Umatilla High School

2016-17 Schoolwide Improvement Plan

Umatilla High School

320 N TROWELL AVE, Umatilla, FL 32784

https://uhs.lake.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	B*	C	C

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Umatilla High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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)

b. Provide the school's vision statement.

Inspiring for a World Yet Imagined

2. School Environment

a. 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.

b. 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.

c. 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. Additonally, the Principal's Advisory Cabinet will work to solve campus-wide issues and estabulish school-wide Standard Operating Procedures.

d. 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.

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

a. 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 postition 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.

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

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	28	28	1	90
One or more suspensions	0	0	0	0	0	0	0	0	0	14	14	9	0	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	9	5	1	35
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	44	38	0	0	82
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	18	12	5	5	40

c. 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, NWEA, LBAs and FAIR.
After school remediation
Summer Tutoring
ESE support
ED2020 Credit recovery
AVID strategies

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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.

2. 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.

C. 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).

1. School Leadership Team

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

Name	Title
Campbell, Randy	Principal
Ryan, Holly	Assistant Principal
Strem, Ryan	Assistant Principal
Weber, Glenda	Other
Crangle, Lisa	Other
Campbell, Donna	Teacher, K-12
Crouch, Justin	Teacher, K-12
Guinta, Melissa	Teacher, K-12
Royal, Kim	Teacher, K-12
Archer, Rachel	Teacher, ESE

b. Duties

1. 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.

2. 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.
SAI money will also allow for additional tutoring in the AVID classroom for students who may be on the bubble for some standardized tests.

2. School Advisory Council (SAC)

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

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

b. Duties

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

a. 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.

b. 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 encumberments 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.

c. 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.

2. 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 additonal monies added to this account from state revenue. The $186 will be addressed at the first SAC meeting that will occur in September.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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, Rachel	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 activites.

D. 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).

1. 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 baring 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.

2. 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.

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

UHS uses veteran teachers who have proven effective scores to mentor teaches new to the classroom. During the 2016-2017 school year, UHS has seven teachers entering education. Royal will mentor Bowers and Dilsworth; Lyons will mentor Morsink; Page will mentor Sanchez; Ballard will mentor Stephans; Mathis will mentor Jervis; and Adkins will mentor Barnhart.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Facilatator, 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.

b. Instructional Strategies

1. 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.

2. 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 performace on progess monitoring data such as pre and post tests.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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 certificaton.

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 sores. 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 completition 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.

2. 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. Personlized 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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 amoung 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 enagement with thier learning.

B. 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"Â? 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.

In 2015 UHS Worked with Stanford University to identify 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.

C. Strategic Goals

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.   By utilizing Early Warning Signs data, UHS will increase attendance, monitor and support student ownership of personal goals, and maintain a safe and supportive environment with high expectations for ALL students.

G2.   With high expectations, teachers will understand, plan, deliver and differentiate rigorous, personalized standards-based instruction.

Strategic Goals Detail

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

G1. By utilizing Early Warning Signs data, UHS will increase attendance, monitor and support student ownership of personal goals, and maintain a safe and supportive environment with high expectations for ALL students. `1a`

🔑 G086786

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	25.0
Attendance Below 90% Grade 10	80.0

Targeted Barriers to Achieving the Goal `3`

- There is a lack of a clearly communicated system in place to monitor attendance and accountability
- There is no consequence or incentive for teachers and students attendance.
- Lack of counseling and monitoring of students with excessive absences (6 or more) days.
- Lack of consistent school-wide strategies for personal behavior management

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Skyward
- ART
- Non Instructional
- Early Warning systems data
- Attendance Flow map
- Incentive plan

Plan to Monitor Progress Toward G1. `8`

Attendance reports from Decision Ed / Skyward will be collected and analyzed during leadership team meetings

Person Responsible
Holly Ryan

Schedule
Monthly, from 9/16/2015 to 5/25/2017

Evidence of Completion
attendance reports, leadership agenda and minutes

Plan to Monitor Progress Toward G1. `8`

Discipline reports from Decision Ed / Skyward will be collected and analyzed during leadership team meetings

Person Responsible
Holly Ryan

Schedule
Monthly, from 9/6/2016 to 5/3/2017

Evidence of Completion
Student Discipline reports

G2. With high expectations, teachers will understand, plan, deliver and differentiate rigorous, personalized standards-based instruction. `1a`

🔍 G086787

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	30.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal `3`
- Inconsistent use and/or lack of teacher knowledge in best practices for standards-based instruction in all content areas.

- Provide additional time and resources to train and maintain the level of rigor with the new Florida Standards.

- The improved structure during PLC's allow for a tighter focus on student work leading to goal setting, data interpretation, and response.

Resources Available to Help Reduce or Eliminate the Barriers `2`
- Marzano Frameworks, MAP assessment (ELA/Math), Curriculum Blueprints, Test Item Specifications, progress monitoring data, Administration Team, District Coaches, Accelerator Resource Teacher, Literacy Coach, Personalized Learning Facilitator, and District Curriculum Specialist

Plan to Monitor Progress Toward G2. `8`

Increase in Scores between baseline and mid year on LSA, NWEAP, or FAIR testing

Person Responsible
Lisa Crangle

Schedule
Semiannually, from 8/8/2016 to 5/1/2017

Evidence of Completion
NWEA, LSA, FAIR

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. By utilizing Early Warning Signs data, UHS will increase attendance, monitor and support student ownership of personal goals, and maintain a safe and supportive environment with high expectations for ALL students. 1

🔑 G086786

G1.B1 There is a lack of a clearly communicated system in place to monitor attendance and accountability 2

🔑 B230701

G1.B1.S1 We will implement the Attendance Intervention Flow Map outlining responsibilities and timelines. I.e.. Recording and monitoring, identification of causes, communication between school and parents, conferencing and goal setting. 4

🔑 S243389

Strategy Rationale

With closer monitoring of the components within the flow map, attendance will be monitored with greater fidelity, resulting in increased attendance.

Action Step 1 5

Introduce Attendance Intervention Flow Map to clearly communicate processes to all stakeholders

Person Responsible

Holly Ryan

Schedule

Monthly, from 8/8/2015 to 5/25/2016

Evidence of Completion

attendance reports

Action Step 2 5

Partial reallocation of non-instructional personnel to monitor excessive absences (6 or more) as an additional layer of communication support between school and home.

Person Responsible

Kim Royal

Schedule

Monthly, from 9/14/2016 to 5/17/2017

Evidence of Completion

attendance reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Host bi-monthly attendance meeting to monitor fidelity of process and responsibilities

Person Responsible

Holly Ryan

Schedule

Monthly, from 9/16/2015 to 5/25/2017

Evidence of Completion

attendance report Skyward and Decision Ed, Minutes form Meetings,

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

During the Attendance team meetings, the attendance interventionist will share out summary report of the contacts she has made , the phone log and progression to next steps involving guidance.

Person Responsible

Holly Ryan

Schedule

Monthly, from 9/16/2016 to 5/25/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

The percentage of students reaching 6 or more absences will decrease quarterly with proper implementation.

Person Responsible

Holly Ryan

Schedule

Quarterly, from 9/16/2015 to 5/25/2017

Evidence of Completion

attendance reports Skyward and Decision Ed

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

Attendance Interventionist will meet regularly with at-risk students and share information with the ART

Person Responsible

Holly Ryan

Schedule

Monthly, from 9/16/2016 to 5/25/2017

Evidence of Completion

G1.B2 There is no consequence or incentive for teachers and students attendance. `2`

🔑 B230702

G1.B2.S1 We will develop an Attendance Incentive Program. `4`

🔑 S243390

Strategy Rationale

If we provide incentives throughout the school year for attendance goals then teachers and students will have an increase in attendance.

Action Step 1 `5`

Lead administrator will meet monthly with attendance team to explore positive attendance incentive programs and implement incentives.

Person Responsible

Holly Ryan

Schedule

Monthly, from 9/9/2015 to 3/1/2017

Evidence of Completion

meeting minutes

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

Leadership will conduct monthly Attendance meetings to monitor progress and implementation of the school-wide incentive program. Leadership will participate in the dissemination of incentives on campus for both students and staff.

Person Responsible

Holly Ryan

Schedule

Monthly, from 9/9/2015 to 3/1/2017

Evidence of Completion

attendance reports (Decision Ed / Skyward)

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

The percentage of students eligible will increase as the attendance program is implemented.

Person Responsible

Holly Ryan

Schedule

Monthly, from 9/9/2016 to 3/1/2017

Evidence of Completion

Attendance reports

G1.B3 Lack of counseling and monitoring of students with excessive absences (6 or more) days. 2

🔑 B230703

G1.B3.S1 Assign Advisory through Skyward so teachers can monitor their advisory cohort groups attendance. 4

🔑 S243391

Strategy Rationale

If advisory teachers act as an additional safety net we will have another protective layer to support students.

Action Step 1 5

Assign advisory in Skyward as a homeroom to allow for advisory teachers to see academic data for their advisory students.

Person Responsible

Ryan Strem

Schedule

Monthly, from 9/9/2015 to 12/1/2016

Evidence of Completion

Homeroom Schedules and teacher rosters

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

During monthly advisory meeting teachers will address attendance and note successes or challenges / goal in the skyward note section available for leadership to access.

Person Responsible

Ryan Strem

Schedule

Monthly, from 9/9/2015 to 12/1/2016

Evidence of Completion

Skyward note section

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

Leadership will monitor the absences of students who have reached 6 or more absences resulting in those students having greater attendance percentage beyond the original 6 day mark.

Person Responsible

Holly Ryan

Schedule

Monthly, from 9/9/2015 to 12/1/2016

Evidence of Completion

attendance reports and Skyward note log

G1.B4 Lack of consistent school-wide strategies for personal behavior management `2`

🔧 B230704

G1.B4.S1 Teacher and student meetings will be held to clearly communicate school-wide behaviors for success. `4`

🔧 S243392

Strategy Rationale

If we host meetings to set behavior expectations then we will create consistency of interventions and dialogue.

Action Step 1 `5`

During first full week, Administration will outline expectations and behaviors needing immediate correction and monitoring throughout the entire school year. Class meeting will be hosted by administration with each individual grade level to communicate all items identified in need of attention.

Person Responsible

Ryan Strem

Schedule

Quarterly, from 8/8/2016 to 3/20/2017

Evidence of Completion

Agenda

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Leadership will hold scheduled meetings with Principal's Cabinet and grade level cohorts

Person Responsible

Ryan Strem

Schedule

Quarterly, from 8/8/2016 to 5/15/2017

Evidence of Completion

School discipline reports, (OS & Referrals), input from students at Principal's Cabinet, meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Leadership will monitor the decrease in the number of repeated referrals.

Person Responsible

Ryan Strem

Schedule

Monthly, from 8/8/2016 to 12/20/2016

Evidence of Completion

Student Discipline Reports

G1.B4.S2 Add an additional intervention of a loss of privilege lunch where Students who commit a level 1 or 2 infraction can reflect on choices effecting their personal success goals. 4

🔑 S243393

Strategy Rationale

If a student receives a loss of privilege lunch session then students will be able to identify behavior and choices effecting their personal goal success.

Action Step 1 5

Students who commit level 1 or 2 infractions will be assigned loss of privilege student success session.

Person Responsible

Ryan Strem

Schedule

Daily, from 8/8/2016 to 3/20/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Leadership will issue Loss of Privilege Lunch and Monitor the sign in sheets for follow through with students. leadership will also use goal and reflection sheets to review with students if infraction is repeated.

Person Responsible

Ryan Strem

Schedule

Weekly, from 8/8/2016 to 12/20/2016

Evidence of Completion

Student Discipline Reports, sign in sheets and reflection forms.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Leadership will monitor the decrease in the number of students attending Loss of Privilege lunch

Person Responsible

Ryan Strem

Schedule

Monthly, from 8/8/2016 to 12/20/2016

Evidence of Completion

Discipline Reports

G2. With high expectations, teachers will understand, plan, deliver and differentiate rigorous, personalized standards-based instruction. 1

🔑 G086787

G2.B1 Inconsistent use and/or lack of teacher knowledge in best practices for standards-based instruction in all content areas. 2

🔑 B230705

G2.B1.S1 We will utilize systems that allow for extended common planning time for teachers. 4

🔑 S243394

Strategy Rationale

If we provide teachers more time to plan with support for standards-based instruction while monitoring the process, then UHS will have a facilitated process of sharing instruction insuring instruction will be more aligned to the standards.

Action Step 1 5

Common planning will be built within the master schedule.

Person Responsible

Holly Ryan

Schedule

Daily, from 8/8/2015 to 7/1/2017

Evidence of Completion

Master Schedule, agenda, calendar, teacher sign in sheets

Action Step 2 5

UHS will utilize monthly the Content Area Specialists and iPD specialist for Math and ELA to reinforce with teachers how to breakdown standards and align instruction to the full intent of standard.

Person Responsible

Lisa Crangle

Schedule

Monthly, from 8/8/2016 to 3/1/2017

Evidence of Completion

minutes, Email, work products, lesson plans, PLC agendas

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

Florida Standards and Personalized Learning Coaches will collect artifacts from common planning sessions. Administration will attend common planning using the schedule created.

Person Responsible

Holly Ryan

Schedule

Weekly, from 8/8/2015 to 3/1/2017

Evidence of Completion

agenda, documents indicating standards based instruction, standards deconstruction, test item specs, lesson plans, next steps, Common planning monitoring checklist,

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

Florida Standards and Personalized Learning Facilitator will coordinate meeting and ensure attendance.

Person Responsible

Glenda Weber

Schedule

Weekly, from 8/8/2016 to 3/1/2017

Evidence of Completion

Agenda, Minutes from Meetings, Common planning checklist, Work Product

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

Using a daily classroom walk through tool aligned to non-negotiables ensures that best practices are reaching intent of standards.

Person Responsible

Randy Campbell

Schedule

Weekly, from 8/8/2015 to 5/1/2017

Evidence of Completion

Walk through tool data

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

Administrators, Instructional Coaches and teachers will analyze data from Mini Benchmark Assessments, LSA's, NWEAP, and FAIR testing baseline in quarter 1 to midyear in quarter 3.

Person Responsible

Lisa Crangle

Schedule

Semiannually, from 8/8/2016 to 5/1/2017

Evidence of Completion

LSA, NWEAP, FAIR

G2.B1.S2 Further the use of AVID strategies to improve best practices `4`

🔑 S243395

Strategy Rationale

Using AVID strategies across content areas will impact critical thinking.

Action Step 1 `5`

During the coordinator planning period, AVID teacher will model and coach AVID strategies with additional time in Algebra I coaching the collaborative problem solving method.

Person Responsible

Glenda Weber

Schedule

Monthly, from 8/8/2016 to 5/1/2017

Evidence of Completion

Classroom observation and Lesson plan chats

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Avid strategies will be documented during weekly classroom walk through using the classroom walk through tool.

Person Responsible

Randy Campbell

Schedule

Weekly, from 8/8/2016 to 5/1/2017

Evidence of Completion

Classroom walk through tool

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Examination of student work or Mini Assessment data during common plan along with increase in LSA, NWEAP, Mini Assessment data

Person Responsible

Lisa Crangle

Schedule

Monthly, from 8/8/2016 to 5/1/2017

Evidence of Completion

Mini Assessment, NWEAP and LSA data

G2.B2 Provide additional time and resources to train and maintain the level of rigor with the new Florida Standards. 2

🔍 B230706

G2.B2.S1 We will refine systems in place by capitalizing on all support systems within school and district to better prepare teachers to meet the higher level of rigor within the new Florida Standards. 4

🔍 S243396

Strategy Rationale

If we adjust support systems to meet the needs of teachers, then we can reduce the time spend on training and acculturating.

Action Step 1 5

In addition to district instructional coaches and onsite coaches, we will offer opportunities for teachers to plan using a format to help align instruction to intent of standard therefore increasing the level of rigor.

Person Responsible

Lisa Crangle

Schedule

Weekly, from 8/1/2016 to 5/1/2017

Evidence of Completion

Common planning checklist

Action Step 2 5

We will assign teachers new to UHS a Mentor who is Proficient in personalized Learning.

Person Responsible

Glenda Weber

Schedule

On 5/1/2017

Evidence of Completion

Support Matrix, PD plan

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

Instructional Coaching staff will facilitate weekly common planning using a structured format.

> **Person Responsible**
>
> Holly Ryan
>
> **Schedule**
>
> Weekly, from 8/8/2016 to 5/1/2017
>
> ***Evidence of Completion***
>
> Professional development Plan and UHS Calendar

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

Instructional Coaching team will note within the Professional Development plan the assignments of mentor and new teachers.

> **Person Responsible**
>
> Glenda Weber
>
> **Schedule**
>
> On 9/1/2016
>
> ***Evidence of Completion***
>
> Common planning checklist

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

Administrators assigned and attend common planning sessions.

> **Person Responsible**
>
> Holly Ryan
>
> **Schedule**
>
> Weekly, from 8/8/2016 to 5/1/2017
>
> ***Evidence of Completion***
>
> Common planning checklist

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

Leadership team will analyze LSA, FAIR, NWEAP data looking for a correlation between mentor and new teacher.

Person Responsible

Schedule

On 5/1/2017

Evidence of Completion

NWEA, LSA, and FAIR data

G2.B3 The improved structure during PLC's allow for a tighter focus on student work leading to goal setting, data interpretation, and response. `2`

🔑 B230707

G2.B3.S1 We will establish a common protocol for how PLC's will operate and put a system in place to monitor the fidelity of implementation toward a tighter focus on student work. `4`

🔑 S243397

Strategy Rationale

If we use a common protocol, then we develop a consistent focus on teacher collaboration and student achievement.

Action Step 1 `5`

Meet with Academic Service Unit to review protocols for common planning and identify resources within the district.

Person Responsible

Randy Campbell

Schedule

Monthly, from 9/7/2016 to 5/1/2017

Evidence of Completion

Common Planning Tool.

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

Coaching team and/or Leadership team will attend common planning PLC meetings to ensure that the common protocol is being implemented

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/8/2016 to 5/1/2017

Evidence of Completion

Common Planning checklist

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

Administration will hold a weekly walk-through to determine if product developed in common planning is being used effectively for standards based instruction

Person Responsible

Randy Campbell

Schedule

Weekly, from 8/8/2016 to 5/1/2017

Evidence of Completion

Common planning checklist and student products

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 🔍 A314889	Introduce Attendance Intervention Flow Map to clearly communicate processes to all stakeholders	Ryan, Holly	8/8/2015	attendance reports	5/25/2016 monthly
G2.B2.S1.MA2 🔍 M326185	Instructional Coaching team will note within the Professional Development plan the assignments of...	Weber, Glenda	8/8/2016	Common planning checklist	9/1/2016 one-time
G1.B3.S1.MA1 🔍 M326168	Leadership will monitor the absences of students who have reached 6 or more absences resulting in...	Ryan, Holly	9/9/2015	attendance reports and Skyward note log	12/1/2016 monthly
G1.B3.S1.MA1 🔍 M326169	During monthly advisory meeting teachers will address attendance and note successes or challenges /...	Strem, Ryan	9/9/2015	Skyward note section	12/1/2016 monthly
G1.B3.S1.A1 🔍 A314892	Assign advisory in Skyward as a homeroom to allow for advisory teachers to see academic data for...	Strem, Ryan	9/9/2015	Homeroom Schedules and teacher rosters	12/1/2016 monthly
G1.B4.S1.MA1 🔍 M326170	Leadership will monitor the decrease in the number of repeated referrals.	Strem, Ryan	8/8/2016	Student Discipline Reports	12/20/2016 monthly
G1.B4.S2.MA1 🔍 M326172	Leadership will monitor the decrease in the number of students attending Loss of Privilege lunch	Strem, Ryan	8/8/2016	Discipline Reports	12/20/2016 monthly
G1.B4.S2.MA1 🔍 M326173	Leadership will issue Loss of Privilege Lunch and Monitor the sign in sheets for follow through...	Strem, Ryan	8/8/2016	Student Discipline Reports, sign in sheets and reflection forms.	12/20/2016 weekly
G1.B2.S1.MA1 🔍 M326166	The percentage of students eligible will increase as the attendance program is implemented.	Ryan, Holly	9/9/2016	Attendance reports	3/1/2017 monthly
G1.B2.S1.MA1 🔍 M326167	Leadership will conduct monthly Attendance meetings to monitor progress and implementation of the...	Ryan, Holly	9/9/2015	attendance reports (Decision Ed / Skyward)	3/1/2017 monthly
G1.B2.S1.A1 🔍 A314891	Lead administrator will meet monthly with attendance team to explore positive attendance incentive...	Ryan, Holly	9/9/2015	meeting minutes	3/1/2017 monthly
G2.B1.S1.MA1 🔍 M326178	Florida Standards and Personalized Learning Coaches will collect artifacts from common planning...	Ryan, Holly	8/8/2015	agenda, documents indicating standards based instruction, standards deconstruction, test item specs, lesson plans, next steps, Common planning monitoring checklist,	3/1/2017 weekly
G2.B1.S1.MA3 🔍 M326179	Florida Standards and Personalized Learning Facilitator will coordinate meeting and ensure...	Weber, Glenda	8/8/2016	Agenda, Minutes from Meetings, Common planning checklist, Work Product	3/1/2017 weekly
G2.B1.S1.A2 🔍 A314896	UHS will utilize monthly the Content Area Specialists and iPD specialist for Math and ELA to...	Crangle, Lisa	8/8/2016	minutes, Email, work products, lesson plans, PLC agendas	3/1/2017 monthly
G1.B4.S1.A1 🔍 A314893	During first full week, Administration will outline expectations and behaviors needing immediate...	Strem, Ryan	8/8/2016	Agenda	3/20/2017 quarterly
G1.B4.S2.A1 🔍 A314894	Students who commit level 1 or 2 infractions will be assigned loss of privilege student success...	Strem, Ryan	8/8/2016		3/20/2017 daily
G2.MA1 🔍 M326188	Increase in Scores between baseline and mid year on LSA, NWEAP, or FAIR testing	Crangle, Lisa	8/8/2016	NWEA, LSA, FAIR	5/1/2017 semiannually
G2.B1.S1.MA1 🔍 M326176	Using a daily classroom walk through tool aligned to non-negotiables ensures that best practices...	Campbell, Randy	8/8/2015	Walk through tool data	5/1/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA4 M326177	Administrators, Instructional Coaches and teachers will analyze data from Mini Benchmark...	Crangle, Lisa	8/8/2016	LSA, NWEAP, FAIR	5/1/2017 semiannually
G2.B2.S1.MA1 M326182	Administrators assigned and attend common planning sessions.	Ryan, Holly	8/8/2016	Common planning checklist	5/1/2017 weekly
G2.B2.S1.MA4 M326183	Leadership team will analyze LSA, FAIR, NWEAP data looking for a correlation between mentor and new...		8/8/2016	NWEA, LSA, and FAIR data	5/1/2017 one-time
G2.B2.S1.MA1 M326184	Instructional Coaching staff will facilitate weekly common planning using a structured format.	Ryan, Holly	8/8/2016	Professional development Plan and UHS Calendar	5/1/2017 weekly
G2.B2.S1.A1 A314898	In addition to district instructional coaches and onsite coaches, we will offer opportunities for...	Crangle, Lisa	8/1/2016	Common planning checklist	5/1/2017 weekly
G2.B2.S1.A2 A314899	We will assign teachers new to UHS a Mentor who is Proficient in personalized Learning.	Weber, Glenda	8/8/2016	Support Matrix, PD plan	5/1/2017 one-time
G2.B3.S1.MA1 M326186	Administration will hold a weekly walk-through to determine if product developed in common planning...	Campbell, Randy	8/8/2016	Common planning checklist and student products	5/1/2017 weekly
G2.B3.S1.MA1 M326187	Coaching team and/or Leadership team will attend common planning PLC meetings to ensure that the...	Campbell, Randy	8/8/2016	Common Planning checklist	5/1/2017 monthly
G2.B3.S1.A1 A314900	Meet with Academic Service Unit to review protocols for common planning and identify resources...	Campbell, Randy	9/7/2016	Common Planning Tool.	5/1/2017 monthly
G2.B1.S2.MA1 M326180	Examination of student work or Mini Assessment data during common plan along with increase in LSA,...	Crangle, Lisa	8/8/2016	Mini Assessment, NWEAP and LSA data	5/1/2017 monthly
G2.B1.S2.MA1 M326181	Avid strategies will be documented during weekly classroom walk through using the classroom walk...	Campbell, Randy	8/8/2016	Classroom walk through tool	5/1/2017 weekly
G2.B1.S2.A1 A314897	During the coordinator planning period, AVID teacher will model and coach AVID strategies with...	Weber, Glenda	8/8/2016	Classroom observation and Lesson plan chats	5/1/2017 monthly
G1.MA2 M326175	Discipline reports from Decision Ed / Skyward will be collected and analyzed during leadership team...	Ryan, Holly	9/6/2016	Student Discipline reports	5/3/2017 monthly
G1.B4.S1.MA1 M326171	Leadership will hold scheduled meetings with Principal's Cabinet and grade level cohorts	Strem, Ryan	8/8/2016	School discipline reports, (OS & Referrals), input from students at Principal's Cabinet, meeting agendas	5/15/2017 quarterly
G1.B1.S1.A2 A314890	Partial reallocation of non-instructional personnel to monitor excessive absences (6 or more) as an...	Royal, Kim	9/14/2016	attendance reports	5/17/2017 monthly
G1.MA1 M326174	Attendance reports from Decision Ed / Skyward will be collected and analyzed during leadership team...	Ryan, Holly	9/16/2015	attendance reports, leadership agenda and minutes	5/25/2017 monthly
G1.B1.S1.MA1 M326162	The percentage of students reaching 6 or more absences will decrease quarterly with proper...	Ryan, Holly	9/16/2015	attendance reports Skyward and Decision Ed	5/25/2017 quarterly
G1.B1.S1.MA4 M326163	Attendance Interventionist will meet regularly with at-risk students and share information with the...	Ryan, Holly	9/16/2016		5/25/2017 monthly
G1.B1.S1.MA1 M326164	Host bi-monthly attendance meeting to monitor fidelity of process and responsibilities	Ryan, Holly	9/16/2015	attendance report Skyward and Decision Ed, Minutes form Meetings,	5/25/2017 monthly
G1.B1.S1.MA3 M326165	During the Attendance team meetings, the attendance interventionist will share out summary report...	Ryan, Holly	9/16/2016		5/25/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A314895	Common planning will be built within the master schedule.	Ryan, Holly	8/8/2015	Master Schedule, agenda, calendar, teacher sign in sheets	7/1/2017 daily

V. Professional Development Opportunities

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

G1. By utilizing Early Warning Signs data, UHS will increase attendance, monitor and support student ownership of personal goals, and maintain a safe and supportive environment with high expectations for ALL students.

G1.B1 There is a lack of a clearly communicated system in place to monitor attendance and accountability

G1.B1.S1 We will implement the Attendance Intervention Flow Map outlining responsibilities and timelines. I.e.. Recording and monitoring, identification of causes, communication between school and parents, conferencing and goal setting.

PD Opportunity 1

Introduce Attendance Intervention Flow Map to clearly communicate processes to all stakeholders

Facilitator

ART

Participants

Teachers

Schedule

Monthly, from 8/8/2015 to 5/25/2016

G2. With high expectations, teachers will understand, plan, deliver and differentiate rigorous, personalized standards-based instruction.

G2.B1 Inconsistent use and/or lack of teacher knowledge in best practices for standards-based instruction in all content areas.

G2.B1.S2 Further the use of AVID strategies to improve best practices

PD Opportunity 1

During the coordinator planning period, AVID teacher will model and coach AVID strategies with additional time in Algebra I coaching the collaborative problem solving method.

Facilitator

AVID Coordinator

Participants

Algebra I teachers

Schedule

Monthly, from 8/8/2016 to 5/1/2017

G2.B3 The improved structure during PLC's allow for a tighter focus on student work leading to goal setting, data interpretation, and response.

G2.B3.S1 We will establish a common protocol for how PLC's will operate and put a system in place to monitor the fidelity of implementation toward a tighter focus on student work.

PD Opportunity 1

Meet with Academic Service Unit to review protocols for common planning and identify resources within the district.

Facilitator

Leadership team and Academic Service Unit

Participants

Instructional Staff/ Leadership team

Schedule

Monthly, from 9/7/2016 to 5/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Introduce Attendance Intervention Flow Map to clearly communicate processes to all stakeholders	$0.00
2	G1.B1.S1.A2	Partial reallocation of non-instructional personnel to monitor excessive absences (6 or more) as an additional layer of communication support between school and home.	$0.00
3	G1.B2.S1.A1	Lead administrator will meet monthly with attendance team to explore positive attendance incentive programs and implement incentives.	$0.00
4	G1.B3.S1.A1	Assign advisory in Skyward as a homeroom to allow for advisory teachers to see academic data for their advisory students.	$0.00
5	G1.B4.S1.A1	During first full week, Administration will outline expectations and behaviors needing immediate correction and monitoring throughout the entire school year. Class meeting will be hosted by administration with each individual grade level to communicate all items identified in need of attention.	$0.00
6	G1.B4.S2.A1	Students who commit level 1 or 2 infractions will be assigned loss of privilege student success session.	$0.00
7	G2.B1.S1.A1	Common planning will be built within the master schedule.	$15,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	0231 - Umatilla High School	Other		$15,000.00
			Notes: Funding will be supplied via grant source already awarded.			

8	G2.B1.S1.A2	UHS will utilize monthly the Content Area Specialists and iPD specialist for Math and ELA to reinforce with teachers how to breakdown standards and align instruction to the full intent of standard.	$0.00
9	G2.B1.S2.A1	During the coordinator planning period, AVID teacher will model and coach AVID strategies with additional time in Algebra I coaching the collaborative problem solving method.	$0.00
10	G2.B2.S1.A1	In addition to district instructional coaches and onsite coaches, we will offer opportunities for teachers to plan using a format to help align instruction to intent of standard therefore increasing the level of rigor.	$0.00
11	G2.B2.S1.A2	We will assign teachers new to UHS a Mentor who is Proficient in personalized Learning.	$0.00
12	G2.B3.S1.A1	Meet with Academic Service Unit to review protocols for common planning and identify resources within the district.	$0.00
		Total:	$15,000.00