Umatilla Elementary School

2015-16 School Improvement Plan

Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

http://lake.k12.fl.us/uel

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	75%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	B

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The Mission of Umatilla Elementary School is to help each student achieve to their potential by providing motivating instruction, successful learning experiences, and a safe and orderly environment.

Provide the school's vision statement

Our vision at Umatilla Elementary School is to prepare students for the demands and opportunities of the 21st Century. A professional and highly motivated staff, in partnership with parents and the community, will accomplish this vision by modeling, challenging, guiding, and inspiring all students of varied backgrounds and abilities to be prepared, respectful, and responsible life time learners.

School Environment

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

During pre-planning teachers review cumulative folders. At the beginning of the school year, teachers collect information about students by engaging in "getting to know you" activities and questionnaires. Teachers use this information to make connections with students both academically and socially.

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

Our guidance counselor conducts anti-bulling lessons at the beginning of the year. There is a Bully Box in the front office where students may anonymously report episodes of bullying. Faculty and staff are posted around campus to monitor student activities. ELC is also available before and after school. UES implements a Positive Behavior Support (PBS-PAWS) program for all students. This program promotes positive behavior throughout our campus. All students and parents sign a No Bullying Contract at the beginning of the year and as students register throughout the year. The Omega Man Anti-Bullying Program will be presenting a program for grades K-5 and follow-up activities will be highlighted on the morning news throughout the school year.

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

UES has a school wide behavioral system (PBS) where students can earn Bull Dog Bucks for positive behavior to spend in our PAWS Pantry or to participate in the Cool Conduct Club activities. Teachers use a color warning system to give a clear visual to students of what consequences will be for disciplinary incidents. Teachers are required to follow the established protocols when dealing with disciplinary incidents. All school personnel are trained on this process at the beginning of the year.

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

UES ensures the social-emotional needs of all students are being met through counseling services by our guidance counselor as well as a diverse group of mentors and the Leadership Team. To meet the

needs of our students, some of our programs include Peer Tutoring, Power Team, Kids Character Club, Student of the Month, News Team, and STEM. We also partner with Life Stream for counseling. In addition, UES offers after school tutoring for our students in the lowest quartile and for those who are homeless

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

Umatilla Elementary School implements early warning indicators for students who meet the following criteria: attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in ELA or mathematics.

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
	K	1	2	3	4	5	
Attendance below 90 percent	15	10	5	7	9	9	55
One or more suspensions	3	2	1	6	1	2	15
Course failure in ELA or Math	13	7	2	6	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	
Level 1 on statewide assessment-math	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
	K	1	2	3	
Students exhibiting two or more indicators	4	1	1	3	9

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

Response to Intervention (RtI) provides a variety of interventions specific to match the students' needs, and progress monitoring is in place to make decisions about changes in instruction or goals. After-school tutoring is available in reading and math. The Power Team is made up of students who have excessive office referrals the previous year. These students are "employed" on campus in a positive way to carry out specific responsibilities receiving praise and positive feedback to challenge them to choose more positive behavior. Members of the Power Team may be "employed" as a teacher assistant, office assistant, reading buddy, and/or help in the PAWS Pantry. Students Teams Achieving Reading Success (STARS) is implemented K-5 to ensure our students receive appropriate interventions. STARS is in addition to the ELA block.

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

Curriculum nights are held for each grade level. Teachers review specific grade level information followed by a question and answer session. Weekly grade level newsletters are sent home which outline lessons and skills for the current week. Teachers call parents regularly in regards to student progress.
Report Card Nights are held the first three nine weeks of the school year. At these meetings, parents meet one-on-one with the teachers to discuss their child's progress and recent report card.
Parents are aware of current events through the use of the school website and monthly school newsletters. The parent call out service is used for emergency notification along with special events.

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

Community donations are used for incentives in our PBS PAWS Pantry. The Chamber of Commerce provides breakfast during pre-planning and provides support throughout the year. Volunteers are encouraged to help in our classrooms. The community is invited to participate in our Christmas Reader program, Breakfast with Santa, APT Walk-A-Thon, and Rocket Day. They are also welcome to celebrate student success in Student of the Month, Honor Roll, "A" Celebration Day, Field Day and Rocket Day. The Outpost, our community newspaper, publishes UES events, grade level news, and celebrations.

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:

Name	Title
Rogers, Debra	Principal
Waite, Randolph	Assistant Principal
Caldwell, Susan	Instructional Media
Clark, Wendy	Instructional Coach
Cole, Cheryl	Guidance Counselor
Fuqua, Belinda	Administrative Support
McCarraher, Kimberly	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 meets weekly to discuss decisions that govern the school. They ensure a focus on learning and continuous improvement takes place in each classroom. The team monitors achievement and data to assure the learning environment is producing results consistent with the school's stated goals. Classroom visits provide opportunities to identify gaps in performance and plan for improvement.

Debra Rogers, Principal: Establishes a school wide vision of commitment to high standards and the success of all students. Ensures teachers' and students' performance aligns with district policies and procedures. Supports and encourages continual professional learning to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Looks for ways to improve students' experiences at school by implementing and evaluating programs within our school (ie. Istation, Write Score). Builds and nurtures relationships with parents and the community. Ensures our teachers know what is expected when it comes to student discipline, handles student discipline, makes fair decisions, and informs parents when necessary.

Randolph Waite, Assistant Principal: Helps the principal implement the schools vision, ensures high standards and rigorous learning goals are implemented in the classrooms. Builds and nurtures relationships with parents and the community. Handles and documents discipline issues, makes fair decisions, and informs parents when necessary.

Kimberly Jo McCarraher, Literacy Coach: Provides guidance on the K-12 ELA plan, facilitates and supports data collection; assists in data analysis; encourages and supports teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction; provides professional learning based on data results; facilitates Student Teams Achieving Reading Success (STARS); supports the implementation of the Multi-Tiered System Support (MTSS).

Wendy Clark, Curriculum Research Teacher: Evaluates core content standards and programs; facilitates and supports data collection; assist in data analysis; provides professional learning based on data results; supports the implementation of the Multi-Tiered System Support (MTSS); ensures ELL students are receiving instruction and tools necessary to be successful in the classroom.

Cheryl Cole, Certified School Guidance Counselor: Maintains communication, knowledge of student progress toward established goals, and provides professional counseling services; supports and monitors student progress through MTSS; provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students.

Belinda Fuqua, ESE Specialist: Serves as LEA representative at staffings and Individual Education Plan (IEP) meetings; conducts staff development activities designed to ensure appropriate education for all students with disabilities; facilitates team meetings focusing on the accomplishment of the reading and math standards. Assist the principal in managing all ESE functions within the school; ensures compliance in all areas of ESE.

Susan Caldwell, Media Specialist: Provides and maintains a comprehensive and culturally diverse collection of books, magazines, AV materials, and electronic resources that support and enhance the school curricula; teaches research skills using a variety of references, literature appreciation and genres, media literacy, online search strategies and other library skills; maintains and services an inventory of audio-visual equipment, computers, and software for the school; instructs and assists teachers in a variety of teaching methods, resources and advanced technologies; inspires a love of reading and learning; operates and organizes a variety of school-wide software programs, such as Reading Renaissance, AR, STAR, Istation, and other networked programs; sponsors book fairs, author days, and storytelling events; works with students, teachers, parents, reading coach, and administrators to facilitate reading incentive programs, evaluative programs and computer-based instruction and research activities.

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

The school's MTSS team meets every four to six weeks to discuss data relating to specific students. The MTSS team consists of an administrator, guidance counselor, academic coaches, school social worker, school psychologist, and selected teachers. This team reviews ongoing data related to the instructional needs of targeted students through assessments, interventions, grades, parent and teacher input.

Administrators and instructional coaches meet frequently to conduct data chats with all teachers at all grade levels. The purpose is to align the curriculum with the needs of the students based on current data. The data drives the STARS Intervention Program (Student Teams Achieving Reading Success) for all students whether remedial or enrichment. The groups are fluid depending on the success and needs of the students. The STARS program is held outside the 90 minute reading block, four days a week for thirty minutes.

Classroom walkthroughs are conducted by the School Leadership Team for the purpose of ensuring the core curriculum is being implemented at the highest level of expectations.

The lower quartile, as identified by FSA, and students identified by data from Eduphoria (5th grade science), STAR Reading, I-Ready, and Istation, are given a variety of interventions to meet their specific needs and maximize the desired student outcomes. This may guide 504 Plans, RtI Plans, ESE Plans, Behavior Plans, FBA/BIPS, and tutoring before and after school. Persons responsible for implementing these interventions are our Counselor, ESE Specialist, Literacy Coach, Curriculum Resource Teacher, classroom teachers, and specials teachers.

Supplemental Academic Instruction (SAI) and Title 1 funding is used to provide extended services for students beyond the regular school day.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Debra Rogers	Principal
Mark Wilson	Teacher
Tina Hall	Parent
Jennifer Meeks	Teacher
Kristin Purvis	Parent
Mike Mabry	Business/Community
Desiree Williams	Teacher
Chris Perry	Teacher
Lauria Crumbaker	Parent
Stacey Dotson	Parent
Kelly Steinke	Parent
Delia Torres	Parent
Anayelia Maya	Parent
Amber Parkinson	Parent
Lindsey DIetz	Parent
Jo McCarraher	Teacher
Sandy Stiefeld	Education Support Employee

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 members were given an opportunity to revise, amend, and comment on the School Improvement Plan. Different parts of the plan were discussed to ensure how all students were going to show learning gains. Implementation of our after school tutoring programs were also discussed.

Development of this school improvement plan

The Literacy Coach presents a draft copy of the SIP at the September meeting, and members are given the opportunity to contribute their ideas and provide direction. If revisions are made after the district review, they are presented at a follow-up meeting.

Preparation of the school's annual budget and plan

During SAC meetings, each member is encouraged to provide input concerning the school's budget plan.

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

No funds were provided last year for school improvement funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rogers, Debra	Principal
Clark, Wendy	Instructional Coach
McCarraher, Kimberly	Instructional Coach
Caldwell, Susan	Instructional Media
Fuqua, Belinda	Teacher, ESE
Waite, Randolph	Assistant Principal
Cole, Cheryl	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leaderhsip Team meets Wednesdays's to discuss literacy needs, goals and strategies to achieve the highest level of literacy in every grade level. Administration drives instruction by providing data analysis and training opportunities as needed. The Literacy Coach implements school, district and state literacy initiatives and trains teachers through classroom modeling and grade level meetings. The Guidance Counselor and ESE Specialist place students in appropriate programs based on need and status of eligibility. The Curriculum Resource Teacher ensures Curriculum BLUEPRINT/Maps and pacing guides are in place and are being implemented accordingly.

School-wide literacy includes 30 minutes of Student Teams Achieving Reading Success (STARS) four days per week outside the regular reading block. Write Score was purchased for fourth grade. Write Score provides professional evaluations of three essays and ELA lessons which reflect the new Florida Standards.

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

Common planning is used for teacher collaboration to ensure lessons and assessments align with the District's Scope and Sequence. Teachers are provided three planning days throughout the year for grade-level Collaboration/Professional Development. During monthly faculty meetings, teachers present best teaching practices and strategies. Professional Development is provided throughout the school year one Wednesday a month. Umatilla Elementary is a Growth Mindset School!

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

Mrs. Rogers screens and interviews each candidate using "Ventures for Excellence" interview process with special consideration given to references and recommendations. All teachers under consideration must be highly qualified. The TQR contact assures that any new teachers are familiar with county/school policies and procedures. Mentor teachers are assigned to new teachers, as well as veteran teachers that are new to our school.

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

New teachers are assigned a mentor in the same grade level. Mentors help the new teacher become familiar with the school, its culture, student body, rules, opportunities and challenges. The mentor shares resources with the novice teacher. New teachers are offered opportunities to observe exemplary teaching and discuss improvements to classroom and instructional practices. Weekly grade level collaboration meetings are held to ensure curriculum guidelines are being met.

The School Leadership Team reviews data and conducts classroom walkthroughs to determine the strengths and weaknesses of all teachers, then prescribes specific professional development classes as needed.

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

The Administrators, CRT, and Literacy Coach plan with each grade level on a regular basis. Lesson plans are reviewed to ensure instruction aligns with the Florida Standards and the District's Scope and Sequence.

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

Student Teams Achieving Student Success (STARS) Reading Intervention groups are based on student data from Istation and grades. In these groups, students receive instruction according to their needs as evidenced by the data, and additional assistance is given by various staff members. Around the World Math Club is available for those students who need support in basic math skills. After school tutoring is provided to our lower quartile in Reading and Math based on data from FSA, Istation, I-Ready and grades.

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

Strategy: Extended School Year

Minutes added to school year:

Umatilla Elementary provides after school tutoring in reading and math, twice weekly for five months and is taught by highly-qualified teachers. This program is offered to our lower quartile students in grades 3-5. Students are given concentrated practice to reinforce essential reading and math strategies.

Strategy Rationale

Students are afforded extended instruction to assist in bridging their academic gap.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Clark, Wendy, clarkw@lake.k12.fl.us

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

Data from the new Florida Standards Assessment, Istation and i-Ready will be collected and analyzed to determine the effectiveness of this program.

Strategy: Extended School Day

Minutes added to school year: 868

Science, technology, engineering and mathematics (STEM) is offered to students in grades 2-5. STEM integrates the four disciplines into one cohesive teaching and learning environment. Students are engaged in real world problems and experiences through project-based, experiential learning activities that lead to higher-level thinking. The STEM environment compels students to understand issues, identify problems, and understand processes that lead to innovative solutions.

Strategy Rationale

The STEM program provides students with opportunties to problem solve and develop critical thinking skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Rogers, Debra , rogersd@lake.k12.fl.us

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

To determine the effectiveness of this program the following data is collected: i-Ready, Florida Standards Assessments, and FCAT 2.0 for Science. Students will participate in a district competition, STEM Bowl, to showcase the skills they acquired.

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

UES has three Pre-K units on sight. The children that are part of these units participate in school activities, helping them to make an easy adjustment to kindergarten.

At the end of each school year, Pre-K children from local programs visit our school to meet the kindergarten teachers and tour the campus. We also host Kindergarten Round-up to register students. On this night, the entire family attends and children tour the lunchroom, library, PE area, classrooms, and ride a school bus. These activities help the student experience the school environment prior to the beginning of the school year to ease their transition.

Incoming kindergarten students are pre-tested by kindergarten teachers prior to the beginning of the school year to assess their kindergarten readiness and to help teachers plan for their academic and social needs.
Articulation meetings between ESE Pre-K to Kindergarten are arranged as needed. If further testing is needed, a testing tool is decided upon and other ESE services are added if necessary.
Vertical articulation is provided for our teachers through the use of Student Data Sheets and meetings to discuss instructional practices to support upcoming students from one grade to another.
UES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

- .

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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

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.   UES will create a growth mindset environment therefore decreasing referral incidents.

G2.   Increase student attendance by creating a safe, caring and engaging environment.

G3.   UES will increase learning gains for all students in ELA, Math and all content areas by implementing the Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness and reach targeted AMO's.

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. UES will create a growth mindset environment therefore decreasing referral incidents. 1a

🔍 G071150

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	134.0

Resources Available to Support the Goal 2

- Growth Mindset Book
- School Based PBS program
- MTSS
- Florida Standards

Targeted Barriers to Achieving the Goal 3

- Low expectations for students who have not been successful in the past.

Plan to Monitor Progress Toward G1. 8

To ensure the growth mindset is having the desired result on student engagement leading to higher expectations for teaching and learning.

Person Responsible
Randolph Waite

Schedule
Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Teachers will create a love of learning through the qualities of dedication and hard work as evidenced by students wanting to learn by comparing student perceptions of effort before and after implementation of student engagement strategies; decrease in referral incidents in kindergarten through fifth grade.

G2. Increase student attendance by creating a safe, caring and engaging environment. `1a`

G071151

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	25.0

Resources Available to Support the Goal `2`

- Skyward
- School Social Worker
- School Counselor
- Positive Behavior System (PBS)
- Quarterly Attendance Adventure
- Perfect Attendance All Year Field Trip
- Administrative Team and Staff
- Be A Buddy, Not A Bully
- Kids Character Club
- Bully Box
- School Safety Patrols
- Red Ribbon Week
- Power Team
- The Omega Man Anti-Bullying Program
- ESE School Specialists

Targeted Barriers to Achieving the Goal `3`

- Lack of student engagement; students with low self-esteem who lack confidence due to low academic performance.

Plan to Monitor Progress Toward G2. `8`

Student attendance will be collected through Skyward.

Person Responsible
Debra Rogers

Schedule
Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Increased level of average daily student attendance; CWT Data

G3. UES will increase learning gains for all students in ELA, Math and all content areas by implementing the Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness and reach targeted AMO's. `1a`

Targets Supported `1b`

G071152

Indicator	Annual Target
AMO Reading - All Students	76.0
AMO Reading - ELL	53.0
AMO Reading - SWD	57.0
AMO Math - All Students	73.0
AMO Math - SWD	58.0
AMO Math - ELL	53.0

Resources Available to Support the Goal `2`

- Thinking Maps
- Common Planning Time
- Data Analysis Meetings
- District Scope and Sequence
- Accelerated Reader/STAR Enterprise
- Student Teams Achieving Reading Success (STARS)
- Write Score - Grades 4
- PLCs
- Istation
- STEAM Wednesdays
- I-Ready Math
- LCS Blue Prints
- Document Based Questioning - DBQ (Grades 4 and 5)
- Florida Ready LAFS (Grades 3-5)
- Pearson Phonics (Grades 1)
- Writing Through the Year - Jump/Wills (Kindergarten)
- After School Tutoring
- STEM Club
- Rosetta Stone
- Evan Moor Phonics (Grade 2)

Targeted Barriers to Achieving the Goal `3`

- Limited knowledge of Envision Math 2.0 and the execution of researched-based instructional strategies through the use of eight mathematical practices.
- Inadequate and/or limited use of higher order thinking questions posed by teachers to meet the demands of the Florida Standards.

Plan to Monitor Progress Toward G3. `8`

Data will be collected from i-Ready, classroom assessments, and classroom walkthroughs.

Person Responsible
Debra Rogers

Schedule
Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion
classroom walkthroughs, lesson plans, assessments.

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. UES will create a growth mindset environment therefore decreasing referral incidents. `1`

🔍 G071150

G1.B1 Low expectations for students who have not been successful in the past. `2`

🔍 B185648

G1.B1.S1 Build higher expectations for teachers. `4`

🔍 S197043

Strategy Rationale

Higher expectations yields higher achievement for low performing students.

Action Step 1 `5`

Through the reading of "The Growth Mindset" teachers understand how high expectations can improve student achievement. Teachers will create a love of learning through teaching the qualities of dedication and hard work.

Person Responsible

Debra Rogers

Schedule

On 6/9/2017

Evidence of Completion

Classroom walkthroughs, the use of the phrase "I can't do it, YET."

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

Student engagement will increase, improvement in grades and district and state assessments.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Report cards, classroom walkthroughs, student work samples, student engagement

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

With the right mindset, teachers can motivate their students and help them improve in school. A culture of high expectations for all students is evident as they continue to stretch themselves, working hard, especially when the task is not going well. Students will focus on improvement instead of worrying about how smart they are.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walkthroughs, increase student achievement, student engagement, PBS, decrease in discipline incidents in kindergarten through 5th grade.

G2. Increase student attendance by creating a safe, caring and engaging environment. 1

G071151

G2.B1 Lack of student engagement; students with low self-esteem who lack confidence due to low academic performance. 2

B185649

G2.B1.S1 Increase attendance by providing a safe, caring and engaging environment. Focusing on positive behavior; UES will continue to improve on our Positive Behavior System (PBS), Be A Buddy Not A Bully, Bully Proofiing Your School, Kids Character Club, Power Team, and Red Ribbon Week. 4

S197044

Strategy Rationale

Students will want to attend school and engage in the learning process.

Action Step 1 5

Provide quarterly attendance incentives and year end incentives.

Person Responsible

Debra Rogers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance will be monitored weekly through Skyward.

Action Step 2 5

Leadership Team and teachers will mentor students.

Person Responsible

Randolph Waite

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Skyward will show an increase in attendance and academic improvement in district and state data as well as school grades.

Action Step 3 5

A safe environment will be provided through a single entry point; parents and all school personnel will wear a picture ID or badge. Parents will be required to use the sign-in log in the front office.

Person Responsible

Randolph Waite

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parents sign in log and all adults wearing a badge or picture ID.

Action Step 4 5

Anti-bullying lessons will be taught by teachers and school counselor.

Person Responsible

Cheryl Cole

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Discipline log.

Action Step 5 5

Teachers will increase technology in the classroom to improve student engagement. Technology will include but not limited to Edmodo, DoJo, Istation, I-Ready, Safari Montage, Power Points, and Prezi Power Points.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The evidence will be in teachers' lesson plans.

Action Step 6 `5`

Students will engage in accountable talk using Kagan Strategies and Thinking Maps.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, classroom walkthrough data

Action Step 7 `5`

STEM Wednesdays

Person Responsible

Randolph Waite

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans and evidence from examining student work.

Action Step 8 `5`

UES will continue to improve on our Positive Behavior System (PBS), Be A Buddy Not A Bully, Bully Proofiing Your School, Kids Character Club, Student of the Month and Power Team.

Person Responsible

Cheryl Cole

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Bully incidence log

Action Step 9 5

Teachers will complete the National Incident Management System (NIMS) course under the category of School Safety/Safe Learning Environment.

Person Responsible

Randolph Waite

Schedule

On 10/23/2015

Evidence of Completion

Certificate of completion

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

Skyward Data

Person Responsible

Debra Rogers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Increased student attendance by monitoring Skyward data.

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

The data will show a rise in attendance; students will be more engaged through the use of cooperative structures.

Person Responsible

Debra Rogers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance through Skyward, classroom walkthroughs, lesson plans.

G3. UES will increase learning gains for all students in ELA, Math and all content areas by implementing the Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness and reach targeted AMO's. 1

🔍 G071152

G3.B5 Limited knowledge of Envision Math 2.0 and the execution of researched-based instructional strategies through the use of eight mathematical practices. 2

🔍 B185654

G3.B5.S1 The use of researched-based instructional strategies will be used through the eight mathematical practices. 4

🔍 S197046

Strategy Rationale

Students will use the eight mathematical practices to develop the skills necessary to meet the challenges of college and career readiness.

Action Step 1 5

Provide Professional Development in Envision Math 2.0 to increase teachers knowledge of standards' based instruction and higher order questioning.

Person Responsible

Wendy Clark

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Implementation of higher order questions in lesson plans and examination of student responses in PLCs.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

The third Wednesday a month will be set aside for PD which focuses on research-based instructional strategies and mathematical practices.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Signature sheets; attend common planning

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

On-going progress monitoring will be done by the Leadership Team to ensure researched-based strategies are being utilized.

Person Responsible

Debra Rogers

Schedule

Evidence of Completion

Classroom walkthroughs, i-Ready data, math grades, FSA results.

G3.B6 Inadequate and/or limited use of higher order thinking questions posed by teachers to meet the demands of the Florida Standards. 2

B185655

G3.B6.S1 The use of higher order thinking questions will be used school-wide. 4

S197047

Strategy Rationale

Students responding to Webb's Depth of Knowledge higher order thinking questions will develop the skills necessary to successfully meet the challenges of the Florida Standards. The use of DOKs will yield a more rigorous discourse among students in the classroom.

Action Step 1 5

Teachers will utilize question stems to assist in higher order questioning to promote student discourse.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data from classroom walkthroughs will be collected weekly by the leadership team.

Action Step 2 5

During weekly planning and collaboration, teachers will select specific higher order thinking stems to included in their daily lesson plans.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans

Action Step 3 5

Provide established common planning/PLCs to analyze data and collaborate best teaching practices to include differentiated instruction.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Agendas, lesson plans, classroom walkthrough data

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

On-going progress monitoring will be done by the Leadership Team during classroom walkthroughs; Data from weekly walkthroughs will be discussed during weekly Administrative Team meetings; Weekly grade level monitoring will occur through grade level planning times; Evidence of increase in student higher-order questioning/discourse in the learning process.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data resources will be monitored through AR/STAR Reading, Istation, I-Ready, classroom assessments, Write Score-Writing, MTSS interventions, Eduphoria-5th Grade Science, and student work samples.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 `7`

On-going monitoring will be done by the Leadership Team.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Leadership team will provide weekly classroom walkthroughs for observation; specific grade level trends will be given during the weekly grade level meetings; specific feedback will be provided to individual teachers; classroom assessments and other data resources from the school district and state will be reviewed.

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
G1.B1.S1.A1	Through the reading of "The Growth Mindset" teachers understand how high expectations can improve student achievement. Teachers will create a love of learning through teaching the qualities of dedication and hard work.	Rogers, Debra	6/1/2015	Classroom walkthroughs, the use of the phrase "I can't do it, YET."	6/9/2017 one-time
G2.B1.S1.A1	Provide quarterly attendance incentives and year end incentives.	Rogers, Debra	8/24/2015	Attendance will be monitored weekly through Skyward.	6/9/2016 quarterly
G3.B5.S1.A1	Provide Professional Development in Envision Math 2.0 to increase teachers knowledge of standards' based instruction and higher order questioning.	Clark, Wendy	9/16/2015	Implementation of higher order questions in lesson plans and examination of student responses in PLCs.	5/18/2016 monthly
G3.B6.S1.A1	Teachers will utilize question stems to assist in higher order questioning to promote student discourse.	Rogers, Debra	8/24/2015	Data from classroom walkthroughs will be collected weekly by the leadership team.	6/9/2016 weekly
G2.B1.S1.A2	Leadership Team and teachers will mentor students.	Waite, Randolph	8/24/2015	Skyward will show an increase in attendance and academic improvement in district and state data as well as school grades.	6/9/2016 monthly
G3.B6.S1.A2	During weekly planning and collaboration, teachers will select specific higher order thinking stems to included in their daily lesson plans.	Rogers, Debra	8/24/2015	Lesson Plans	6/9/2016 weekly
G2.B1.S1.A3	A safe environment will be provided through a single entry point; parents and all school personnel will wear a picture ID or badge. Parents will be required to use the sign-in log in the front office.	Waite, Randolph	8/24/2015	Parents sign in log and all adults wearing a badge or picture ID.	6/9/2016 daily
G3.B6.S1.A3	Provide established common planning/ PLCs to analyze data and collaborate	Rogers, Debra	8/24/2015	Agendas, lesson plans, classroom walkthrough data	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	best teaching practices to include differentiated instruction.				
G2.B1.S1.A4	Anti-bullying lessons will be taught by teachers and school counselor.	Cole, Cheryl	8/24/2015	Discipline log.	6/9/2016 quarterly
G2.B1.S1.A5	Teachers will increase technology in the classroom to improve student engagement. Technology will include but not limited to Edmodo, DoJo, Istation, I-Ready, Safari Montage, Power Points, and Prezi Power Points.	Rogers, Debra	8/24/2015	The evidence will be in teachers' lesson plans.	6/9/2016 weekly
G2.B1.S1.A6	Students will engage in accountable talk using Kagan Strategies and Thinking Maps.	Rogers, Debra	8/24/2015	Lesson plans, classroom walkthrough data	6/9/2016 weekly
G2.B1.S1.A7	STEM Wednesdays	Waite, Randolph	8/24/2015	Lesson Plans and evidence from examining student work.	6/9/2016 weekly
G2.B1.S1.A8	UES will continue to improve on our Positive Behavior System (PBS), Be A Buddy Not A Bully, Bully Proofiing Your School, Kids Character Club, Student of the Month and Power Team.	Cole, Cheryl	8/24/2015	Bully incidence log	6/9/2016 monthly
G2.B1.S1.A9	Teachers will complete the National Incident Management System (NIMS) course under the category of School Safety/Safe Learning Environment.	Waite, Randolph	10/7/2015	Certificate of completion	10/23/2015 one-time
G1.MA1	To ensure the growth mindset is having the desired result on student engagement leading to higher expectations for teaching and learning.	Waite, Randolph	8/24/2015	Teachers will create a love of learning through the qualities of dedication and hard work as evidenced by students wanting to learn by comparing student perceptions of effort before and after implementation of student engagement strategies; decrease in referral incidents in kindergarten through fifth grade.	6/9/2016 weekly
G1.B1.S1.MA1	With the right mindset, teachers can motivate their students and help them improve in school. A culture of high expectations for all students is evident as they continue to stretch themselves, working hard, especially when the task is not going well. Students will focus on improvement instead of worrying about how smart they are.	Rogers, Debra	8/24/2015	Classroom walkthroughs, increase student achievement, student engagement, PBS, decrease in discipline incidents in kindergarten through 5th grade.	6/9/2016 weekly
G1.B1.S1.MA1	Student engagement will increase, improvement in grades and district and state assessments.	Rogers, Debra	8/24/2015	Report cards, classroom walkthroughs, student work samples, student engagement	6/9/2016 weekly
G2.MA1	Student attendance will be collected through Skyward.	Rogers, Debra	8/24/2015	Increased level of average daily student attendance; CWT Data	6/9/2016 monthly
G2.B1.S1.MA1	The data will show a rise in attendance; students will be more engaged through the use of cooperative structures.	Rogers, Debra	8/24/2015	Attendance through Skyward, classroom walkthroughs, lesson plans.	6/9/2016 monthly
G2.B1.S1.MA1	Skyward Data	Rogers, Debra	8/24/2015	Increased student attendance by monitoring Skyward data.	6/9/2016 monthly
G3.MA1	Data will be collected from i-Ready, classroom assessments, and classroom walkthroughs.	Rogers, Debra	8/18/2014	classroom walkthroughs, lesson plans, assessments.	5/22/2015 monthly
G3.B5.S1.MA1	On-going progress monitoring will be done by the Leadership Team to ensure researched-based strategies are being utilized.	Rogers, Debra	8/24/2015	Classroom walkthroughs, i-Ready data, math grades, FSA results.	weekly
G3.B5.S1.MA1	The third Wednesday a month will be set aside for PD which focuses on research-based instructional strategies and mathematical practices.	Rogers, Debra	8/24/2015	Signature sheets; attend common planning	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B6.S1.MA1	On-going monitoring will be done by the Leadership Team.	Rogers, Debra	8/24/2015	Leadership team will provide weekly classroom walkthroughs for observation; specific grade level trends will be given during the weekly grade level meetings; specific feedback will be provided to individual teachers; classroom assessments and other data resources from the school district and state will be reviewed.	6/9/2016 weekly
G3.B6.S1.MA1	On-going progress monitoring will be done by the Leadership Team during classroom walkthroughs; Data from weekly walkthroughs will be discussed during weekly Administrative Team meetings; Weekly grade level monitoring will occur through grade level planning times; Evidence of increase in student higher-order questioning/discourse in the learning process.	Rogers, Debra	8/24/2015	Data resources will be monitored through AR/STAR Reading, Istation, I-Ready, classroom assessments, Write Score-Writing, MTSS interventions, Eduphoria-5th Grade Science, and student work samples.	6/9/2016 weekly

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.

G2. Increase student attendance by creating a safe, caring and engaging environment.

G2.B1 Lack of student engagement; students with low self-esteem who lack confidence due to low academic performance.

G2.B1.S1 Increase attendance by providing a safe, caring and engaging environment. Focusing on positive behavior; UES will continue to improve on our Positive Behavior System (PBS), Be A Buddy Not A Bully, Bully Proofiing Your School, Kids Character Club, Power Team, and Red Ribbon Week.

PD Opportunity 1

Teachers will complete the National Incident Management System (NIMS) course under the category of School Safety/Safe Learning Environment.

Facilitator

Randolph Waite

Participants

Administrative Team and Faculty

Schedule

On 10/23/2015

G3. UES will increase learning gains for all students in ELA, Math and all content areas by implementing the Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness and reach targeted AMO's.

G3.B5 Limited knowledge of Envision Math 2.0 and the execution of researched-based instructional strategies through the use of eight mathematical practices.

G3.B5.S1 The use of researched-based instructional strategies will be used through the eight mathematical practices.

PD Opportunity 1

Provide Professional Development in Envision Math 2.0 to increase teachers knowledge of standards' based instruction and higher order questioning.

Facilitator

Wendy Clark

Participants

Faculty and Administrative Team

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Budget

Budget Data

1	G1.B1.S1.A1	Through the reading of "The Growth Mindset" teachers understand how high expectations can improve student achievement. Teachers will create a love of learning through teaching the qualities of dedication and hard work.	$0.00
2	G2.B1.S1.A1	Provide quarterly attendance incentives and year end incentives.	$0.00
3	G2.B1.S1.A2	Leadership Team and teachers will mentor students.	$0.00
4	G2.B1.S1.A3	A safe environment will be provided through a single entry point; parents and all school personnel will wear a picture ID or badge. Parents will be required to use the sign-in log in the front office.	$0.00
5	G2.B1.S1.A4	Anti-bullying lessons will be taught by teachers and school counselor.	$0.00
6	G2.B1.S1.A5	Teachers will increase technology in the classroom to improve student engagement. Technology will include but not limited to Edmodo, DoJo, Istation, I-Ready, Safari Montage, Power Points, and Prezi Power Points.	$0.00
7	G2.B1.S1.A6	Students will engage in accountable talk using Kagan Strategies and Thinking Maps.	$0.00
8	G2.B1.S1.A7	STEM Wednesdays	$0.00

Budget Data

9	G2.B1.S1.A8	UES will continue to improve on our Positive Behavior System (PBS), Be A Buddy Not A Bully, Bully Proofiing Your School, Kids Character Club, Student of the Month and Power Team.	$0.00
10	G2.B1.S1.A9	Teachers will complete the National Incident Management System (NIMS) course under the category of School Safety/Safe Learning Environment.	$0.00
11	G3.B5.S1.A1	Provide Professional Development in Envision Math 2.0 to increase teachers knowledge of standards' based instruction and higher order questioning.	$0.00
12	G3.B6.S1.A1	Teachers will utilize question stems to assist in higher order questioning to promote student discourse.	$0.00
13	G3.B6.S1.A2	During weekly planning and collaboration, teachers will select specific higher order thinking stems to included in their daily lesson plans.	$0.00
14	G3.B6.S1.A3	Provide established common planning/PLCs to analyze data and collaborate best teaching practices to include differentiated instruction.	$0.00
		Total:	$0.00