

Mt. Dora Middle School



2014-15 School Improvement Plan

Mt. Dora Middle School

1405 LINCOLN AVE, Mount Dora, FL 32757

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

No

Minority

42%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, as a learning community, will set high expectations and assist and support one another in the attainment of those expectations. Our goal is to become a learning site that embodies academic achievement. We will ethically and morally do all that we can to become the number one academic performer among Lake County middle schools.

Provide the school's vision statement

All members of our community are learners first and foremost. Our students are regarded as scholars. A scholar is one dedicated to continued and passionate pursuit of learning, exploring, inquiring, and reflective practice.

Administrators and instructors must model this dedication within their own professional sojourn, through the continuing examination and study of best practices in order to continue to hone instructional practices within the classroom environment.

Students are to place learning at the forefront of their daily walk at MDMS. Students must actively participate in learning activities at all times. Students must be prepared for the classroom, cognitively and functionally, in order to produce scholarly work. Students will respect fellow student scholars, all adult members of the community, and, most importantly, themselves.

School Environment

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

MDMS has created an initial period in the school day devoted to student sharing and reflection. The main thrust of this period is the building of positive interactions between students and also between teachers and students. Accumulated research indicates that students with a positive rapport with teachers and fellow students perform with greater academic performance. Activities in this period are designed to build trust, respect, and personal dignity among the students.

We are offering for the first time a foreign language course, Spanish, preparing a linguistic bridge between our English Language Learner (ELL) students and some of our non-Spanish speakers.

MDMS has three fluent Spanish speaking staff members, including, our Spanish teacher, ELL specialist and classroom support specialist. These individuals are also utilized as translators when encountering Hispanic families (parents) who are non-English speakers.

MDMS has three major evening events focused on building continual rapport with the community, and most especially, the parents of the students. MDMS conducts a Winter and a Spring "Eagle Night at the Theatre". This event centers around a movie. Families are invited to attend for free. They may bring chairs, blankets to sit upon or whatever convenience they prefer. Popcorn is on hand and laughter and smiles abound. The other major evening event is "Passport to Success," wherein parents and students share in academic fun activities while professional speakers, resources and information are provided to assist academic excellence and understanding of the high expectations set for their children.

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

Our system of PBS (Positive Behavioral Support) has become ingrained in our school culture. Every academic quarter students are recognized and provided a communal and fun oriented event to

celebrate their adherence to high expectations of behavior.

Within our school there is a zero tolerance policy for fighting, drugs, and sexual misconduct. All school and district protocols and expectations are taught and reviewed with students beginning on the first day of school. Grade level class meetings with administration are held as another review of our protocols and expectations.

Throughout the year, the Social Studies department implements the Second STEP violence and bullying prevention program to promote a safe school environment. During the month of September, the English Language Arts (ELA) department, supported throughout the school, initiates an anti-bullying campaign. The "Bully Proofing Your School" program will be implemented in our ELA classes to address bullying. During the month of October, we will have a guest speaker, Marc Merro from Champion of Choices, present on making appropriate life choices as a culminating activity for our anti-bullying campaign.

MDMS administration has assigned every teacher on campus a duty prior, during, and after school to observe and prevent unwarranted behavior. A map and duty roster is provided to all teachers. Administration monitors compliance.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

During the first week of school, all students receive instruction on school-wide behavioral expectations. These expectations are based on P2R2 which teaches students to have Positive, Productive, Responsible, Respectful behavior at all times. Students also receive instruction on the Five Step Discipline Procedure and the Lake County School District's Code of Student Conduct which clearly outlines the protocol for disciplinary incidents.

In addition, the administration meets with students and teachers by grade level for class meetings held during the first week of school and on an as-needed basis. These meetings are led by our Principal, Mr. Larry. During these meetings the following areas are addressed: definitions/examples of expectations are discussed and reviewed to be sure that student understanding is evident.

The Positive Behavior Support (PBS) program is rolled out within the first month of school. This program is designed to teach students the appropriate, positive behaviors expected and reward students for exhibiting those positive behaviors on a consistent basis. Each student has daily opportunities to earn "eagle bucks" which are traded in on a quarterly basis for incentive drawings. The PBS team, comprised of teachers from all subject areas and an administrator, is responsible for planning teacher training and student incentive activities, implementing the training/incentive activities, and monitoring the success of the program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

MDMS guidance department monitors and serves the socio-emotional needs of MDMS. The guidance department also is the cornerstone of MDMS' RTI/MTSS protocols. Students in a level 2 protocol are monitored on a monthly basis. Students upon a level 3 protocol are monitored on a weekly basis. All monitoring records are saved on IEP records.

Students with disabilities are afforded many and all accommodations as required by law, district fiat, and common sense. Students with severe physical disabilities are provided continual assistance as needed by a school-based para-professional.

A district system is in place wherein instructors are alerted to updates in the medical condition of students if changes occur. Instructors must verify new updates. This is monitored by an assistant principal and district personnel.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The MDMS early warning system is predicated upon two factors. First, remedial instruction is provided according to pertinent data. The data used is FCAT 2.0, FAIR, course grades, and teacher input. Secondly, if a student, by use of these data sources is considered in jeopardy, placement into our Academic Recovery Program or ARP occurs.

ARP is a before and after school program, as well as, a Saturday morning program, dedicated to differentiated instruction for struggling students in need of further instruction in deficient areas or students in need of additional time to complete assignments due to suspension or attendance concerns. The instructors are highly qualified staff based teachers. A stipend is provided to the teachers through Supplemental Academic Instruction (SAI) funding. The program provides one hour of instruction in the academic deficient area of the student five days a week. ARP consists of a morning session and an evening session to provide parents the most conducive time frame for their child.

ARP is also conducted every Saturday throughout the year. Saturday's ARP session is held from 8:00 - 12:00 PM. This Saturday program is specifically intended to assist and support students who have received an out-of-school suspension. All make-up work is provided for so that the student will be afforded every opportunity to recover incomplete assignments in core area classes. School-based highly qualified instructors assist and support students in their Saturday academic recovery efforts. This program will include students receiving a Level 1 score in either math or ELA, students in risk of failing a content area course, and/or any student with attendance concerns.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	1	1	1	3
One or more suspensions	5	2	3	10
Course failure in ELA or Math	1	6	28	35
Level 1 on statewide assessment	98	99	123	320
	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	34	26	44	104

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

As mentioned in 3a, ARP is our main support system for students suffering either one categorical failure or more than one. At mid-year, we re-evaluate students based on core area grades, FAIR-FS data, and teacher input. Students not purported to be making adequate progress at that time are placed into our mentorship program. Our mentor program assigns a student to a faculty-based

teacher. The teacher and student meet each week to discuss academic and behavioral performance. The teacher also must observe the mentee in class once a week. The mentors meet as a cohort once a month to discuss student progress or lack thereof. Secondly, all faculty receive a list of students not making adequate academic progress. Teachers must adjust seating, instruction, and involvement with these particular students in class. These protocols are written and documented in lesson plans.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

Communication with parents and parental involvement will be encouraged through the use of the following modes: school website, teacher web pages, School Messenger call-out service, parent information packets, and mandatory communication by teacher to parent regarding student academic and behavioral progress. In addition, monthly meetings of the Parent Teacher Organization (PTO) and the School Advisory Council (SAC) will be held on dates and times to encourage parental attendance and participation.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

MDMS will engage the local community in preparing all students for college and career readiness. Community and business partners will be encouraged to participate as volunteers and assist the school in developing partnerships for student success. The 8th Grade Career Day is an annual event whereby partners volunteer their time, efforts, and funding to provide students with guest speakers from a wide range of career interest areas. The SAC business/community members, Kiwanis, Lion's Club, and Rotary Clubs will assist the school with securing resources to support the school and student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Scott, Tiffany	Principal
Oates, Karen	Assistant Principal
Williams, Charlotte	Assistant Principal
Cosden, Craig	Instructional Coach
Holt, Rene	Guidance Counselor
Thompson, Diana	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team is the catalyst for all curricular innovation and implementation. Among the affected areas are content area literacy, accelerated learning, academic recovery, RTI/MTSS, implementing the FS, and monitoring the implementation of these programs.

Mr. Larry is the instructional leader of the school. Through guidance, collaboration with faculty and leadership teams, and decision making, Mr. Larry uses the department Professional Learning Communities (PLCs) to create and execute curriculum initiatives. Mr. Larry is the driver of instruction at MDMS.

Ms. Oates and Ms. Williams, as assistant instructional leaders, collect and analyze lesson plans and monitor lesson alignment to the Florida Standards(FS). Ms. Oates monitors alignment within the areas of math, science, social studies and electives; whereas Ms. Williams performs a similar function in the English Language Arts (ELA), reading, AVID and ESE area. Constant classroom visitations allow Ms. Oates and Ms. Williams a clear picture of the alignment between the actual content delivery, the lesson plan and the target standard(s).

Mr. Cosden, as the literacy coach, provides professional learning opportunities throughout the year, provides assistance and support to all teachers through the coaching paradigm, modeling, construction of aligned FS lessons, and specifically assists teachers in the specific of instruction need as determined through teacher evaluation methods (TEAM).

Ms. Holt and the guidance department structure, implement, and monitor the RTI/MTSS process at MDMS.

Ms. Berrien is MDMS' Accelerated Resource Teacher. This is a new position created by the School District of Lake County. Ms. Berrien assists in the coordination and implementation of Florida Standards and delivery of best practices aligned to supporting struggling students and English Language Learners.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The administration utilizes all available resources by designing a master schedule to maximize student learning opportunities. School data is analyzed and acted upon to address special areas of concern. Then personnel, instructional, and curricular resources are allocated to drive the schedule of course offerings to meet the needs of all students. The administration and staff utilize data to drive decision making in all areas. Through the Professional Learning Community (PLC) framework all instructional staff are in a constant state of analyzing and acting upon school and student data-targeting students NOT making adequate progress and meeting the needs of these students. The staff meet with their academic departments as weekly PLCs to unpack new Florida Standards, plan

lessons, and share lesson study student data and work samples. Administration, along with the leadership team, monitor student and staff learning needs through PLC framework reports, lesson plan review, and classroom observations.

Special areas of concern for students are addressed under the direction of guidance counselors, RtI/MTSS team leaders, Exceptional Student Education (ESE) Specialist, English Language Learners (ELL) paraprofessional and Literacy Leadership Team. Student learning needs are met with the use of federal, state, district and local programs/funding sources. Supplemental Academic Instruction (SAI) funds are utilized to fund our Academic Recovery Program (ARP), which is a program designed to assist students who failed a course with grade recovery.

The professional learning needs of staff are addressed by the Administration, Literacy Coach, Accelerated Resource Teacher, and Florida Standards Teacher. Professional learning opportunities are planned and implemented to maximize the use of curricular and staff resources. These professional learning opportunities are provided as a part of weekly department meetings and monthly staff meetings. The main goal of this professional learning is to ensure that staff are teaching the Florida Standards using best practice strategies, at the level of rigor intended with maximum student engagement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Al Larry, Principal	Principal
Virginia San Lorenzo, Chair	Parent
Lori Myers, Vice Chair	Teacher
Lauren Harris, Secretary	Teacher
Jennifer Barber	Parent
Michelle Chevalier	Parent
Chris DeLibro	Parent
Michelle Green	Parent
Nathasha Henry	Parent
Delia Lupi	Parent
Opal Mahoney	Teacher
Deborah Merkle	Teacher
James Myers	Business/Community
Pearley Moore	Education Support Employee
Jody Woodson-Schwartzman	Parent
Jessica Stetler	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the implementation of last year's plan throughout the year. At each monthly meeting all members were advised of the current status of school improvement goals. Any areas/ goals that were in need of refinement were addressed by administration and/or sub-committees.

Development of this school improvement plan

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 Thursday, September 11, 2014.

Preparation of the school's annual budget and plan

Presently school improvement funds have not been received. Upon allocation of funds, a budget will be developed.

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

Currently the SAC has \$0. The SAC will assist the PTO in raising funds for the purchase of needed items to support student achievement, including, technology items and the Academic Recovery Program.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Scott, Tiffany	Principal
Cosden, Craig	Instructional Coach
Collis, Kerri	Teacher, K-12
Merkle, Deborah	Teacher, K-12
Harris, Lauren	Teacher, K-12
Vanhorn, Caroline	Instructional Media
Richardson, Alec	Teacher, K-12
Biron, Linda	Teacher, K-12
Alvelo, Auren	Teacher, K-12
Mahoney, Opal	Teacher, K-12
Garcia, Miguel	Teacher, K-12
Williams, Charlotte	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT works as a collaborative faculty body to promote school wide literacy, to research best literacy practices, to assist and promote teaching and instruction, promote a community of trust and academic accountability between parents, students and teachers and lastly, to examine school wide areas of deficiency based on data in order to improve literacy instruction. From this investigation, the LLT engages an action plan as described below.

Action Plan components:

Phase 1: Investigating the Areas of Concern

Phase 2: Studying and Planning a Course of Action

Phase 3: Implementing the Course of Action

Phase 4: Determining the Effectiveness of the Course of Action

Other Activities:

The LLT develops professional learning opportunities in areas of teacher concern, aggregated through teacher surveys.

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 High Stakes Assessments.

The LLT also assists and promotes the two Book Fairs at MDMS occurring in the fall and spring of the academic year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teacher collaborative teams have been established through content area departments. These teams share a common planning time and meet formally once a week. These cohorts focus on academic issues pertinent to their instruction and content area. A template has been created to assist in reflective thinking, and secondly, to serve as documentation of the cohort. Additional time is provided on the third, fourth and, if available, a fifth Wednesday. Currently, these teams have decided to unpack the FS and prepare common lesson plans when appropriate. The second task will be to develop common assessments. The cohorts work at their own pace and style allowing a basic freedom within the process that is appreciated.

Lesson study will be a targeted feature within our instructional body this year. MDMS will be using a formal lesson plan format referred to as PLUS (Professional Learning Upstream System). This system will provide content cohorts additional planning time to implement lesson study protocols.

Lastly, the Star program is a very simple program wherein stars are given as templates to all administration, faculty, and classified individuals. The community is encouraged to use these stars to recognize or display in appreciation, admiration, respect, or gratitude for individual performance. The star is placed on the door of the recipient. This program lays a foundation of appreciation and gratitude for all the members of our community.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each new teacher at MDMS will be assigned a mentor teacher to assist the needs of the new employee. A monthly meeting will be conducted by the assistant principal to help the new hires assimilate into the embedded culture of the school and the expected protocols and procedures of the school and district. The new teacher will also be afforded the time to attend all New Beginnings meetings and trainings offered by LCS Professional Development for new teachers offered in August and throughout the year. The new teacher will be paired with an experienced teacher within his or her content department. The literacy coach will also serve as a mentor to these teachers to assure that they understand the protocols adopted by the school and administration.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

MDMS follows the curriculum blueprints provided by the District of Lake County in all subject areas. Each blueprint is based on alignment to the FS as well as any other pertinent standard (NGSSS). Texts used in all appropriate areas are chosen under the District list of textbooks and other printed material. Programs such as Read 180, Achieve 3000, and PENDA are endorsed by the District Curriculum department.

Compliance with Core Instructional Reading Program (CIRP), Supplemental Instructional Reading Program (SIRP), basals, and District blueprints are monitored on a continual basis, informally (walk-throughs) and formally (TEAM) by the administrative team.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The three primary data points used to monitor student achievement are:

1. FAIR-FS
2. Lake District Benchmark Assessments
3. Teacher quantitative and qualitative evaluations of student learning progress.

Students in core area subjects identified as not making adequate learning gains are considered for academic placement as a Tier 2 student within RTI/MTSS protocols. Under this protocol the student will undergo a diagnostic assessment in the area of concern. An RTI team will collaborate based on all available data points for this student including the academic behavioral history of the student to include FCAT 2.0, past grades, suspensions, and attendance. Alternate instructional time can and will be provided through our ARP program (Academic Recovery Program). This before, after, and Saturday school program assists students in need of additional support in areas of specific content needs albeit math, reading, science, or social studies. Students are monitored bimonthly through classroom teacher evaluation. RTI teams meet bimonthly to discuss student progress. If a student has been considered successfully remediated they are withdrawn from ARP unless said student chooses to remain. If a student continues to perform less than adequately, consideration of Tier 3 intervention is considered by the RTI team. At this juncture a diagnostic is provided to the student in hopes of pin pointing the exact area of student need/skill deficiency. An academic plan is then constructed based upon this specific area. A formulaic protocol (3F's+S+D+PL=Success) assists in shaping the thinking of the collaborative team in adjusting instruction to the needed area.

The 3F's represent the Focus of the targeted instruction or the "what skill(s) to target" based on the data. The Format of the lesson or the "how to" best instruct, and the Frequency refers to how long and how often might this instruction need to occur to remediate the targeted skill or skills.

Consideration is provided for group size. Group size is limited to three students based on similar needs. Targeted instruction is provided by a highly qualified instructor. Student progress is monitored continually and RTI teams meet weekly to discuss said progress or digression.

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

Strategy: Before School Program

Minutes added to school year: 6,000

MDMS will institute the Academic Recovery Program. This week day (Monday through Friday) and weekend (Saturday 8:00 AM to 11:30 AM) program will offer tutoring, academic recovery, grade recovery, credit recovery, assistance in learning gains, and writing assistance during the months of September through February. This program will also serve as a summer school program beginning in June.

Strategy Rationale

The purpose is to allow extra instructional time for students that may have a need for additional time. Secondly, a before, after, and Saturday program allows for parents/guardians a large window of opportunity to support their child/children to take advantage of these academic opportunities.

Students failing core academic classes now have a legitimate and established pathway to make-up missing work, develop and increase skill levels, as well as opportunities of enrichment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Oates, Karen, oatesk@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FCAT 2.0, FAIR-FS, teacher qualitative and quantatative data, and benchmark assessments will be used as the placement and monitoring pieces for the program. Teachers of record will be provided with student work products for evaluation of proficiency and academic progress.

Strategy: Weekend Program

Minutes added to school year: 4,200

MDMS will institute the Academic Recovery Program. This week day (Monday through Friday) and weekend (Saturday 8:00 AM to 11:30 AM) program will offer tutoring, academic recovery, grade recovery, credit recovery, assistance in learning gains, and writing assistance during the months of September through February. This program will also serve as a summer school program beginning in June.

Strategy Rationale

The purpose is to allow extra instructional time for students that may have a need for additional time. Secondly, a before, after, and Saturday program allows for parents/guardians a large window of opportunity to supportb their child/children to take advantage of these academic opportunities. Students failing core academic classes now have a legitimate and established pathway to make-up missing work, develop and increase skill levels, as well as opportunities of enrichment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Oates, Karen, oatesk@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FCAT 2.0, FAIR-FS, teacher qualitative and quantatative data, and benchmark assessments will be used as the placement and monitoring pieces for the program. Teachers of record will be provided with student work products for evaluation of proficiency and academic progress.

Strategy: After School Program

Minutes added to school year: 6,000

MDMS will institute the Academic Recovery Program. This week day (Monday through Friday) and weekend (Saturday 8:00 AM to 11:30 AM) program will offer tutoring, academic recovery, grade recovery, credit recovery, assistance in learning gains, and writing assistance during the months of September through February. This program will also serve as a summer school program beginning in June.

Strategy Rationale

The purpose is to allow extra instructional time for students that may have a need for additional time. Secondly, a before, after, and Saturday program allows for parents/guardians a large window of opportunity to supportb their child/children to take advantage of these academic opportunities. Students failing core academic classes now have a legitimate and established pathway to make-up missing work, develop and increase skill levels, as well as opportunities of enrichment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Oates, Karen, oatesk@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FCAT 2.0, FAIR-FS, teacher qualitative and quantatative data, and benchmark assessments will be used as the placement and monitoring pieces for the program. Teachers of record will be provided with student work products for evaluation of proficiency and academic progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

MDMS employs multiple strategies for transitioning incoming 6th grade students. Starting after State testing, the 6th grade counselor makes arrangements to visit each feeder school and discusses various topics regarding the middle school (dress code, discipline, academics, Academic Recovery Program, and many more). A date and time is also determined for each elementary school to visit the middle school where they are given the opportunity to hear from the Principal, School Resource Officer, Assistant Principal, and student representatives for clubs offered at our school. They also receive a tour of the campus lead by our NJHS and SGA students.

The counselor also coordinates a Parent Night for families of incoming 6th graders and has a PowerPoint presentation. Finally, the students are offered the opportunity to take part in Eagle Camp. This is a program held prior to the start of school. Students are divided into groups and go through six sessions located in different classrooms and locations on campus. In each location teachers present on a specific topic that relates to MDMS. At the end of Eagle Camp students receive an Eagle Camp tee-shirt. It is our belief the more opportunity incoming 6th graders have to visit and hear about our

school the more comfortable and excited they become about being 6th graders. MDMS initiates the High School transition process by asking all 8th grade teachers for 9th grade class recommendations including, Honors and Advanced Placement courses. These recommendations are compiled on a spreadsheet which goes to the High School for scheduling purposes. On this spreadsheet, codes for ESE, ELL and 504 students are included. Students who are in special classes like AVID or are in virtual classes are coded on this spreadsheet as well. The 8th grade counselor speaks with all 8th grade students regarding their class choices and how to fill out the Schedule Request Form. The counselor then collects these forms and checks them over to be sure they are filled out correctly and completely. To make the High School transition process easier on the students we also invite any groups/clubs from the High School to attend an 8th grade lunch to pass out information and answer student questions.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The students are offered lessons in career planning in their 8th grade year through the US History class. They also receive daily support from the AVID classes in 6th, 7th, and 8th grade. All 8th graders participate in a Career Day event in which professionals from many diverse fields of employment present to the students at MDMS. Students select occupations of interest and participate in these occupational presentations.

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

MDMS offers elective courses in Applied Technology, Business Lab, AVID, 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.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

AVID promotes Cornell Notes as a means for students to learn how to study. We have adopted this process along with the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) model school wide. Our students proceed to Mount Dora High School. The trends for graduation rates from the MDHS has improved over the past three years. As we implement the FS we hope to add to their success.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The High School Feedback Report is NOT current but rather reflects data to the academic year of 2012.

All courses at MDMS are dedicated to rigorous educational standards in order to prepare students for future college and career readiness. Instructional strategies employed through instruction are based on "best practices" (SBRR: Scientifically-Based Reading Research).

In addition, advanced courses are offered in all core academic areas and electives are offered to expand the intellectual opportunities of students such as Band, Spanish, Physical Education, Business, and Art.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Technology: Smart Board incorporation into lesson planning across content areas.
- G2.** School safety: Students will garner a deep understanding of the legal realities and dimensions inherent in social issues that may effect their secondary education specifically in the areas of: 1. Gang Resistance Education and Training- Federally funded program 2. Cyber-Bullying and Violence protection- mandated by State Attorney general's Office 3. Know the Law- District mandated. This will be accomplished through a qualified instructor, the SRO (School Resource Officer).
- G3.** Bullying: Elimination of eighth grade suspensions associated with bullying.
- G4.** Lesson Study (IPD):By incorporating the Innovative Professional Development (IPD) Model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common mini-lessons based on unpacking the FS in order to implement common, differentiated, and aligned lessons in order to improve the quality of instruction, thus, advancing student learning gains.
- G5.** Classroom Instruction: 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.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Technology: Smart Board incorporation into lesson planning across content areas. 1a

G042853

Targets Supported 1b

Indicator	Annual Target
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Effective Teachers (Performance Rating)

Resources Available to Support the Goal 2

- Human expertise- SMART Board availability- Teacher willingness to learn- Supportive administration

Targeted Barriers to Achieving the Goal 3

- Adequate professional learning opportunities and training

Plan to Monitor Progress Toward G1. 8

Ms. Berrien will meet to collaborate with participating teachers to process progress and difficulties. Actions will be determined to solve problematic areas.

Person Responsible

Diana Thompson

Schedule

Weekly, from 10/13/2014 to 12/22/2014

Evidence of Completion

PLC template meeting notes including attendance and agenda

G2. School safety: Students will garner a deep understanding of the legal realities and dimensions inherent in social issues that may affect their secondary education specifically in the areas of: 1. Gang Resistance Education and Training- Federally funded program 2. Cyber-Bullying and Violence protection- mandated by State Attorney general's Office 3. Know the Law- District mandated. This will be accomplished through a qualified instructor, the SRO (School Resource Officer). 1a

G042814

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	15.0

Resources Available to Support the Goal 2

- SRO (School Resource Officer), caring teachers and administrators, school capacity

Targeted Barriers to Achieving the Goal 3

- Limited resources regarding knowledgeable individuals

Plan to Monitor Progress Toward G2. 8

1. Student exit surveys will be examined in order to deduce areas of concerns and/or confusions as well as areas of student learning.
2. Post-assessment will be given in conclusion of instruction. The post assessment will be the same as the pre-assessment. The goal is is 80% mastery of information.

Person Responsible

Michael Garcia

Schedule

Monthly, from 9/30/2014 to 11/21/2014

Evidence of Completion

completed student exit surveys- Spreadsheet based on categorizing student responses- post assessment

G3. Bullying: Elimination of eighth grade suspensions associated with bullying. 1a

G042757

Targets Supported 1b

Indicator	Annual Target
1+ Suspensions Grade 08	0.0

Resources Available to Support the Goal 2

- Administration, teachers, parents, students, District support and programs, School-based support programs, facilities and school technology, SRO

Targeted Barriers to Achieving the Goal 3

- Student perceptions regarding bullying

Plan to Monitor Progress Toward G3. 8

Anti-Bullying Campaign

Person Responsible

Charlotte Williams

Schedule

Daily, from 9/22/2014 to 9/26/2014

Evidence of Completion

ELA teachers' lesson plans; Classroom walk-throughs

G4. Lesson Study (IPD):By incorporating the Innovative Professional Development (IPD) Model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common mini-lessons based on unpacking the FS in order to implement common, differentiated, and aligned lessons in order to improve the quality of instruction, thus, advancing student learning gains. 1a

G042003

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	

Resources Available to Support the Goal 2

- Quantity of non-instructional personnel
- Teacher motivation
- Collaborative structures
- Knowledgeable professionals as support personnel
- Principal as curriculum leader

Targeted Barriers to Achieving the Goal 3

- Teacher reluctance

Plan to Monitor Progress Toward G4. 8

Lesson planning PLCs will be meeting weekly. The first and third Tuesday of the month will be for the Standards alignment and mini-Lesson construction. Within this same week, the PLC will implement the mini-lesson within their classroom. The second and fourth Tuesday of the month, the PLC will be meeting to analyze the lesson and student work products, reflect upon the impact of instruction, and refine areas that may have been challenging. An administrator or coach will be in attendance at these particular meetings to provide support, assistance, and monitor the lesson study (IPD) protocols.

Person Responsible

Diana Thompson

Schedule

Weekly, from 9/23/2014 to 2/24/2015

Evidence of Completion

1. Every PLC will be recorded on the PLC meeting template. This template includes an attendance area, an agenda area, as well as, other areas related to pertinent information.
2. When appropriate, lesson study delivery will be video recorded.
3. Finally teacher lesson plans, related to the mini-lesson, and student work products subsequent to the implementation of the mini-lesson will be documented.

G5. Classroom Instruction: 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. 1a

G038523

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- Motivated teachers, Administrative 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 3

- Teachers overloaded and burdened, so much so, as to lack the time necessary to keep pace with "best practices" in classroom instruction.

Plan to Monitor Progress Toward G5. 8

Use the FSA to ascertain AMO score report and TEAM (Teacher Evaluation and Achievement Model) data

Person Responsible

Tiffany Scott

Schedule

On 6/19/2015

Evidence of Completion

FSA data; EOCs; AMO benchmarks and TEAM data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Technology: Smart Board incorporation into lesson planning across content areas. **1**

 G042853

G1.B2 Adequate professional learning opportunities and training **2**

 B104676

G1.B2.S1 Solicit professional learning from SMARTBoard company and plan for future and continued school-based training. **4**

 S115884

Strategy Rationale

MDMS teachers will need assistance and support from knowledgeable "others" to give hope and impetus in the quest to use SMARTBoard technology aligned to lesson implementation.

Action Step 1 **5**

Calculate the number of SMARTBoards currently on campus.

Person Responsible

Diana Thompson

Schedule

On 9/1/2014

Evidence of Completion

Recorded Inventory

Action Step 2 5

Ascertain the number of serviceable SmartBoards and the parts needed for each non-functioning SmartBoard to be placed into service.

Person Responsible

Diana Thompson

Schedule

On 9/5/2014

Evidence of Completion

Recorded parts inventory and needs list

Action Step 3 5

Survey faculty on the desire to be trained to effectively and efficiently use SMARTBoards.

Person Responsible

Diana Thompson

Schedule

On 9/10/2014

Evidence of Completion

Teacher survey forms

Action Step 4 5

Contact SMARTBoard company to seek professional learning.

Person Responsible

Diana Thompson

Schedule

On 9/15/2014

Evidence of Completion

Long distance call log sheet- report from Ms. Williams

Action Step 5 5

Schedule professional learning for teachers interested in this adaptation.

Person Responsible

Diana Thompson

Schedule

On 10/15/2014

Evidence of Completion

Attendance

Action Step 6 5

Provide ongoing and continually assistance through Ms. Berrien (School-based expertise).

Person Responsible

Diana Thompson

Schedule

Weekly, from 10/22/2014 to 11/26/2014

Evidence of Completion

Attendance-agenda- minutes

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

Involved teachers will collaboratively generate a schedule to implement a lesson once a week using SMARTBoard technology.

Person Responsible

Diana Thompson

Schedule

Weekly, from 10/3/2014 to 11/28/2014

Evidence of Completion

Lesson Plans, classroom walk-throughs, and teacher post lesson cohort discussions

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

Ms. Berrien will conduct classroom observations to assist and support implementation.

Person Responsible

Diana Thompson

Schedule

Weekly, from 10/3/2014 to 12/19/2014

Evidence of Completion

Lesson plans and classroom observation

G2. School safety: Students will garner a deep understanding of the legal realities and dimensions inherent in social issues that may affect their secondary education specifically in the areas of: 1. Gang Resistance Education and Training- Federally funded program 2. Cyber-Bullying and Violence protection- mandated by State Attorney general's Office 3. Know the Law- District mandated. This will be accomplished through a qualified instructor, the SRO (School Resource Officer). 1

 G042814

G2.B1 Limited resources regarding knowledgeable individuals 2

 B104581

G2.B1.S1 MDMS' SRO will deliver instruction to all MDMS students. 4

 S115774

Strategy Rationale

MDMS' SRO is qualified to instruct through the federal programs linked to social issues within secondary education

Action Step 1 5

Schedule instruction in all grade levels through the ELA department.

Person Responsible

Michael Garcia

Schedule

On 8/11/2014

Evidence of Completion

Department PLO template (includes agenda and attendance)

Action Step 2 5

Begin implementaion of instruction based on the instructional schedule.

Person Responsible

Michael Garcia

Schedule

Biweekly, from 9/18/2014 to 11/21/2014

Evidence of Completion

Lesson plans- Student exit surveys- Walk-throughs

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

Administrator will be present during Instructional scheduling department meeting with SRO and ELA teachers.

Person Responsible

Charlotte Williams

Schedule

Daily, from 9/8/2014 to 9/8/2014

Evidence of Completion

PLO Template to include agenda and attendance- Schedule plan placed in school calendar.

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

Collection and categorization of student responses to instruction through the use of exit surveys.

Person Responsible

Michael Garcia

Schedule

Monthly, from 9/15/2014 to 11/21/2014

Evidence of Completion

Spreadsheet- Student responses on exit surveys

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

Pre-assessment aligned to content instruction as provided by the SRO.

Person Responsible

Charlotte Williams

Schedule

On 11/21/2014


Evidence of Completion

Student pre-assessment

G3. Bullying: Elimination of eighth grade suspensions associated with bullying. 1

 G042757

G3.B1 Student perceptions regarding bullying 2

 B104440

G3.B1.S2 Anti-Bullying Campaign 4

 S115658

Strategy Rationale

A specific and intensive week is focused on student understanding of the many forms of bullying, the behavioral consequences of bullying, the protocols if bullied, while making sure the community realizes a zero-tolerance policy regarding bullying.

Action Step 1 5

Anti-bullying campaign will be conducted across the school. The core of the campaign will be the use of Bully-proofing Your School, anti-bullying information as prepared by the district office. Anti-bullying will be the focus of instruction for an entire week in all ELA classrooms. Every other class is to conduct some type of instruction in regards to bullying at least once during the weekly campaign.

Person Responsible

Charlotte Williams

Schedule

Daily, from 9/22/2014 to 9/26/2014

Evidence of Completion

ELA Lesson Plans, School-wide lesson plans, and classroom walk-throughs

Action Step 2 5

Classroom Instruction by a Sheriff Resource Officer using State sponsored program entitled, "Cyber-Bullying and Violence Prevention," in all ELA classrooms. The school-based SRO will provide a state and district sanctioned program through all ELA classrooms.

Person Responsible

Charlotte Williams

Schedule

Weekly, from 9/23/2014 to 11/11/2014

Evidence of Completion

Classroom walk-throughs, Lesson Plans from SRO, calendar schedule of instruction

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

Coaches will be used as necessary to support week-long campaign, and administrators will conduct classroom walk-throughs.

Person Responsible

Charlotte Williams

Schedule

Daily, from 9/22/2014 to 9/26/2014

Evidence of Completion

Teacher lesson plans and classroom walk-through records

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

Teachers will meet in department cohort to reflect upon the campaign week providing insight in student areas of concerns and questions. This information will lead to possible further steps as needed.

Person Responsible

Charlotte Williams

Schedule

On 9/2/2014

Evidence of Completion

Department cohort attendance, notes and documented recommendations

G4. Lesson Study (IPD):By incorporating the Innovative Professional Development (IPD) Model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common mini-lessons based on unpacking the FS in order to implement common, differentiated, and aligned lessons in order to improve the quality of instruction, thus, advancing student learning gains. 1

G042003

G4.B1 Teacher reluctance 2

B102218

G4.B1.S1 Limit the implementation to selected departments and selected grade levels. Math grade 6 and ELA grade 8 4

S113416

Strategy Rationale

In so doing, only a small part of the faculty will be immediately impacted by the initiative. Secondly, instructors through grade level and departments may choose to do this unique initiative (Coalition of the willing).

Action Step 1 5

Plan a meeting with the ELA 8th grade department team and the Math 6th Grade department team to provide pertinent information to include explanation, schedule for implementation and professional learning opportunities, and Q/A.

Person Responsible

Craig Cosden

Schedule

On 9/9/2014

Evidence of Completion

Agenda and calendar invite

Action Step 2 5

Hold a PLUS team meeting to prepare for IPD implementation regarding substituting for target lesson study teachers.

Person Responsible

Diana Thompson

Schedule

On 9/11/2014

Evidence of Completion

Agenda and calendar invite

Action Step 3 5

Conduct a professional learning opportunity for PLUS Team members and the PLC lesson study cohort:

Explicit instruction in deconstructing a FS.

Explicit instruction in the creation of a mini-lesson based on the aforementioned

Expectations of PLC's when pre-planning- implementing and in post-reflection to include all forms of documentation

Person Responsible

Craig Cosden

Schedule

On 9/18/2014

Evidence of Completion

PLC document form

Action Step 4 5

Begin PLC cohorts. Deconstructing FS, choosing skill, constructing Mini-lesson through backward design, and plan for implementing the Mini-lesson

Person Responsible

Craig Cosden

Schedule

Weekly, from 9/30/2014 to 3/3/2015

Evidence of Completion

PLC template which includes agenda, and attendees plus other pertinent information.
Teacher lesson plans and student work products

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

The target grade level and content area PLC will use a PLC documentation form to confirm the PLC planning sessions, the implementation of the lesson, and the post processing of said lesson. This is a two week cycle.

Person Responsible

Diana Thompson

Schedule

Weekly, from 9/22/2014 to 2/27/2015

Evidence of Completion

PLC Template indicating attendance, agenda, and resolutions

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration and /or coaches will conduct classroom formal observations

Person Responsible

Tiffany Scott

Schedule

On 2/23/2015

Evidence of Completion

Records from the formal observation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Coaches will attend the target PLC's every other week to ascertain strengths of the lesson study and also possible deficiencies in need of remedies.

Person Responsible

Diana Thompson

Schedule

On 12/12/2014

Evidence of Completion

PLC template to include attendance, agenda , and other pertinent information

G5. Classroom Instruction: 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. 1

G038523

G5.B1 Teachers overloaded and burdened, so much so, as to lack the time necessary to keep pace with "best practices" in classroom instruction. 2

B092513

G5.B1.S2 Promote school-wide strategies of reading, writing and academic conversations in every subject area every day. 4

S103423

Strategy Rationale

These elements are the core instructional pieces aligned of the FS and must be the educational foundations of instruction everyday in every classroom.

Action Step 1 5

Provide teachers with current "best practices" in reading, writing, and student academic conversations in order to embed these strategies in every lesson resulting in students participating in said activities everyday and in every class.

Person Responsible

Craig Cosden

Schedule

Monthly, from 8/12/2014 to 5/22/2015

Evidence of Completion

Lesson Plans of each teacher, Classroom walk-throughs, and observations

Action Step 2 5

Provide formal coaching process to department chairs.

Person Responsible

Craig Cosden

Schedule

Monthly, from 9/15/2014 to 2/27/2015

Evidence of Completion

Lesson plans; Coaching notes; Videoed instructional practices and videoed coaching sessions

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

An administrator or academic coach will be assigned for each department PLC cohort. This individual will provide direction in best strategies in reading, writing, and/or planning student academic and accountable conversations.

Person Responsible

Craig Cosden

Schedule

Monthly, from 9/4/2014 to 5/28/2015

Evidence of Completion

Lesson Plan Review and PLC documentation form

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

FAIR-FS, Lake County Benchmark (BM) assessments and formal teacher evaluation (TEAM)

Person Responsible

Craig Cosden

Schedule

Quarterly, from 9/8/2014 to 3/31/2015

Evidence of Completion

Assessment calendar, quantitative assessment data and TEAM

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.A1	Provide teachers with current "best practices" in reading, writing, and student academic conversations in order to embed these strategies in every lesson resulting in students participating in said activities everyday and in every class.	Cosden, Craig	8/12/2014	Lesson Plans of each teacher, Classroom walk-throughs, and observations	5/22/2015 monthly
G4.B1.S1.A1	Plan a meeting with the ELA 8th grade department team and the Math 6th Grade department team to provide pertinent information to include explanation, schedule for implementation and professional learning opportunities, and Q/A.	Cosden, Craig	9/9/2014	Agenda and calendar invite	9/9/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1	Anti-bullying campaign will be conducted across the school. The core of the campaign will be the use of Bully-proofing Your School, anti-bullying information as prepared by the district office. Anti-bullying will be the focus of instruction for an entire week in all ELA classrooms. Every other class is to conduct some type of instruction in regards to bullying at least once during the weekly campaign.	Williams, Charlotte	9/22/2014	ELA Lesson Plans, School-wide lesson plans, and classroom walk-throughs	9/26/2014 daily
G2.B1.S1.A1	Schedule instruction in all grade levels through the ELA department.	Garcia, Michael	8/11/2014	Department PLO template (includes agenda and attendance)	8/11/2014 one-time
G1.B2.S1.A1	Calculate the number of SMARTBoards currently on campus.	Thompson, Diana	9/1/2014	Recorded Inventory	9/1/2014 one-time
G4.B1.S1.A2	Hold a PLUS team meeting to prepare for IPD implementation regarding substituting for target lesson study teachers.	Thompson, Diana	9/11/2014	Agenda and calendar invite	9/11/2014 one-time
G1.B2.S1.A2	Ascertain the number of serviceable SmartBoards and the parts needed for each non-functioning SmartBoard to be placed into service.	Thompson, Diana	9/5/2014	Recorded parts inventory and needs list	9/5/2014 one-time
G3.B1.S2.A2	Classroom Instruction by a Sheriff Resource Officer using State sponsored program entitled, "Cyber-Bullying and Violence Prevention," in all ELA classrooms. The school-based SRO will provide a state and district sanctioned program through all ELA classrooms.	Williams, Charlotte	9/23/2014	Classroom walk-throughs, Lesson Plans from SRO, calendar schedule of instruction	11/11/2014 weekly
G2.B1.S1.A2	Begin implementation of instruction based on the instructional schedule.	Garcia, Michael	9/18/2014	Lesson plans- Student exit surveys- Walk-throughs	11/21/2014 biweekly
G5.B1.S2.A2	Provide formal coaching process to department chairs.	Cosden, Craig	9/15/2014	Lesson plans; Coaching notes; Videoed instructional practices and videoed coaching sessions	2/27/2015 monthly
G4.B1.S1.A3	Conduct a professional learning opportunity for PLUS Team members and the PLC lesson study cohort: Explicit instruction in deconstructing a FS. Explicit instruction in the creation of a mini-lesson based on the aforementioned Expectations of PLC's when pre-planning- implementing and in post-reflection to include all forms of documentation	Cosden, Craig	9/18/2014	PLC document form	9/18/2014 one-time
G1.B2.S1.A3	Survey faculty on the desire to be trained to effectively and efficiently use SMARTBoards.	Thompson, Diana	9/10/2014	Teacher survey forms	9/10/2014 one-time
G4.B1.S1.A4	Begin PLC cohorts. Deconstructing FS, choosing skill, constructing Mini-lesson through backward design, and plan for implementing the Mini-lesson	Cosden, Craig	9/30/2014	PLC template which includes agenda, and attendees plus other pertinent information. Teacher lesson plans and student work products	3/3/2015 weekly
G1.B2.S1.A4	Contact SMARTBoard company to seek professional learning.	Thompson, Diana	9/15/2014	Long distance call log sheet- report from Ms. Williams	9/15/2014 one-time
G1.B2.S1.A5	Schedule professional learning for teachers interested in this adaptation.	Thompson, Diana	10/15/2014	Attendance	10/15/2014 one-time
G1.B2.S1.A6	Provide ongoing and continually assistance through Ms. Berrien (School-based expertise).	Thompson, Diana	10/22/2014	Attendance-agenda- minutes	11/26/2014 weekly
G1.MA1	Ms. Berrien will meet to collaborate with participating teachers to process	Thompson, Diana	10/13/2014	PLC template meeting notes including attendance and agenda	12/22/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	progress and difficulties. Actions will be determined to solve problematic areas.				
G1.B2.S1.MA1	Ms. Berrien will conduct classroom observations to assist and support implementation.	Thompson, Diana	10/3/2014	Lesson plans and classroom observation	12/19/2014 weekly
G1.B2.S1.MA1	Involved teachers will collaboratively generate a schedule to implement a lesson once a week using SMARTBoard technology.	Thompson, Diana	10/3/2014	Lesson Plans, classroom walk-throughs, and teacher post lesson cohort discussions	11/28/2014 weekly
G2.MA1	1. Student exit surveys will be examined in order to deduce areas of concerns and/or confusions as well as areas of student learning. 2. Post-assessment will be given in conclusion of instruction. The post assessment will be the same as the pre-assessment. The goal is is 80% mastery of information.	Garcia, Michael	9/30/2014	completed student exit surveys- Spreadsheet based on categorizing student responses- post assessment	11/21/2014 monthly
G2.B1.S1.MA1	Collection and categorization of student responses to instruction through the use of exit surveys.	Garcia, Michael	9/15/2014	Spreadsheet- Student responses on exit surveys	11/21/2014 monthly
G2.B1.S1.MA3	Pre-assessment aligned to content instruction as provided by the SRO.	Williams, Charlotte	9/16/2014	Student pre-assessment	11/21/2014 one-time
G2.B1.S1.MA1	Administrator will be present during Instructional scheduling department meeting with SRO and ELA teachers.	Williams, Charlotte	9/8/2014	PLO Template to include agenda and attendance- Schedule plan placed in school calendar.	9/8/2014 daily
G3.MA1	Anti-Bullying Campaign	Williams, Charlotte	9/22/2014	ELA teachers' lesson plans; Classroom walk-throughs	9/26/2014 daily
G3.B1.S2.MA1	Teachers will meet in department cohort to reflect upon the campaign week providing insight in student areas of concerns and questions. This information will lead to possible further steps as needed.	Williams, Charlotte	9/2/2014	Department cohort attendance, notes and documented recommendations	9/2/2014 one-time
G3.B1.S2.MA1	Coaches will be used as necessary to support week-long campaign, and administrators will conduct classroom walk-throughs.	Williams, Charlotte	9/22/2014	Teacher lesson plans and classroom walk-through records	9/26/2014 daily
G4.MA1	Lesson planning PLCs will be meeting weekly. The first and third Tuesday of the month will be for the Standards alignment and mini-Lesson construction. Within this same week, the PLC will implement the mini-lesson within their classroom. The second and fourth Tuesday of the month, the PLC will be meeting to analyze the lesson and student work products, reflect upon the impact of instruction, and refine areas that may have been challenging. An administrator or coach will be in attendance at these particular meetings to provide support, assistance, and monitor the lesson study (IPD) protocols.	Thompson, Diana	9/23/2014	1. Every PLC will be recorded on the PLC meeting template. This template includes an attendance area, an agenda area, as well as, other areas related to pertinent information. 2. When appropriate, lesson study delivery will be video recorded. 3. Finally teacher lesson plans, related to the mini-lesson, and student work products subsequent to the implementation of the mini-lesson will be documented.	2/24/2015 weekly
G4.B1.S1.MA1	Coaches will attend the target PLC's every other week to ascertain strengths of the lesson study and also possible deficiencies in need of remedies.	Thompson, Diana	9/22/2014	PLC template to include attendance, agenda, and other pertinent information	12/12/2014 one-time
G4.B1.S1.MA1	The target grade level and content area PLC will use a PLC documentation form to confirm the PLC planning sessions, the implementation of the lesson, and	Thompson, Diana	9/22/2014	PLC Template indicating attendance, agenda, and resolutions	2/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the post processing of said lesson. This is a two week cycle.				
G4.B1.S1.MA3	Administration and /or coaches will conduct classroom formal observations	Scott, Tiffany	10/6/2014	Records from the formal observation	2/23/2015 one-time
G5.MA1	Use the FSA to ascertain AMO score report and TEAM (Teacher Evaluation and Achievement Model) data	Scott, Tiffany	6/19/2015	FSA data; EOCs; AMO benchmarks and TEAM data	6/19/2015 one-time
G5.B1.S2.MA1	FAIR-FS, Lake County Benchmark (BM) assessments and formal teacher evaluation (TEAM)	Cosden, Craig	9/8/2014	Assessment calendar, quantitative assessment data and TEAM	3/31/2015 quarterly
G5.B1.S2.MA1	An administrator or academic coach will be assigned for each department PLC cohort. This individual will provide direction in best strategies in reading, writing, and/or planning student academic and accountable conversations.	Cosden, Craig	9/4/2014	Lesson Plan Review and PLC documentation form	5/28/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Technology: Smart Board incorporation into lesson planning across content areas.

G1.B2 Adequate professional learning opportunities and training

G1.B2.S1 Solicit professional learning from SMARTBoard company and plan for future and continued school-based training.

PD Opportunity 1

Schedule professional learning for teachers interested in this adaptation.

Facilitator

Interwrite co.

Participants

Interested faculty members

Schedule

On 10/15/2014

G4. Lesson Study (IPD):By incorporating the Innovative Professional Development (IPD) Model in conjunction with the District's initiative in this area, teachers will be able to collaboratively construct common mini-lessons based on unpacking the FS in order to implement common, differentiated, and aligned lessons in order to improve the quality of instruction, thus, advancing student learning gains.

G4.B1 Teacher reluctance

G4.B1.S1 Limit the implementation to selected departments and selected grade levels. Math grade 6 and ELA grade 8

PD Opportunity 1

Conduct a professional learning opportunity for PLUS Team members and the PLC lesson study cohort: Explicit instruction in deconstructing a FS. Explicit instruction in the creation of a mini-lesson based on the aforementioned Expectations of PLC"s when pre-planning- implementing and in post-reflection to include all forms of documentation

Facilitator

Berrien/Cosden

Participants

PLUS Team members (12 total) which includes administration and Lesson Study cohorts (3 per department and grade level team; 6 total)

Schedule

On 9/18/2014

G5. Classroom Instruction: 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.

G5.B1 Teachers overloaded and burdened, so much so, as to lack the time necessary to keep pace with "best practices" in classroom instruction.

G5.B1.S2 Promote school-wide strategies of reading, writing and academic conversations in every subject area every day.

PD Opportunity 1

Provide teachers with current "best practices" in reading, writing, and student academic conversations in order to embed these strategies in every lesson resulting in students participating in said activities everyday and in every class.

Facilitator

Cosden/Berren

Participants

Faculty PLC's

Schedule

Monthly, from 8/12/2014 to 5/22/2015