

Lake County Schools

Umatilla Elementary School



2016-17 Schoolwide Improvement Plan

Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

<https://uel.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)
Elementary School PK-5	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 Elementary 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Our guidance counselor conducts anti-bullying lessons at the beginning of the year. There is a Bully Box in the front office where students may anonymously report episodes of bullying. ELC is also available before and after school. UES implements a Positive Behavior Support (PBS-PAWS) program for all students. This program promotes positive behavior throughout our campus. All students and parents sign a No Bullying Contract at the beginning of the year and as students register throughout the year.

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.

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

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.

UES ensures the social-emotional needs of all students are being met through counseling services by our guidance counselor as well as a diverse group of mentors and the Leadership Team. To meet the needs of our students, some of our programs include Peer Tutoring, Power Team, Kids Character

Club, Student of the Month, News Team, and STEM. We also partner with Life Stream for counseling. In addition, UES offers after school tutoring for our students in the lowest quartile and for those who are homeless

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.

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

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	7	11	7	10	0	0	0	0	0	0	0	0	48
One or more suspensions	2	1	2	1	0	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	17	8	2	8	1	0	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	21	25	21	0	0	0	0	0	0	0	67
Level 1 on statewide assessment-math	0	0	0	18	18	25	0	0	0	0	0	0	0	61

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	4	1	1	3	0	0	0	0	0	0	0	0	0	9

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

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

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313660>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Rogers, Debra	Principal
Ceglar, Nikki	Instructional Media
Schichtel, Andrea	Instructional Coach
Cole, Cheryl	School Counselor
Six, Alice	Administrative Support
McCarraher, Kimberly	Instructional Coach
Myers, Lori	Assistant Principal

b. Duties

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

The School Leadership Team meets weekly to discuss decisions that govern the school. They ensure a focus on learning and continuous improvement takes place in each classroom. The team monitors achievement and data to assure the learning environment is producing results consistent with the school's stated goals. Classroom visits provide opportunities to identify gaps in performance and plan

for improvement.

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

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

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

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

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

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

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

Nikki Ceglar, Accelerated Resource Teacher: Collects data on Early Warning Systems to share with the Leadership Team for decision making. Using data, interventions are created for at risk students in the areas of ELA, math, attendance, and behavior.

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.

The school's MTSS team meets every four to six weeks to discuss data relating to specific students. The MTSS team consists of administrators, guidance counselor, academic coaches, school social worker, school psychologist, and selected teachers. This team reviews ongoing data related to the instructional needs of targeted students through assessments, interventions, grades, parent and teacher input. The Problem Solving Team (PST) meets monthly to identify students in need of interventions based on Istation, i-Ready, STAR Reading and grades. The PST consists of administrators, guidance counselor, academic coaches, and ART.

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debra Rogers	Principal
Mark Wilson	Teacher
Tina Hall	Parent
Mike Mabry	Business/Community
Desiree Williams	Teacher
Chris Perry	Teacher
Stacey Dotson	Parent
Amber Parkinson	Parent
Pamela Craft	Parent
Maria Garcia	Parent
Cindy Leal	Parent
Erika Rogers	Parent
Tabitha Sebree	Parent
Tiffany Sheckler	Parent
Rufus Harris	Education Support Employee
Jo McCarraher	Teacher
Yadira Rodriguez-Velez	Education Support Employee

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

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

No funds were provided last year for school improvement funds.

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
Rogers, Debra	Principal
Schichtel, Andrea	Instructional Coach
McCarraher, Kimberly	Instructional Coach
Ceglar, Nikki	Instructional Media
Six, Alice	Teacher, ESE
Cole, Cheryl	School Counselor
Myers, Lori	Assistant Principal

b. Duties

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

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

School-wide literacy includes 30 minutes of Student Teams Achieving Reading Success (STARS) five days per week outside the regular reading block. Reading Horizons Discovery, a phonics based program, will be used to supplement our kindergarten through third grade. Reading Horizons Elevate will support ELL, ESE, and our lower quartile in fourth and fifth grade. Write Score was purchased for fourth and fifth grade. Write Score provides professional evaluations of three essays and ELA lessons which reflect the new Florida Standards. Thinking Maps: Write from the Beginning and Beyond was purchased for our K-5 teachers and Professional Development was provided before pre-planning.

D. Public and Collaborative Teaching

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

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

Common planning is used for teacher collaboration to ensure lessons and assessments align with the District's Scope and Sequence. Teachers are provided two planning days throughout the year for grade-level Collaboration/Professional Development. Professional Development is provided throughout the school year.

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

Mrs. Rogers screens and interviews each candidate using "Ventures for Excellence" interview process with special consideration given to references and recommendations. All teachers under consideration must be highly qualified. The TQR contact assures that any new teachers are familiar with county/school policies and procedures. The School Leadership Team reviews data and conducts classroom walkthroughs to determine the strengths and weaknesses of all teachers, then prescribes specific professional development classes as needed.

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

New teachers are assigned a mentor in the same grade level. Mentors help the new teacher become familiar with the school, its culture, student body, rules, opportunities and challenges. The mentor shares resources with the novice teacher. New teachers are offered opportunities to observe exemplary teaching and discuss improvements to classroom and instructional practices. Weekly grade level collaboration meetings are held to ensure curriculum guidelines are being met. Mentor teachers are assigned to new teachers, as well as veteran teachers that are new to our school. Umatilla Elementary also utilizes the district Instructional Coach to also mentor beginning teachers.

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.

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

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.

Student Teams Achieving Student Success (STARS) Reading Interventions are provided to all students. In these groups, students receive word analysis instruction. After school tutoring is provided to our lower quartile in Reading and Math based on data from FSA, Istation, I-Ready and grades.

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: Extended School Year

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schichtel, Andrea, schichtela@lake.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 868

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rogers, Debra , rogersd@lake.k12.fl.us

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

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

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. Â§ 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.

UES has one Pre-K unit on sight. Children who are part of this unit participate in school activities, helping them to make an easy adjustment to kindergarten.

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

Incoming kindergarten students are pre-tested by kindergarten teachers prior to the beginning of the school year to assess their kindergarten readiness and to help teachers plan for their academic and social needs.

Articulation meetings between ESE Pre-K to Kindergarten are arranged as needed. If further testing is needed, a testing tool is decided upon and other ESE services are added if necessary.

Vertical articulation is provided for our teachers through the use of Student Data Sheets and meetings to discuss instructional practices to support upcoming students from one grade to another.

UES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

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" 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With consistent expectations, Umatilla Elementary will maintain and/or increase attendance.
- G2.** With high expectations, teachers will develop a clear understanding of standards to effectively implement aligned resources and instruction for all students.

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. With consistent expectations, Umatilla Elementary will maintain and/or increase attendance. 1a

G086815

Targets Supported 1b

Indicator	Annual Target
Attendance rate	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of relationships built between staff and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team
- Quarterly Attendance Adventure
- Spotlight on the morning news

Plan to Monitor Progress Toward G1. 8

Leadership team will collect and analyze EWS data for attendance and behavior (i.e. referrals) for selected students.

Person Responsible

Debra Rogers

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

EWS data progress charts.

G2. With high expectations, teachers will develop a clear understanding of standards to effectively implement aligned resources and instruction for all students. 1a

G086816

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	72.0
FCAT 2.0 Science Proficiency	53.0

Targeted Barriers to Achieving the Goal 3

- Teachers inconsistently align instruction and tasks to meet the full intent of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership Team, Blueprints, Scope and Sequence, Deconstructed Standards (Osceola County) Achieve the Core, STARS, Collaborative Planning Structure (FCIM), Student Work, Test Item Specs, Standard Based Assessments, Data, LAFS, Math workbooks
- School Social Worker
- School Counselor
- Positive Behavior System (PBS)
- Quarterly Attendance Adventure
- Perfect Attendance All Year Field Trip
- Administrative Team and Staff
- Be A Buddy, Not A Bully
- Kids Character Club
- Bully Box
- School Safety Patrols
- Red Ribbon Week
- Power Team
- The Omega Man Anti-Bullying Program
- ESE School Specialists
- FSA Practice Sets

Plan to Monitor Progress Toward G2. 8

Analysis of student work during grade level collaborative planning times.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/29/2016 to 5/15/2017

Evidence of Completion

Student product and completion of Analysis portion of planning protocol

Plan to Monitor Progress Toward G2. 8

Collection and analysis of iStation/IReady and classroom assessments during leadership team and grade level meetings.

Person Responsible

Debra Rogers

Schedule

Monthly, from 9/15/2016 to 5/19/2017

Evidence of Completion

Assessment data charts

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

 = Problem Solving Step  S123456 = Quick Key

G1. With consistent expectations, Umatilla Elementary will maintain and/or increase attendance. 1

G086815

G1.B3 Lack of relationships built between staff and students. 2

B230789

G1.B3.S1 We will implement a mentoring program with high need students (attendance, special programs, discipline, etc.) 4

S243486

Strategy Rationale

If we implement, monitor, and support a mentoring program, then we will have a structured plan to increase attendance and decrease behavior incidences.

Action Step 1 5

Create and establish a mentoring schedule with identified students.

Person Responsible

Debra Rogers

Schedule

Quarterly, from 8/3/2016 to 9/22/2016

Evidence of Completion

Schedule

Action Step 2 5

Establish roles and responsibilities for mentors.

Person Responsible

Debra Rogers

Schedule

Quarterly, from 8/3/2016 to 9/22/2016

Evidence of Completion

List of students and their needs along with their assigned mentor.

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

Utilize leadership team meetings to include an agenda item for discussion/follow up of the program.

Person Responsible

Debra Rogers

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Monthly agendas, Sign-in sheet data

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

Leadership Team will meet with classroom teachers to discuss the impact of the program on their student(s) attendance and behavior.

Person Responsible

Debra Rogers

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Minutes from Leadership Team meetings that discuss program progress, EWS (attendance, discipline, etc.) Data

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

Leadership Team will meet with classroom teachers to discuss the impact of the program on their student(s) attendance and behavior.

Person Responsible

Debra Rogers

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Minutes from Leadership Team meetings that discuss program progress, EWS (attendance, discipline, etc.) Data

G2. With high expectations, teachers will develop a clear understanding of standards to effectively implement aligned resources and instruction for all students. **1**

 G086816

G2.B1 Teachers inconsistently align instruction and tasks to meet the full intent of the standards. **2**

 B230791

G2.B1.S1 We will implement the FCIM/PLC framework into weekly collaborative planning to support teachers' delivery of standards based instruction. **4**

 S243487

Strategy Rationale

If we implement and support guided questions during collaborative time, then teachers will more intentionally plan for standards based teaching and learning.

Action Step 1 **5**

Create questions based on the FCIM/PLC framework to guide teachers during collaborative planning.

Person Responsible

Debra Rogers

Schedule

Quarterly, from 7/20/2016 to 5/19/2017

Evidence of Completion

Protocol framework documentation sheet

Action Step 2 **5**

Present protocol framework sheet to teachers and model completion of sheet, if needed.

Person Responsible

Lori Myers

Schedule

On 8/10/2016

Evidence of Completion

Writing Team Schedule and Agenda, Teacher Beginning of Year meeting agenda, Collaborative grade level planning day agendas, January Professional Development Day agenda

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

Identify a member of the leadership team to each grade level to facilitate and support the planning process. Collect the expected product.

Person Responsible

Debra Rogers

Schedule

Weekly, from 7/28/2016 to 5/19/2017

Evidence of Completion

Calendar of meetings

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

Leadership team will conduct weekly Classroom Walkthroughs to ensure instruction and student tasks are aligned to the standard.

Person Responsible

Debra Rogers













Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Classroom walkthrough Data/notes, agendas from grade level meetings

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					
G2.B1.S1.A2  A315029	Present protocol framework sheet to teachers and model completion of sheet, if needed.	Myers, Lori	7/28/2016	Writing Team Schedule and Agenda, Teacher Beginning of Year meeting agenda, Collaborative grade level planning day agendas, January Professional Development Day agenda	8/10/2016 one-time
G1.B3.S1.A1  A315026	Create and establish a mentoring schedule with identified students.	Rogers, Debra	8/3/2016	Schedule	9/22/2016 quarterly
G1.B3.S1.A2  A315027	Establish roles and responsibilities for mentors.	Rogers, Debra	8/3/2016	List of students and their needs along with their assigned mentor.	9/22/2016 quarterly
G2.MA1  M326418	Analysis of student work during grade level collaborative planning times.	Rogers, Debra	8/29/2016	Student product and completion of Analysis portion of planning protocol	5/15/2017 weekly
G2.MA2  M326419	Collection and analysis of iStation/ IReady and classroom assessments during leadership team and...	Rogers, Debra	9/15/2016	Assessment data charts	5/19/2017 monthly
G2.B1.S1.MA1  M326416	Leadership team will conduct weekly Classroom Walkthroughs to ensure instruction and student tasks...	Rogers, Debra	8/22/2016	Classroom walkthrough Data/notes, agendas from grade level meetings	5/19/2017 weekly
G2.B1.S1.MA1  M326417	Identify a member of the leadership team to each grade level to facilitate and support the planning...	Rogers, Debra	7/28/2016	Calendar of meetings	5/19/2017 weekly
G2.B1.S1.A1  A315028	Create questions based on the FCIM/ PLC framework to guide teachers during collaborative...	Rogers, Debra	7/20/2016	Protocol framework documentation sheet	5/19/2017 quarterly
G1.MA1  M326415	Leadership team will collect and analyze EWS data for attendance and behavior (i.e. referrals) for...	Rogers, Debra	10/3/2016	EWS data progress charts.	5/26/2017 monthly
G1.B3.S1.MA1  M326412	Leadership Team will meet with classroom teachers to discuss the impact of the program on their...	Rogers, Debra	10/3/2016	Minutes from Leadership Team meetings that discuss program progress, EWS (attendance, discipline, etc.) Data	5/26/2017 monthly
G1.B3.S1.MA1  M326413	Leadership Team will meet with classroom teachers to discuss the impact of the program on their...	Rogers, Debra	10/3/2016	Minutes from Leadership Team meetings that discuss program progress, EWS (attendance, discipline, etc.) Data	5/26/2017 monthly
G1.B3.S1.MA1  M326414	Utilize leadership team meetings to include an agenda item for discussion/ follow up of the...	Rogers, Debra	9/26/2016	Monthly agendas, Sign-in sheet data	5/26/2017 monthly

V. Professional Development Opportunities

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

G2. With high expectations, teachers will develop a clear understanding of standards to effectively implement aligned resources and instruction for all students.

G2.B1 Teachers inconsistently align instruction and tasks to meet the full intent of the standards.

G2.B1.S1 We will implement the FCIM/PLC framework into weekly collaborative planning to support teachers' delivery of standards based instruction.

PD Opportunity 1

Present protocol framework sheet to teachers and model completion of sheet, if needed.

Facilitator

Leadership Team

Participants

Faculty

Schedule

On 8/10/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Create and establish a mentoring schedule with identified students.	\$0.00
2	G1.B3.S1.A2	Establish roles and responsibilities for mentors.	\$0.00
3	G2.B1.S1.A1	Create questions based on the FCIM/PLC framework to guide teachers during collaborative planning.	\$0.00
4	G2.B1.S1.A2	Present protocol framework sheet to teachers and model completion of sheet, if needed.	\$0.00
Total:			\$0.00