



## Umatilla High School

320 N TROWELL AVE, Umatilla, FL 32784

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

### School Demographics

**School Type**

High

**2014-15 Title I School**

No

**2015-16 Economically Disadvantaged (FRL) Rate**  
 (As Reported on Survey 2)

64%

**Alternative/ESE Center**

No

**Charter School**

No

**2015-16 Minority Rate**  
 (Reported as Non-white on Survey 2)

16%

### School Grades History

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

*\*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>.

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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, 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Umatilla High School's mission is to create a "student centered experience" "inspiring for a world yet imagined." This will be done by "embracing high expectations," "setting personal goals," and using "captivating and versatile curriculum" in a "collaborative community" setting. (Mission statement created in 2014-15 in an attempt to shift culture. Will continue moving toward this mission until shift is culturally embedded in the school)

##### Provide the school's vision statement

Inspiring for a world yet imagined

#### School Environment

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

UHS uses EWS system to identify students who need extra attention. Accelerated Resource Teacher, under the direction of Academic Service Unit, has been trained on pulling comprehensive data and are working with administration on an attack plan to curb unsuccessful behaviors or trends. Currently, EWS students are being identified and data chats are happening with students and administrators. The ZAP (Zeros Aren't Permitted) program is being implemented to curb missing work and to provide small group assistance. We also use a student led program called PACK to push awareness of differences and build a sense of compassion on campus. The Advisory Hour for students is being put in place to allow all students to connect with a faculty advisor on campus. Currently, these are quarterly meetings but based upon the impact, they could happen more often. SAC provides valued parent input on relationships on campus.

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

There is a proactive approach to intervene before a situation escalates with reporting boxes, awareness programs, Behavior Tracking System (BTS), and parental input. UHS uses a student led program called PACK to push awareness of differences and build a sense of compassion on campus. All teachers and students are advised about the Behavior Tracking System used on campus. An Advisory time for students is being put in place to allow all students to connect with a faculty advisor on campus. Currently, these are quarterly meetings but based upon the impact, they could happen more often. Extended media center hours provides opportunity for students to access computers and other media resources before and after school. SAC provides valued parent input on safety concerns for campus. We have supervision at events including Teachers, Athletic Directors, Coaches, and Administration.

##### 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

For consistency, UHS has a discipline response matrix in place which is reviewed with students and teachers. For added support, behavior tracking sheets (BTS) are used on an individual tracking basis



and include specific strategies for intervention. As a class starter and instructional awareness piece, UHS uses a common board configuration to aide students with what is the focus of the daily lesson. UHS also uses AVID strategies to keep students on task and engaged in the lesson itself. Positive behavior support is implemented through a variety of systems including the student of the month and special recognition. Classroom management courses are also available on the district level for teachers who may need support. This year teachers are using Code of Cooperation and Social Contracts with students to set a positive tone for behaviors during the year. Additionally, the Principal's Advisory Cabinet will work to solve campus-wide issues and establish school-wide Standard Operating Procedures.

**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**

UHS uses a student led program called PACK to push awareness of differences and build a sense of compassion on campus. An Advisory time for students is being put in place to allow all students to connect with a faculty advisor on campus. Currently, these are quarterly meetings. But based upon the impact, they could happen more often. We also use MTSS protocols. UHS utilizes a leadership program with ROTC. A student incentive program also recognizes students. Guidance uses a counseling referral process when assistance is needed beyond school resource, and school social worker provides direct contact with home while providing additional resources. Most of UHS faculty attends or sponsors extra-curricular activities on campus to continue building student to teacher connections and supports.

**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**

UHS used the EWS indicators to establish the MTSS program. In addition, information regarding the EWS students was shared with classroom teachers to help monitor status, progress, and accuracy. Specially we looked at attendance, suspension rates and number of days, systemic issues, failure rates of ELA and Math students after the first grading period, and all students who scored level 1 on EOC and ELA state assessments. The new position of ART will follow the data on students identified by Academic Services through the EWS. The ART establishes a site team to help address the needs of those students.

**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
	9	10	11	12	
Attendance below 90 percent	33	28	28	1	90
One or more suspensions	14	14	9	0	37
Course failure in ELA or Math	20	9	5	1	35
Level 1 on statewide assessment	44	38	0	0	82
	0	0	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
	9	10	11	12	
Students exhibiting two or more indicators	18	12	5	5	40

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

- Parent and Student Conferences
- Data chats
- Student contracts (Attendance and Behavior)
- Progress Monitoring with Mini assessments, LBAs and FAIR.
- After school remediation
- Summer Tutoring
- ESE support
- ED2020 Credit recovery
- AVID strategies
- ZAP (Zeros Aren't Permitted)

**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**

Umatilla High School welcomes parents to our school in multiple structures. SAC meetings are open to public and held monthly. Additionally, Band Boosters and Athletic Boosters allow for parents to have a voice in the direction of the various programs. Open house is held twice a year. Support structures during open house include help setting up parent access to the online grading program, cohort graduation requirements, FASA presented by the guidance department. We also include parents with current events through the use of a school website maintained by our vocational department and the parent call out service is used for emergency notification along with special events bulletins. In addition, we are adding a UHS Twitter account to highlight Personalized Learning on campus. The AP Academy will also hold an information meeting for parents and community to address questions about Advanced Placement Programs. Guidance and teachers regularly call parents in regards to student progress both negative and positive. Edmodo and Schoology web class structures are used by teachers allow for parents to monitor curriculum used in several of the content areas. Skyward grade program is accessible for students and parents to monitor progress through out year. Every effort is made for our parents to participate in our students with exceptionalities' annual IEP process.

**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**

Umatilla High School utilizes many resources to build and sustain partnerships with local community. Currently, we are working with Habitat for Humanity. Over the summer several students interned with the program and we are working on having the Horticulture Class design landscapes for homes being built in our area. In addition, the Boys and Girls club representative comes and discusses non profit work with our 9th grade classes. The ROTC works with the elementary school to support after school reading. Also, we are adding a UHS Twitter account to highlight Personalized Learning on campus. Once a year, the community is invited to a strategic planning breakfast to provide input on educational needs. And many local businesses donate to our school incentive fund. Agri-science and Science teachers use local forest and water authorities to support instruction. UHS community partnership is available for teachers to utilize offered community services. Student ambassadors are available to talk at local organizational meetings to discuss changes on campus and hear about college or career opportunities.

## 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
Campbell, Randy	Principal
Ryan, Holly	Assistant Principal
Strem, Ryan	Assistant Principal
Weber, Glenda	Other
Crangle, Lisa	Other
Medeiros, Jennifer	Other
Campbell, Donna	Teacher, K-12
Crouch, Justin	Teacher, K-12
Guinta, Melissa	Teacher, K-12
Royal, Kim	Teacher, K-12
Archer, Racheal	Teacher, ESE

#### Duties

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

Department Chairs are responsible for monitoring the planning during common plan times. They are supported by the Personalized Learning Facilitator, Literacy Coach, Accelerated Resource Teacher, and Florida Standards Teacher. FAIR assessment data is monitored by the Literacy Coach, Guidance, Assistant Principal, and Principal. Literacy Coach has data chats with teachers based on performance in any of the progress monitoring assessments. ART monitors EWS data on students and works with Principal and teachers to support those students. Departments meet weekly for PLC's with the focus on breaking down standards, sharing best practices, and examining student work samples. Assistant Principals and Principal also hold data chats with individual teachers based on progress monitoring assessments.

***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**

Teachers utilize data from FAIR data, LSA data, and anecdotal records to determine if additional support may be needed. A specific guidance counselor is assigned to monitor the students who are in the process of MTSS system. ESE School Specialist monitors IEP's and facilitates parent conferences. As part of the review process, if MTSS is required for an existing ESE student needing additional support than the ESE School Specialist will determine the level of the MTSS process will need to be implemented while still serving the current IEP.

UHS is working with Title I to provide additional remediation services to our homeless population. This will allow additional remediation time after school in both the fall and summer terms.

SAI money is being used to provide additional remediation services to all of our level 1 and level 2 scoring students. These programs will be facilitated by highly qualified teachers in the area of study. Students will be identified by both teachers and progress monitoring data. Funding for Zero's aren't permitted program (ZAP) provides timely intervention for students who are falling behind course work. SAI money will also allow for additional tutoring in the AVID classroom for students who may be on the bubble for some standardized tests.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Randy Campbell	Principal
Glenda Weber	Teacher
Lyntel Smth	Parent
Bob Johnson	Business/Community
Tom Bower	Parent
Mary Hatfield	Education Support Employee
Laura Wright	Parent
Bonnie Lee Pederson	Parent
Erica Madden	Parent
Alena Lail	Parent
Sonja Molholland	Parent
Shelly Ford	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*

UHS solicited input from the SAC after the draft was reviewed and changes were made to accommodate the suggestions given And, after final presentation the SAC voted to approve the final SIP.

*Development of this school improvement plan*

The SAC is presented with the Draft of the SIP at the October meeting and given the opportunity to provide input and direction. Comparison of last year's encumbrments to the projected needs of the current school year. Adjustments made after comparison and new purchase items factored in with

current budget dollars. Any revisions made after the district review are presented at a followup meeting.

*Preparation of the school's annual budget and plan*

Comparison of last year's encumberments to the projected needs of the current school year. Adjustments made after comparison and new purchase items factored in with current budget dollars.

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

We have \$186 of carry over funds from previous years. There will be no additional monies added to this account from state revenue. The \$186 will be addressed at the first SAC meeting that will occur in September.

***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:**

Name	Title
Weber, Glenda	Instructional Coach
Royal, Kim	Teacher, K-12
Guinta, Melissa	Teacher, K-12
Crouch, Justin	Teacher, K-12
Campbell, Donna	Teacher, K-12
Ryan, Holly	Assistant Principal
Crangle, Lisa	Instructional Coach
Archer, Racheal	Teacher, ESE

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT is focusing on how to merge our writing and reading with the new Florida Standards. UHS is utilizing common planning to help teachers create lessons that have the new recursive standards. The addition of two more teacher coaches, will also help facilitate that goal. Along with a Coach, Teachers meet at least once a week with other teachers who share their curriculum area. They unpack standards, address strategies and examine student work samples. Teachers and students also celebrate Literacy Week with various activities.

**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**

UHS is utilizing common planning to help teachers create lessons that have the new recursive standards. The addition of two more teacher coaches, will also help facilitate that goal. Along with a Coach, Teachers meet at least once a week with other teachers who share their curriculum area and to unpack standards, address strategies, and examine student work samples. Additionally, UHS is part of a PLUS team which gives teachers in high need areas a day to plan with other teachers in same area while their students' instructional needs are met by non-load bearing teacher on campus such as Instructional Coaches. Collaborative funding is solely reserved for professional development sessions to be held after school to develop highly qualified teachers.

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

Because Umatilla High School has developed a positive climate over the last year, we have a large pool of applicants for our open positions. In addition, we utilize Search Soft system which advertises and allows access for possible applicants through the district site. We also use teacher net working for specialized areas to find qualified applicants. After hiring, teachers are welcomed and paired with a veteran site person to help them adjust to our school culture. For first year teachers, UHS monitors growth and completion of Florida Educator Accomplished Practices Portfolio by using district support provided by Professional Education Competencies grant instructors. Collaborative funding is solely reserved for professional development sessions to be held after school to develop highly qualified teachers.

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

Jacob Crouch a second year teacher will be mentored by Justin Crouch the Social Studies department chair and Teacher of the year. We have placed their classrooms next to each other to allow for easy access and observation. Jennifer Lyons will be mentored by Sherita Alexander the Vocational Department chair. Chelsea Anschutz will be mentored by Melissa Guinta. Brianna Curley is being mentored by Donna Campbell and Lisa Crangle. The math department instructional staff are new to campus and an instructional coach (ART) is assigned to work with them directly. They have time each day to meet and discuss any questions they may have in regards to curriculum and instruction. In addition, Ryan Brennon, Jacob Crouch and Brianna Curley will have access to an instructional coach in the district to guide her through the TOP new teacher program and portfolio requirements.

**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***

UHS uses instructional coaches such as Personalized Learning Facilitator, Accelerated Resource Teacher, Florida Standards Teacher, and Literacy Coach to help teachers plan lessons that are aligned to the new Florida Standards. Administration also does weekly lesson plan meetings with teachers to allow for clarification. Administration does weekly walk through of school to observe lessons in classrooms. Coaches walk to together focusing on the new standards. UHS also uses the PLUS team model to allow teachers to plan together across the district.

**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**

UHS uses FAIR data to monitor students in Reading Courses. Additionally, LSA assessments will be utilized to monitor courses. Support Facilitation is used to help our low performing ESE students. The Accelerated Resource Coach is available to provide additional support for our retained students. Modifications include extended time, additional small group support, alternative assessment settings, and one on one help as needed.

**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:** After School Program

**Minutes added to school year:** 2,700

UHS offers additional tutoring after school and on Saturdays to help students who are struggling in core classes. While the program is offered to all students, specific students, who are not necessarily identified through assessment measure but who are struggling within the classroom along with lowest quartile, are identified by the progress monitoring. After reviewing the progress monitoring data, the Principal and Literacy Coach hold data chats with each student and provide information regarding tutoring. Information is also provided to parents on the website and call out system. Qualified Instructional personnel in the needed fields are utilized to provide tutoring.

#### **Strategy Rationale**

The use of Tutoring after school and on Saturdays will allow for a smaller teacher to student ratio to target specific needs.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Ryan, Holly, ryanh@lake.k12.fl.us

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

Data is collected on attendance and by performance on progress monitoring data such as pre and post tests.

### **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**

UHS works directly with our feeder schools to create a sense of family. The middle school's Avid program works closely with the high school AVID program hosting combined activities and programs. Middle school 8th graders are afforded the opportunity to tour the campus before entering as a 9th grade UHS student. A showcase night is also conducted for incoming Freshman and parents. AP Academy hosts an informational meeting yearly to address questions about the program. Students

after exiting our school can call guidance to gain information on how to access local post secondary programs. UHS students are given the opportunity to experience college classes and settings through Dual Enrollment and Advanced Placement courses. Virtual School is used as an added support model as well to expand our current course offerings. Students enrolled in these added support settings are monitored by guidance to ascertain that the courses meet graduation requirements.

### **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 school offers students elective and vocational courses in art, business, technology, culinary arts, chorus, band, agriculture, and health sciences. Many of these courses focus on job skills, offer students internships or industry certification.

Umatilla High participates in the College Board's Florida Partnership program which trains teachers, counselors, and administrators to develop a culture of college readiness in the school. The Florida Partnership also provides free PSAT and SAT testing for 9th -11th graders to determine the student's college readiness so steps can be taken to better prepare them for college. Umatilla High offers Advanced Placement courses to provide an avenue for our students to participate in college level courses while they are still in high school where they have a support system in place as well as giving them the opportunity to earn college based AP exam scores. AVID program works with specific college bound students over four years to prepare them for post-secondary success.

During middle school, students are legislatively required to take a career and education planning course. This course must include educational planning and advising system using the Florida Academic Counseling and Tracking for students at FACTS.org and will result in completion of personalized academic and career plan. While in high school, the plan is monitored and reviewed annually by counselors. The counselor meets with the student annually to help the student select courses of interest.

Students meet one-on-one with a counselor to decide what classes will be taken and update the electronic online advising system. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

The school offers students elective courses in art, business, music/band, technology, culinary arts, agriculture, and health sciences. Many of these courses focus on job skills and offer students internships or industry certifications in select Career Tech Education classes.

A daily focus of the school is for teachers to link their essential questions for the unit to the question of "why do we need to know this" to ensure that instruction is always relevant. Personalized Learning tools on campus helps to empower students to be active learners and set goals. Advisory provides time for students to explore career possibilities and develop a post-secondary plan. In addition, AVID students through a local grant opportunity are able to access Road Trip Nation to explore possible career avenues.

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

Students are encouraged during their transition from middle to high to be a part of the Career and Technical program. They are in-serviced prior to entrance on the variety of programs offered and the completion pattern to earn Industry Certification. Currently, we have a pocket of UHS teachers actively seeking ways to collaborate across the curricular areas. CTE classes are included, and our Health Science Program is looking at the alignment with Biology standards to see how they can support each other. CTE students are also taking active roles on the campus to beautify the campus, providing computer design needs and utilizing core academic skills for business techniques.



**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**

Currently, UHS is expanding its Advance Placement offerings. Through an AP Academy parent night, we educate our parents on the positive aspect of AP classes in regards to students moving on successfully for post-secondary readiness. The AP Academy provides recognition for students who take more than one rigorous AP class. Counselors also advise about the local vocational programs that are offered in our area. AVID organizational strategies also prepare our students for post-secondary readiness. Freshman Advisory groups will explore Habits of Mind traits and how they help to build successful outcomes.

## 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.

713

##### 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:

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#### 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.

Industry Certification is among highest in district. ACT data is on par with state and district averages. Low performing students are polite but compliant with learning. They lack true engagement with their learning.

### 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.

Working with Stanford University, we identified that UHS freshman 55% did not have a clear sense of purpose between academics and post-secondary goals. 59% try to avoid looking dumb in front of their peers.

## 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.** Faculty and staff will improve reading instruction by integrating a growth mindset and AVID strategies
  
- G2.** Umatilla High School will create a school wide culture of critical thinking through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards.

## 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. Faculty and staff will improve reading instruction by integrating a growth mindset and AVID strategies**

1a

G071489

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

**Resources Available to Support the Goal** 2

- Stanford Data results
- Mindset website and online training materials
- AVID Site team
- ILS weekly visits to campus to support teachers with technology integration

**Targeted Barriers to Achieving the Goal** 3

- Student and Teacher Fixed Mindset toward learning
- Students struggle to see the connection between Learning goals and personal goals
- Teachers are unaware of available technology sources that appeal to students

**Plan to Monitor Progress Toward G1.** 8

Lesson plan chats and Lake County Florida Standards Assessment

**Person Responsible**

Lisa Crangle

**Schedule**

Quarterly, from 9/2/2015 to 5/25/2016

**Evidence of Completion**

Lake County FSA progress monitoring assessments, Achieve 3000, FAIR, ART notebook, lesson plans, and student products

**G2.** Umatilla High School will create a school wide culture of critical thinking through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards.

1a

G071490

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	50.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	50.0
Bio I EOC Level 3	45.0
U.S. History EOC Pass	67.0

**Resources Available to Support the Goal** 2

- AVID Site Plan, UHS Writing Plan, Model Classrooms, Townsend Press Materials, Achieve 3000, Gayle Opposing Viewpoints, Professional Development day, Collaboration Days, Faculty meetings, Academic Service Unit, Curriculum Blueprints, Kagan Strategies, WICOR, Cornell Notes, Accelerated Resource Teacher, Florida Standards Teacher, Literacy Coach, Personalized Learning Grant Team Personalized Learning Facilitator Reinventing Schools Coalition Conferences Pilot Classrooms for Personalized Learning Algebra Nation

**Targeted Barriers to Achieving the Goal** 3

- Time to implement may need to be varied for some teachers who struggle with changes.
- Professional Development that extends beyond the school day to reduce stress from changes and demands may not be received as intended.
- Student and Teacher Fixed Mindset toward learning
- Use of Support staff to help accelerate or remediate learning.
- Need a full implementation of MTSS
- Coordination of information between district and school in regards to implementation of Personalized Learning
- Whole New Math Department on Faculty
- Communication with all stakeholders about what Personalized Learning really is and what it is not

**Plan to Monitor Progress Toward G2.** 8

Increase in scores, classroom performance, quality lesson planning, more collegial conversations and conversations, increase in personalized learning throughout campus.

**Person Responsible**

Randy Campbell

**Schedule**

Monthly, from 10/1/2014 to 5/1/2015

**Evidence of Completion**

new district monitoring test for ELA and Math, FAIR, Achieve 3000, progress monitoring within classroom of level one and two students

## 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.** Faculty and staff will improve reading instruction by integrating a growth mindset and AVID strategies **1**

 G071489

**G1.B1** Student and Teacher Fixed Mindset toward learning **2**

 B186319

**G1.B1.S1** Mindset online training module and book study **4**

 S197709

### Strategy Rationale

Allows for honest talk about how we can change how we interact with students to create a growth mindset towards learning challenges. The online training extends the conversation beyond our school allowing for ideas from a national and global perspective.

### Action Step 1 **5**

Mindset Book study and Online Training Modules

#### Person Responsible

Glenda Weber

#### Schedule

Monthly, from 9/1/2015 to 5/25/2016

#### Evidence of Completion

Student product examples that demonstrate effort relationships, number of teachers attending book study or online training modules,

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

Coaching Visits and Administrative conferences

**Person Responsible**

Lisa Crangle

**Schedule**

On 5/25/2016

***Evidence of Completion***

Lesson plan chats and Lake County Florida Standards Assessment

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

Coaching Visits and Administrative conferences

**Person Responsible**

Lisa Crangle


**Schedule**

On 5/25/2016

***Evidence of Completion***

Lesson plan chats and Lake County Florida Standards Assessment

**G1.B2** Students struggle to see the connection between Learning goals and personal goals **2**

 B186320

**G1.B2.S1** Professional Development on personal goal setting through PD pedagogy. **4**

 S197710

**Strategy Rationale**

Teachers will develop a plan for how students will set and track goals in the classroom.

**Action Step 1** **5**

UHS will use Professional Development Day session to help teachers understand and plan for using goal setting in the classroom.

**Person Responsible**

Glenda Weber

**Schedule**

On 10/23/2015

***Evidence of Completion***

Student work samples, reflections, and goal setting sheets from advisory

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

Goal Setting and Tracking Charts in classroom.

**Person Responsible**

Glenda Weber

**Schedule**

On 5/25/2016

***Evidence of Completion***

PL Facilitator observational notebook

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

Classroom observations

**Person Responsible**

Glenda Weber


**Schedule**

Monthly, from 11/4/2015 to 7/27/2016

**Evidence of Completion**

PL Facilitator Notebook

**G1.B3 Teachers are unaware of available technology sources that appeal to students** 2

 B186321

**G1.B3.S1 ILS weekly Site visits** 4

 S197712

**Strategy Rationale**

Teachers need specific help with identifying technology tools to enhance learning and how to integrate them into the classroom environment.

**Action Step 1** 5

District support Innovating Learning Specialist will be on campus weekly to assist in technology training and classroom implementation.

**Person Responsible**

Glenda Weber

**Schedule**

Monthly, from 9/2/2015 to 6/29/2016

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Sign In sheets and incorporation of Technology in lesson plans

**Person Responsible**

Randy Campbell

**Schedule**

Weekly, from 9/23/2015 to 5/25/2016

***Evidence of Completion***

Lesson plans and sign in sheets for PD attendance

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Lesson plan Chats and classroom observation

**Person Responsible**

Randy Campbell

**Schedule**

Weekly, from 9/2/2015 to 7/27/2016

***Evidence of Completion***

Lesson plans demonstrating increase in technology integration. Sign In sheets for attendance at trainings

**G2.** Umatilla High School will create a school wide culture of critical thinking through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards. 1

G071490

**G2.B1** Time to implement may need to be varied for some teachers who struggle with changes. 2

B186322

**G2.B1.S1** Additional support regarding information teachers gained from summer PD session will be available from PL Facilitator. After school PD sessions on Wednesday will be used as remediation of best practices and PL tools. Timeline for implementation allows for teachers to understand when they fall behind implementation pace. Faculty Meetings will follow a genius hour format with Inspiration Stations. These stations will allow for additional PD and Teacher Modeling of what is working. 4

S197713

### Strategy Rationale

Teachers are learning also and may need additional remediation and support as we shift to Personalized Learning culture.

### Action Step 1 5

UHS will develop a schedule allowing for common planning times and leadership lesson plan review meetings.

#### Person Responsible

Randy Campbell

#### Schedule

Weekly, from 9/1/2014 to 5/1/2015

#### Evidence of Completion

Master Schedule and common planning minutes.

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

Leadership team will monitor implementation each month through their data exchange conversations. Interventions will be on a departmental level or administrative level as needed. Support will be provided by cohort team and Literacy Coach. Administration team will conduct weekly classroom walkthroughs.

#### Person Responsible

Randy Campbell

#### Schedule

Weekly, from 9/1/2014 to 5/1/2015

#### Evidence of Completion

Evidence will be lesson plans and minutes from common planning

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

Weekly Lesson plan meeting with administration with data chat

**Person Responsible**

Randy Campbell


**Schedule**

Weekly, from 9/1/2014 to 5/1/2015

**Evidence of Completion**

This would be evidenced by Administration weekly walk through and planned lesson chats with teachers

**G2.B2** Professional Development that extends beyond the school day to reduce stress from changes and demands may not be received as intended. 2

 B186323

**G2.B2.S1** Offer additional PD after school on Wednesday based on Teacher needs 4

 S197714

**Strategy Rationale**

Changing after school PD to Wednesday would offer the least amount of schedule conflicts with extra-curricular activities.

**Action Step 1** 5

UHS will hold Bimonthly PD sessions after school based on topics from teacher survey.

**Person Responsible**

Holly Ryan

**Schedule**

Every 6 Weeks, from 9/1/2014 to 5/1/2016

**Evidence of Completion**

Planning time minutes, weekly lesson plans, agenda for Professional Development Sessions, Professional Development Calendar

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

Attendance at Wednesday sessions and Lesson plans incorporating new strategies.

**Person Responsible**

Holly Ryan

**Schedule**

Weekly, from 9/1/2014 to 5/1/2015

***Evidence of Completion***

Higher order questions and use of mini tasks for strategic instruction.

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

Weekly meetings with team

**Person Responsible**

Glenda Weber

**Schedule**

Weekly, from 9/1/2014 to 5/1/2015

***Evidence of Completion***

Planning Minutes and Administration / Coach conferences.

**G2.B3 Student and Teacher Fixed Mindset toward learning** 2

B186324

**G2.B3.S1** Share results from Stanford University study with all stakeholders. Teachers will hold a book Study on MINDSET. Students will create Murals for white space aligned with Mindset principles. 4

S197715

**Strategy Rationale**

Students with a growth mindset have higher achievement scores.

**Action Step 1** 5

UHS will use Book Study, Mindset online training modules, Murals to increase awareness of Growth Mindset on campus

**Person Responsible**

Lisa Crangle

**Schedule**

Monthly, from 10/1/2014 to 5/1/2015

**Evidence of Completion**

lesson plans and performance on district level assessments along with student work samples

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Student created murals

**Person Responsible**

Lisa Crangle

**Schedule**

On 10/26/2015

**Evidence of Completion**

Murals painted on white space for students demonstrating traits needed for success

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Monthly Book Study or Online modules

**Person Responsible**

Randy Campbell

**Schedule**

Monthly, from 10/14/2015 to 6/29/2016

***Evidence of Completion***

Attendance at Book study or use of online materials.

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

Lesson Plan Chats focusing on student feedback in a Growth Mindset language

**Person Responsible**

Randy Campbell

**Schedule**

Weekly, from 9/2/2015 to 6/29/2016

***Evidence of Completion***

Lesson plan chats, increase in grades, increase in attendance

**G2.B4** Use of Support staff to help accelerate or remediate learning. **2**

 B186325

**G2.B4.S1** Use of ART to identify and track retained students. ART to provide support to those students to close the instructional time gap. **4**

 S197716

**Strategy Rationale**

Students who fall behind become defeated and may need a specific person to help guide them toward success.

**Action Step 1** **5**

ART will maintain data on Retained students

**Person Responsible**

Ryan Strem

**Schedule**

Weekly, from 10/1/2014 to 5/1/2015

**Evidence of Completion**

Attendance and Grades

**Action Step 2** **5**

UHS will offer time for students who are behind or wish to work ahead to come work in the ZAPP program.

**Person Responsible**

Holly Ryan

**Schedule**

Every 3 Weeks, from 11/1/2015 to 6/30/2016

**Evidence of Completion**

Attendance sign in sheets and grades

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

ZAPP program to provide additional time for students who fall behind or want to accelerate learning

**Person Responsible**

Holly Ryan

**Schedule**

Monthly, from 10/1/2014 to 5/1/2015

***Evidence of Completion***

Sign in sheets with ZAPP

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

ART will monitor grades of retained students

**Person Responsible**

Jennifer Medeiros

**Schedule**


Quarterly, from 9/2/2015 to 6/29/2016

***Evidence of Completion***

Grades and attendance



**G2.B5** Need a full implementation of MTSS **2**

 B186326

**G2.B5.S1** Progress monitoring will include teachers. The use of a dedicated Half Guidance person will be used to progress monitor MTSS students. Guidance person can work with student's faculty advisor to help clarify and set student goals. **4**

 S197717

**Strategy Rationale**

Guidance and Administration have a better understanding of MTSS and can now support. Advisory teachers can build trust relationships and goal setting systems.

**Action Step 1** **5**

Teacher level implementation of MTSS

**Person Responsible**

Victoria Harris

**Schedule**

Biweekly, from 10/1/2014 to 5/1/2015

***Evidence of Completion***

Increase in progress monitoring results MTSS meeting logs, MTSS student folders, EWS data monitoring

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** **6**

Teacher level MTSS implementation

**Person Responsible**

Victoria Harris

**Schedule**

Biweekly, from 10/1/2014 to 5/1/2015

***Evidence of Completion***

Increase in progress monitoring results. MTSS meeting logs, MTSS student folders, data reports, mini assessment data referral reports

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Teacher level implementation

**Person Responsible**

Victoria Harris


**Schedule**

Biweekly, from 10/1/2014 to 5/1/2015

**Evidence of Completion**

EWS indicators reduction.

**G2.B6** Coordination of information between district and school in regards to implementation of Personalized Learning 2

 B186327

**G2.B6.S1** Use of Personalized Learning Facilitator to act a bridge between PL district department and school site team. Tiger Teams in district will also act as information bridge. 4

 S197718

**Strategy Rationale**

With a new shift there is always confusion, having clear communication bridge will lesson confusion.

**Action Step 1** 5

Representative will attend monthly PL Facilitator Meetings and Tiger teams

**Person Responsible**

Glenda Weber

**Schedule**

Monthly, from 9/1/2015 to 7/1/2016

**Evidence of Completion**

PL Facilitator updates to site team and PL Notebook

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

Overview of Meetings will be presented to site team

**Person Responsible**

Glenda Weber

**Schedule**

Monthly, from 9/2/2015 to 6/29/2016

***Evidence of Completion***

PL Facilitator notebook, minutes from meetings and site team

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

Quarterly site team meeting to discuss new information from district level

**Person Responsible**

Glenda Weber

**Schedule**

Quarterly, from 9/2/2015 to 6/29/2016

***Evidence of Completion***

Site team agenda and PL Facilitator notebook

**G2.B7** Whole New Math Department on Faculty 2

B186328

**G2.B7.S1** Along with district and school based instructional supports, specific use of site level coach and monthly Math Specialist PLC's to assist in transition of first year at UHS. 4

S197719

**Strategy Rationale**

The site level coach can provide day to day help with instructional practices, while the monthly Math being able to attend PLC meetings can assist teachers will content. Teachers in New Teacher program will also gain additional support with district level Instructional Coach.

**Action Step 1** 5

Coaching Support by District level Math Specialist and Coaching support onsite by Instructional Coach

**Person Responsible**

Jennifer Medeiros

**Schedule**

Monthly, from 8/5/2015 to 6/1/2016

**Evidence of Completion**

Math PLC meeting minutes

**Plan to Monitor Fidelity of Implementation of G2.B7.S1** 6

Monthly Meetings with Math department and District Math Specialist

**Person Responsible**

Jennifer Medeiros

**Schedule**

Monthly, from 9/2/2015 to 6/29/2016

**Evidence of Completion**

Math Agenda and Minutes

**Plan to Monitor Fidelity of Implementation of G2.B7.S1** 6

Site based Instructional Coaching Support for best practices

**Person Responsible**

Jennifer Medeiros

**Schedule**

Weekly, from 9/2/2015 to 6/29/2016

***Evidence of Completion***

Math agenda and PLC Minutes, Coaching observations,

**Plan to Monitor Effectiveness of Implementation of G2.B7.S1** 7

Lesson plan data chats

**Person Responsible**

Randy Campbell

**Schedule**


Weekly, from 9/2/2015 to 5/25/2016

***Evidence of Completion***

Lesson plans, PLC Reflections on student work samples

**G2.B8** Communication with all stakeholders about what Personalized Learning really is and what it is not

2

 B186329

**G2.B8.S1** Hold a Strategic planning day with shareholders to communicate plan and gain community input. Create a school twitter account to highlight changes. Require teacher attendance at conferences that support PL. Provide quarterly updates with community partners and use local newspaper for communication. 4

 S197720

**Strategy Rationale**

The use of multiple formats will allow for maximum audience.

**Action Step 1** 5

UHS will work to create multiple communication chains

**Person Responsible**

Glenda Weber

**Schedule**

On 6/29/2016

**Evidence of Completion**

Increase use of Website and creation of communication chains such as twitter

**Plan to Monitor Fidelity of Implementation of G2.B8.S1** 6

Creation on of School Twitter Account, Use of district PL Web page, update on School PL webpage

**Person Responsible**

Glenda Weber

**Schedule**

Monthly, from 11/4/2015 to 6/29/2016

**Evidence of Completion**

posts on district blog, updated school PL webpage, posting of twitter link on school web page

**Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7**

Use of PL Facilitator to coordinate all communication chains.

**Person Responsible**

Glenda Weber

**Schedule**

Monthly, from 11/4/2015 to 6/29/2016

**Evidence of Completion**

PL Facilitator notebook, Twitter account, Webpage

**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	Mindset Book study and Online Training Modules	Weber, Glenda	9/1/2015	Student product examples that demonstrate effort relationships, number of teachers attending book study or online training modules,	5/25/2016 monthly
G1.B2.S1.A1	UHS will use Professional Development Day session to help teachers understand and plan for using goal setting in the classroom.	Weber, Glenda	10/23/2015	Student work samples, reflections, and goal setting sheets from advisory	10/23/2015 one-time
G1.B3.S1.A1	District support Innovating Learning Specialist will be on campus weekly to assist in technology training and classroom implementation.	Weber, Glenda	9/2/2015		6/29/2016 monthly
G2.B1.S1.A1	UHS will develop a schedule allowing for common planning times and leadership lesson plan review meetings.	Campbell, Randy	9/1/2014	Master Schedule and common planning minutes.	5/1/2015 weekly
G2.B2.S1.A1	UHS will hold Bimonthly PD sessions after school based on topics from teacher survey.	Ryan, Holly	9/1/2014	Planning time minutes, weekly lesson plans, agenda for Professional Development Sessions, Professional Development Calendar	5/1/2016 every-6-weeks
G2.B3.S1.A1	UHS will use Book Study, Mindset online training modules, Murals to increase awareness of Growth Mindset on campus	Crangle, Lisa	10/1/2014	lesson plans and performance on district level assessments along with student work samples	5/1/2015 monthly
G2.B4.S1.A1	ART will maintain data on Retained students	Strem, Ryan	10/1/2014	Attendance and Grades	5/1/2015 weekly
G2.B5.S1.A1	Teacher level implementation of MTSS	Harris, Victoria	10/1/2014	Increase in progress monitoring results MTSS meeting logs, MTSS student folders, EWS data monitoring	5/1/2015 biweekly
G2.B6.S1.A1	Representative will attend monthly PL Facilitator Meetings and Tiger teams	Weber, Glenda	9/1/2015	PL Facilitator updates to site team and PL Notebook	7/1/2016 monthly
G2.B7.S1.A1	Coaching Support by District level Math Specialist and Coaching support onsite by Instructional Coach	Medeiros, Jennifer	8/5/2015	Math PLC meeting minutes	6/1/2016 monthly

**Lake - 0231 - Umatilla High School - 2015-16 SIP**  
*Umatilla High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B8.S1.A1	UHS will work to create multiple communication chains	Weber, Glenda	11/25/2015	Increase use of Website and creation of communication chains such as twitter	6/29/2016 one-time
G2.B4.S1.A2	UHS will offer time for students who are behind or wish to work ahead to come work in the ZAPP program.	Ryan, Holly	11/1/2015	Attendance sign in sheets and grades	6/30/2016 every-3-weeks
G1.MA1	Lesson plan chats and Lake County Florida Standards Assessment	Crangle, Lisa	9/2/2015	Lake County FSA progress monitoring assessments, Achieve 3000, FAIR, ART notebook, lesson plans, and student products	5/25/2016 quarterly
G1.B1.S1.MA1	Coaching Visits and Administrative conferences	Crangle, Lisa	9/2/2015	Lesson plan chats and Lake County Florida Standards Assessment	5/25/2016 one-time
G1.B1.S1.MA1	Coaching Visits and Administrative conferences	Crangle, Lisa	9/2/2015	Lesson plan chats and Lake County Florida Standards Assessment	5/25/2016 one-time
G1.B2.S1.MA1	Classroom observations	Weber, Glenda	11/4/2015	PL Facilitator Notebook	7/27/2016 monthly
G1.B2.S1.MA1	Goal Setting and Tracking Charts in classroom.	Weber, Glenda	10/7/2015	PL Facilitator observational notebook	5/25/2016 one-time
G1.B3.S1.MA1	Lesson plan Chats and classroom observation	Campbell, Randy	9/2/2015	Lesson plans demonstrating increase in technology integration. Sign In sheets for attendance at trainings	7/27/2016 weekly
G1.B3.S1.MA1	Sign In sheets and incorporation of Technology in lesson plans	Campbell, Randy	9/23/2015	Lesson plans and sign in sheets for PD attendance	5/25/2016 weekly
G2.MA1	Increase in scores, classroom performance, quality lesson planning, more collegial conversations and conversations, increase in personalized learning throughout campus.	Campbell, Randy	10/1/2014	new district monitoring test for ELA and Math, FAIR, Achieve 3000, progress monitoring within classroom of level one and two students	5/1/2015 monthly
G2.B1.S1.MA1	Weekly Lesson plan meeting with administration with data chat	Campbell, Randy	9/1/2014	This would be evidenced by Administration weekly walk through and planned lesson chats with teachers	5/1/2015 weekly
G2.B1.S1.MA1	Leadership team will monitor implementation each month through their data exchange conversations. Interventions will be on a departmental level or administrative level as needed. Support will be provided by cohort team and Literacy Coach. Administration team will conduct weekly classroom walkthroughs.	Campbell, Randy	9/1/2014	Evidence will be lesson plans and minutes from common planning	5/1/2015 weekly
G2.B2.S1.MA1	Weekly meetings with team	Weber, Glenda	9/1/2014	Planning Minutes and Administration / Coach conferences.	5/1/2015 weekly
G2.B2.S1.MA1	Attendance at Wednesday sessions and Lesson plans incorporating new strategies.	Ryan, Holly	9/1/2014	Higher order questions and use of mini tasks for strategic instruction.	5/1/2015 weekly
G2.B3.S1.MA1	Lesson Plan Chats focusing on student feedback in a Growth Mindset language	Campbell, Randy	9/2/2015	Lesson plan chats, increase in grades, increase in attendance	6/29/2016 weekly
G2.B3.S1.MA1	Student created murals	Crangle, Lisa	10/23/2015	Murals painted on white space for students demonstrating traits needed for success	10/26/2015 one-time
G2.B3.S1.MA3	Monthly Book Study or Online modules	Campbell, Randy	10/14/2015	Attendance at Book study or use of online materials.	6/29/2016 monthly
G2.B4.S1.MA1	ART will monitor grades of retained students	Medeiros, Jennifer	9/2/2015	Grades and attendance	6/29/2016 quarterly
G2.B4.S1.MA1	ZAPP program to provide additional time for students who fall behind or want to accelerate learning	Ryan, Holly	10/1/2014	Sign in sheets with ZAPP	5/1/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B5.S1.MA1	Teacher level implementation	Harris, Victoria	10/1/2014	EWS indicators reduction.	5/1/2015 biweekly
G2.B5.S1.MA1	Teacher level MTSS implementation	Harris, Victoria	10/1/2014	Increase in progress monitoring results. MTSS meeting logs, MTSS student folders, data reports, mini assessment data referral reports	5/1/2015 biweekly
G2.B6.S1.MA1	Quarterly site team meeting to discuss new information from district level	Weber, Glenda	9/2/2015	Site team agenda and PL Facilitator notebook	6/29/2016 quarterly
G2.B6.S1.MA1	Overview of Meetings will be presented to site team	Weber, Glenda	9/2/2015	PL Facilitator notebook, minutes from meetings and site team	6/29/2016 monthly
G2.B7.S1.MA1	Lesson plan data chats	Campbell, Randy	9/2/2015	Lesson plans, PLC Reflections on student work samples	5/25/2016 weekly
G2.B7.S1.MA1	Monthly Meetings with Math department and District Math Specialist	Medeiros, Jennifer	9/2/2015	Math Agenda and Minutes	6/29/2016 monthly
G2.B7.S1.MA1	Site based Instructional Coaching Support for best practices	Medeiros, Jennifer	9/2/2015	Math agenda and PLC Minutes, Coaching observations,	6/29/2016 weekly
G2.B8.S1.MA1	Use of PL Facilitator to coordinate all communication chains.	Weber, Glenda	11/4/2015	PL Facilitator notebook, Twitter account, Webpage	6/29/2016 monthly
G2.B8.S1.MA1	Creation on of School Twitter Account, Use of district PL Web page, update on School PL webpage	Weber, Glenda	11/4/2015	posts on district blog, updated school PL webpage, posting of twitter link on school web page	6/29/2016 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. Faculty and staff will improve reading instruction by integrating a growth mindset and AVID strategies

#### G1.B1 Student and Teacher Fixed Mindset toward learning

##### G1.B1.S1 Mindset online training module and book study

###### PD Opportunity 1

Mindset Book study and Online Training Modules

###### Facilitator

Glenda Weber and Lisa Crangle

###### Participants

Teachers

###### Schedule

Monthly, from 9/1/2015 to 5/25/2016

#### G1.B2 Students struggle to see the connection between Learning goals and personal goals

##### G1.B2.S1 Professional Development on personal goal setting through PD pedagogy.

###### PD Opportunity 1

UHS will use Professional Development Day session to help teachers understand and plan for using goal setting in the classroom.

###### Facilitator

Glenda Weber

###### Participants

UHS teachers

###### Schedule

On 10/23/2015

**G2.** Umatilla High School will create a school wide culture of critical thinking through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards.

**G2.B2** Professional Development that extends beyond the school day to reduce stress from changes and demands may not be received as intended.

**G2.B2.S1** Offer additional PD after school on Wednesday based on Teacher needs

**PD Opportunity 1**

UHS will hold Bimonthly PD sessions after school based on topics from teacher survey.

**Facilitator**

Literacy Coach, Accelerated Resource Coach, New Florida Standards Coach

**Participants**

All teachers

**Schedule**

Every 6 Weeks, from 9/1/2014 to 5/1/2016

**G2.B3** Student and Teacher Fixed Mindset toward learning

**G2.B3.S1** Share results from Stanford University study with all stakeholders. Teachers will hold a book Study on MINDSET. Students will create Murals for white space aligned with Mindset principles.

**PD Opportunity 1**

UHS will use Book Study, Mindset online training modules, Murals to increase awareness of Growth Mindset on campus

**Facilitator**

Lisa Crangle and Glenda Weber

**Participants**

UHS Teachers and Students

**Schedule**

Monthly, from 10/1/2014 to 5/1/2015

## Technical Assistance Items

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

### G1. Faculty and staff will improve reading instruction by integrating a growth mindset and AVID strategies

#### G1.B3 Teachers are unaware of available technology sources that appeal to students

##### G1.B3.S1 ILS weekly Site visits

#### PD Opportunity 1

District support Innovating Learning Specialist will be on campus weekly to assist in technology training and classroom implementation.

#### Facilitator

Gloria Berger, ILS

#### Participants

UHS Teachers

#### Schedule

Monthly, from 9/2/2015 to 6/29/2016

## Budget

### Budget Data

Budget Data						
1	G1.B1.S1.A1	Mindset Book study and Online Training Modules				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3440	500-Materials and Supplies	0231 - Umatilla High School	Other		\$200.00
			<i>Notes: Purchase of Books and module training was done with school and district based grant funds tied to creating teacher leaders and a personalized learning environment.</i>			
2	G1.B2.S1.A1	UHS will use Professional Development Day session to help teachers understand and plan for using goal setting in the classroom.				\$0.00
3	G1.B3.S1.A1	District support Innovating Learning Specialist will be on campus weekly to assist in technology training and classroom implementation.				\$0.00
4	G2.B1.S1.A1	UHS will develop a schedule allowing for common planning times and leadership lesson plan review meetings.				\$0.00
5	G2.B2.S1.A1	UHS will hold Bimonthly PD sessions after school based on topics from teacher survey.				\$0.00
6	G2.B3.S1.A1	UHS will use Book Study, Mindset online training modules, Murals to increase awareness of Growth Mindset on campus				\$0.00

### Budget Data

7	G2.B4.S1.A1	ART will maintain data on Retained students	\$0.00
8	G2.B4.S1.A2	UHS will offer time for students who are behind or wish to work ahead to come work in the ZAPP program.	\$0.00
9	G2.B5.S1.A1	Teacher level implementation of MTSS	\$0.00
10	G2.B6.S1.A1	Representative will attend monthly PL Facilitator Meetings and Tiger teams	\$0.00
11	G2.B7.S1.A1	Coaching Support by District level Math Specialist and Coaching support onsite by Instructional Coach	\$0.00
12	G2.B8.S1.A1	UHS will work to create multiple communication chains	\$0.00
<b>Total:</b>			<b>\$200.00</b>