and give support during instructional time and common plan. Common planning time is weekly.
4. Conduct weekly classroom learning walks
5. Utilize all resources, both personnel and other during Huddle Time (strategic intervention and enrichment time). PD held monthly and in collaboration with Region 1 team.
6. Work with academic coaches to improve in EWS areas and graduation rate. We meet weekly to discuss this data.
7. Identify SWD to progress monitor and mentor to increase the ESSA component to at least 41%. Data chats occur monthly.

Person Responsible

Marlene Straughan (straughanm@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Early Warning Signs

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Discuss the Instructional Framework and follow-up with monthly PD opportunities.
2. PD for faculty and staff throughout the year. This includes, but not limited to: Dr. Emily Feltner, Solution Tree, and Mrs. Addie Owens.
3. Adhere to common planning and PLC schedule and give support during instructional time and common plan
4. Conduct weekly classroom learning walks
5. Utilize all resources, both personnel and other during Huddle Time (strategic intervention and enrichment time)
6. Work with academic coaches to improve in EWS areas and graduation rate
7. Collaborate with Region 1 district personnel to discuss best practices and participate in CWL's and feedback

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase positive support behaviors through strategies and classroom operating procedures; increase trust in law enforcement through interaction with SRO; decrease the number of student referrals; reduce the number of students meeting the EWS indicators for suspensions each quarter. We expect a decrease of 25% in the number of referrals and students missing 10 or more days to 20% or less. Our attendance rate last year was 34% with 10 or more days.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will disaggregate data from the monthly EWS reports released by the district.

Person responsible for monitoring outcome:

Marlene Straughan (straughanm@lake.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

We will utilize a variety of problem solving skills to teach students to embrace diversity and build healthy relationships that will last well into adulthood. Students will work with the MHL, school counselors, teachers and administrators. We will continue to utilize our ambassador program to mentor and support students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We will see more positive behaviors by establishing clearly identified protocols and expectations while in common areas and offering a variety of incentives for good behavior. Supports will also be in place including counseling and mentoring (resources include SRO, school counselors, Mental Health Liaison and PASS teacher).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Meet routinely to disaggregate data and measure impact of utilized resources
2. Safety and attendance committees meet routinely to discuss findings and/or concerns
3. Identify students and create a schedule for the mentoring program
4. Conduct regular drills for school safety

Person Responsible Kyle Bracewell (bracewellk@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation**Area of Focus Description and**

With high expectations, teachers will understand, plan and use Huddle Time (intervention and enrichment time) strategies to meet the needs of all students in all content areas.

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we monitor and support Huddle Time, then we will meet the needs of all students across each content area. This area of focus was identified as a critical need based on the need to increase overall proficiency in all areas as evidenced by state released school grade data. This impacts student learning and success by meeting the needs of students through differentiation and strategic intervention and enrichment. We will also ensure students in CTE have opportunities to achieve industry certifications. With new BEST standards, teachers will need additional support and PD to help deliver instruction and ensure students are prepared for the new state assessments.

Measurable**Outcome:****State the specific measurable****outcome the school plans to achieve.****This should be a data based, objective outcome.**

Increased overall proficiency in all tested areas, increase support for both teachers and students as evidenced by increases in performance data and classroom learning walk data; increased opportunities for enrichment time, strategies and support. Our goal for improvement is to be at 62% proficiency for ELA, Math, and Science (Biology). We would like to achieve a 3% increase in Social Studies (US History) to 75%.

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

We will collect data from weekly CLWs. We will also get feedback from our Professional Development sessions, including motivational speakers and Huddle Time participation (this will be for monitoring our intervention time and the impact it's having on student achievement). We will meet at least quarterly with the Region 1 team to discuss classroom trends and data.

Person**responsible****for****monitoring****outcome:**

Marlene Straughan (straughanm@lake.k12.fl.us)

Evidence-**based****Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

We will create and establish a schedule for Huddle Time in the master schedule for all students across all curriculum. The strategy is allowing multiple opportunities on a weekly basis for students to attend intervention time based on their academic needs. We will use this time with fidelity and follow up with collaborative sessions to disaggregate data. Huddle Time (intervention) will be monitored through CLW's and data trends collected. Teachers will also disaggregate data during common planning to analyze the impact of this time. CLW's will occur on a weekly basis. In addition, the Region 1 team has committed to walking Huddle Time every quarter and giving feedback on their observations.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

By having specific time scheduled during the day for intervention and enrichment, students and teachers alike will get additional support in all content areas. Leadership will conduct weekly CLW's to measure the impact of the Huddle Time. We will meet weekly to discuss data and summative/formative student assessments.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create Huddle Time (intervention/enrichment) time within the master schedule
2. Develop and utilize administrative schedule for attending and supporting Huddle Time
3. Conduct weekly classroom learning walks with leadership team
4. Meet weekly to disaggregate data and identify students in need of supports
5. Utilize flex time manager

Person

Responsible

Marlene Straughan (straughanm@lake.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

We will continue our motto of "One Team." This is the school's 101st Anniversary and we are working hard to continue building a positive environment centered around the philosophy we have to work as a team to accomplish our goal of becoming an 'A' school. We are currently the highest-ranking high school in Lake County and are ranked a 'B' school. We are involving all stakeholders and building a culture of mutual trust and respect. We have completed several beautification projects on campus and allowed the students to have more of say in their high school experiences. We will communicate effectively and efficiently to include all stakeholders; this includes our website, newsletters, social media pages and school-sponsored events.

Identify the stakeholders and their role in promoting a positive school culture and environment.

We will include all stakeholders in our positive culture and environment. Through our SAC, athletic boosters and other groups, we will collect feedback and work collaboratively with our community members. We also offer a variety of events, including open house, CANE Expo and other social events to get our community involved.