

Lake County Schools

# Umatilla Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Umatilla Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- 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 his 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. During Open House/Curriculum night, academic evening events, and Parent Teacher Conferences, teachers have an opportunity to visit with families to learn about the children's needs. The family school liaison builds relationships with families to encourage a positive connection between school and home.

##### 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. 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. Umatilla Elementary also enlists the help of 5th grade leaders to act as safety patrols to assist during arrival and dismissal of students. ELC is also available before and after school. Students with chronic behavior referrals are deliberately placed with teachers who build relationships and set high expectations. Umatilla Elementary utilizes a discipline ladder to outline the steps teachers must follow to help students learn proper behavior at school. Students in need of further behavioral interventions are referred to MTSS.

##### 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 visual behavior system so students are aware of consequences or rewards for their behavior. Based on discipline data, Umatilla Elementary created a positive behavior classroom where students can complete classroom work independently to maximize their learning while the teaching and

learning within the homeroom class continues without disruptions. This classroom and support personnel also act as an intervention prior to a student receiving an official referral or suspension (for non-SESIR incidents only). Teachers are required to follow established protocols of calling home and using an office referral 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 by incorporating small group sessions based on teacher recommendation and parent permission. Progress is monitored through participant notebooks and teacher reports. A diverse group of mentors and the Leadership Team members support students who have specific needs in behavior and/or academic and emotional areas. UES partners with Life Stream for individual counseling based on parent/teacher referrals and results are monitored by teacher/parent reports. Depending on the needs of our students, some of our programs include Peer Tutoring based on lower quartile reports and teacher/parent referrals; Power Team- counselor led for students who incur chronic behavior office referrals; Kids Character Club- based on high student achievement, character and grades who are responsible for leading, mentoring, and serving in various capacities monitored by Skyward grades and teacher reports. Student of the Month-highlights students representing monthly targeted character traits and supporting character development, and; News Team- promoting confidence and communication with UES students and staff. The staff at Umatilla Elementary is also engaging in a book study "Engaging Students with Poverty in Mind" to learn and implement strategies within our practice to meet the needs of all our students academically, socially and emotionally. Assessment scores, grades, teacher reports, parent reports, behavior data are reviewed systematically by the Leadership Team to monitor all students and any needs, improvements, enrichments that may be needed and revisions are made based on the results of these reports.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 one 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	15	8	15	11	6	9	0	0	0	0	0	0	0	64
One or more suspensions	0	1	0	0	0	3	0	0	0	0	0	0	0	4
Course failure in ELA or Math	5	7	3	14	6	1	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	12	17	12	0	0	0	0	0	0	0	41
Level 1 on statewide assessment-math	0	0	0	8	14	11	0	0	0	0	0	0	0	33



**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	0	0	0	0	

**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, lead by the guidance counselor, 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 intervention block is in addition to the ELA block. Students from the Kids Character Club (4-5th grade students) mentor 1st-4th grade students who were either retained or placed from the previous school year during Buddy Camp (lunch time). This is a time students work with each other to practice fluency skills, assist with homework or simply read together.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/442463>.

**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.**

Through invitations, community members are encouraged to participate in our Christmas Reader event, Field Day, and Rocket Day. Marketing advertisements are offered for participating in some of the events. The Association of Parents and Teachers sends information home to recruit members and solicit help for the Walk-A-Thon fundraiser. Community donations are used for incentives in our PBS PAWS Pantry. The Chamber of Commerce provides breakfast during pre-planning and offers support throughout the year. Volunteers are encouraged to help in our classrooms and around campus. Families are also welcome to celebrate student success during Student of the Month and Honor Roll ceremonies. The Outpost, our community newspaper, publishes Umatilla Elementary events, grade level news, and



celebrations. In addition, our school website is updated frequently as a resource and a form of communication for our community.

## C. Effective Leadership

### 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
Schichtel, Andrea	Instructional Coach
Cole, Cheryl	School Counselor
Six, Alice	Administrative Support
McCarraher, Kimberly	Instructional Coach
Myers, Lori	Assistant Principal
Caldwell, Susan	Instructional Media

#### 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. Reading Horizons, 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 Local Education Agent 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. She assists the principal in managing all ESE functions within the school and 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, 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.

**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 team also meets as needed to identify students in need of interventions based on i-Ready reading and math scores, STAR Reading and grades.

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 leadership team also models authentic literacy strategies that can be implemented in the classroom.

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), Title I, Title II, Title III, and Title IX funding is used to provide extended services for students beyond the regular school day. Monies are also used to fund personnel allocations and other materials.

Umatilla Elementary (UEL) utilized the 2016-17 allotted IDEA funds (\$3,575) for communication, classroom supplies, speech/language protocols and computer hardware. UEL has 3 support facilitation teachers for kindergarten through 5th grade. There is a teacher allocated for a self contained unit and a Pre-Kindergarten exceptional student unit. A speech/language pathologist is on campus for support. There are 5 teacher aides to assist the aforementioned teachers.

## 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
Tina Hall	Parent
Cindy Leal	Parent
Erika Rogers	Parent
Tabitha Sebree	Parent
Tiffany Sheckler	Parent
Yadira Rodriguez-Velez	Education Support Employee
Theresa Camp	Teacher
Cindy Emerick	Parent
Jenna Jones	Teacher
Sandy Steifield	Education Support Employee
Lindsey McDonald	Parent
Debbie Messer	Education Support Employee
Sarah Sebree	Teacher
Amy Stone	Parent
Robert Stone	Parent
Pat Sykes-Amos	Business/Community
Amanda Wilkerson	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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. The 2016-17 School Improvement Plan was reviewed and finalized by the School Advisory Council before submitting the document for publication.

*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.**

During the September SAC meeting, it was approved to purchase classroom computers with the allocated budget from the 2016-17 school year. The allocated funds are \$3,872.51.

**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
Six, Alice	Teacher, ESE
Cole, Cheryl	School Counselor
Myers, Lori	Assistant Principal
Caldwell, Susan	Instructional Media

**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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### **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. One of these days is provided through the Collaborative Time Budget. Professional Development is provided throughout the school year. A "snack and chat" is scheduled once a month for teachers to informally discuss teaching and learning happening in the classroom while encourage positive relationships among teachers.

### **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, 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 Reading Success (STARS) 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, I-Ready and grades. An additional teacher assistant salary will be partially funded through Specialized Academic Instruction (SAI) funds to assist teachers in providing additional support to students who are retained and/or scoring in the lower quartile. This instruction will occur daily in the areas of reading and math.

**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 Day

**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, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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.** Students will have an opportunity to accelerate by participating in leveled small group during intervention block and STEM clubs. In addition, students needing remediation will also receive opportunities during leveled small group instruction during the intervention block and after school tutoring.
- G2.** With high expectations, Umatilla Elementary teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all student.
- G3.** Teachers will provide engagement strategies and action steps to promote a positive school culture 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.** Students will have an opportunity to accelerate by participating in leveled small group during intervention block and STEM clubs. In addition, students needing remediation will also receive opportunities during leveled small group instruction during the intervention block and after school tutoring. 1a

G097944

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	66.0
FSA Mathematics Achievement	75.0
Statewide Science Assessment Achievement	58.0
ELA/Reading Lowest 25% Gains	63.0
Math Gains	62.0
ELA/Reading Gains	65.0
Math Lowest 25% Gains	53.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack training or support to meet high achieving students' needs.

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

- Eric Jensen's Engaging Students with Poverty in Mind book
- Collaborative Planning Time
- Personnel: Literacy Coach, CRT, Administration, Region 1 team
- Online Resources

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

Assessments from iReady in reading and math will be collected and analyzed.

**Person Responsible**

Debra Rogers

**Schedule**

On 5/18/2018

**Evidence of Completion**

Students maintain proficiency throughout the school year on district assessment data.

**G2.** With high expectations, Umatilla Elementary teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all student. 1a

G097945

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	66.0
Statewide Science Assessment Achievement	58.0
FSA Mathematics Achievement	75.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers struggle with consistently and systematically engaging student in collaborative groups and discussion.

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

- Language Arts Florida Standards iReady Books for 1-5 grade
- Online iReady Resources (toolbox)
- Science Bootcamp
- Online Resources such as Newsela, Readworks, Achieve the Core
- Personnel: Literacy Coach, CRT, Administration, Teacher Aids

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

Assessments from iReady, STAR, and LSAs will be collected and analyzed during teacher data chats.

**Person Responsible**

Debra Rogers

**Schedule**

Monthly, from 10/30/2017 to 5/18/2018

**Evidence of Completion**

Lesson plans, and data from district assessments.

**G3.** Teachers will provide engagement strategies and action steps to promote a positive school culture for all students. 1a

G097946

**Targets Supported** 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	0.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent implementation of engagement strategies.

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

- Professional Learning Community
- Eric Jensen's Engaging Students with Poverty in Mind book
- Academic Evenings with parents and teachers

**Plan to Monitor Progress Toward G3.** 8

Analysis of end of year school and district climate surveys.

**Person Responsible**

Debra Rogers

**Schedule**

On 6/15/2018

**Evidence of Completion**

UEL and District climate surveys.

## 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.** Students will have an opportunity to accelerate by participating in leveled small group during intervention block and STEM clubs. In addition, students needing remediation will also receive opportunities during leveled small group instruction during the intervention block and after school tutoring. 1

G097944

**G1.B4** Teachers lack training or support to meet high achieving students' needs. 2

B263331

**G1.B4.S1** We will provide support for teachers that will allow them to plan and deliver lessons that challenge advanced students. 4

S278886

### Strategy Rationale

If we provide support, then teachers will have tools to implement within the classroom.

### Action Step 1 5

Plan collaborative sessions, schedule a time, and set expectations for teachers to implement the ideas from their collaboration meeting.

#### Person Responsible

Lori Myers

#### Schedule

On 11/30/2017

#### Evidence of Completion

Schedule, Deliverables

### Action Step 2 5

Teachers share successful strategies for challenging high achieving learners.

#### Person Responsible

Debra Rogers

#### Schedule

Monthly, from 11/15/2017 to 5/18/2018

#### Evidence of Completion

Minutes from meeting, Student artifacts



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

Leadership team will attend the training.

**Person Responsible**

Debra Rogers

**Schedule**

On 1/3/2018

***Evidence of Completion***

Sign in sheet

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

Leadership team will conduct classroom walk throughs to measure the impact of training on increasing challenging lessons.

**Person Responsible**

Debra Rogers

**Schedule**

Weekly, from 2/1/2018 to 5/3/2018

***Evidence of Completion***

Anecdotal notes from walkthroughs and lesson plans.

**G2.** With high expectations, Umatilla Elementary teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all student. 1

G097945

**G2.B2** Teachers struggle with consistently and systematically engaging student in collaborative groups and discussion. 2

B263336

**G2.B2.S1** We will implement a facilitated book study once a month to support teachers' planning of engagement strategies. 4

S278888

### Strategy Rationale

If we implement the book study, then we will have structured time for teachers to collaborate and discuss ideas for student engagement.

### Action Step 1 5

Develop a book study schedule with identified facilitators for all instructional and administrative staff to participate.

#### Person Responsible

Debra Rogers

#### Schedule

On 8/10/2017

#### Evidence of Completion

Schedule

### Action Step 2 5

Create and establish a collaborative schedule for teachers to plan engagement strategies within their lessons.

#### Person Responsible

Kimberly McCarraher

#### Schedule

On 1/19/2018

#### Evidence of Completion

Sign in sheets

### Action Step 3 5

Teachers will provide feedback relating to the impact of the strategies on student learning.

**Person Responsible**

Lori Myers

**Schedule**

Monthly, from 11/1/2017 to 5/18/2018

***Evidence of Completion***

Student artifacts and meeting notes and teacher DPP.

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

Administrators will attend monthly book study and collaborative times.

**Person Responsible**

Lori Myers

**Schedule**

Monthly, from 8/23/2017 to 5/2/2018

***Evidence of Completion***

Sign in sheets

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

Leadership team will conduct weekly CWTs to measure impact of the book study and collaborative time on increasing identified instructional practices.

**Person Responsible**

Debra Rogers


**Schedule**

Weekly, from 10/1/2017 to 5/4/2018

***Evidence of Completion***

Feedback/Notes from CWTs.

**G3.** Teachers will provide engagement strategies and action steps to promote a positive school culture for all students. 1

 G097946

**G3.B1** Inconsistent implementation of engagement strategies. 2

 B263339

**G3.B1.S1** We will implement a facilitated book study once a month to support teachers' planning of engagement strategies that improve or maintain a positive environment for all learners. 4

 S278890

### Strategy Rationale

If we implement the book study, then we will have structured time for teachers to collaborate and discuss ideas for student engagement.

### Action Step 1 5

Develop a book study schedule with identified facilitators.

#### Person Responsible

Debra Rogers

#### Schedule

On 8/10/2017

#### Evidence of Completion

Schedule

### Action Step 2 5

Participate in monthly discussions on smart, purposeful engagement strategies that all teachers can use to increase motivation and effort.

#### Person Responsible

Debra Rogers

#### Schedule

Monthly, from 8/23/2017 to 4/18/2018

#### Evidence of Completion

Sign in sheets

### Action Step 3 5

Review data from EWS in the areas of attendance and referrals.

**Person Responsible**

Lori Myers

**Schedule**

Monthly, from 8/23/2017 to 4/27/2018

***Evidence of Completion***

EWS data and leadership meeting agenda

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will attend monthly book study.

**Person Responsible**

Debra Rogers

**Schedule**

Monthly, from 8/23/2017 to 5/9/2018

***Evidence of Completion***

Calendar of meetings and sign in sheets

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Leadership team will conduct weekly Classroom Walkthroughs to measure impact of the book study on increasing positive culture within the classrooms and the school.

**Person Responsible**

Debra Rogers


















**Schedule**

Weekly, from 10/2/2017 to 5/4/2018

***Evidence of Completion***

Feedback/Notes from classroom walkthroughs.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B2.S1.A1  A375777	Develop a book study schedule with identified facilitators for all instructional and administrative...	Rogers, Debra	8/3/2017	Schedule	8/10/2017 one-time
G3.B1.S1.A1  A375782	Develop a book study schedule with identified facilitators.	Rogers, Debra	8/3/2017	Schedule	8/10/2017 one-time
G1.B4.S1.A1  A375774	Plan collaborative sessions, schedule a time, and set expectations for teachers to implement the...	Myers, Lori	11/1/2017	Schedule, Deliverables	11/30/2017 one-time
G1.B4.S1.MA1  M406161	Leadership team will attend the training.	Rogers, Debra	1/3/2018	Sign in sheet	1/3/2018 one-time
G2.B2.S1.A2  A375778	Create and establish a collaborative schedule for teachers to plan engagement strategies within...	McCarraher, Kimberly	11/1/2017	Sign in sheets	1/19/2018 one-time
G3.B1.S1.A2  A375783	Participate in monthly discussions on smart, purposeful engagement strategies that all teachers can...	Rogers, Debra	8/23/2017	Sign in sheets	4/18/2018 monthly
G3.B1.S1.A3  A375784	Review data from EWS in the areas of attendance and referrals.	Myers, Lori	8/23/2017	EWS data and leadership meeting agenda	4/27/2018 monthly
G2.B2.S1.MA1  M406166	Administrators will attend monthly book study and collaborative times.	Myers, Lori	8/23/2017	Sign in sheets	5/2/2018 monthly
G1.B4.S1.MA1  M406160	Leadership team will conduct classroom walk throughs to measure the impact of training on...	Rogers, Debra	2/1/2018	Anecdotal notes from walkthroughs and lesson plans.	5/3/2018 weekly
G2.B2.S1.MA1  M406165	Leadership team will conduct weekly CWTs to measure impact of the book study and collaborative time...	Rogers, Debra	10/1/2017	Feedback/Notes from CWTs.	5/4/2018 weekly
G3.B1.S1.MA1  M406171	Leadership team will conduct weekly Classroom Walkthroughs to measure impact of the book study on...	Rogers, Debra	10/2/2017	Feedback/Notes from classroom walkthroughs.	5/4/2018 weekly
G3.B1.S1.MA1  M406172	Administrators will attend monthly book study.	Rogers, Debra	8/23/2017	Calendar of meetings and sign in sheets	5/9/2018 monthly
G1.MA1  M406162	Assessments from iReady in reading and math will be collected and analyzed.	Rogers, Debra	3/1/2018	Students maintain proficiency throughout the school year on district assessment data.	5/18/2018 one-time
G2.MA1  M406170	Assessments from iReady, STAR, and LSAs will be collected and analyzed during teacher data...	Rogers, Debra	10/30/2017	Lesson plans, and data from district assessments.	5/18/2018 monthly
G1.B4.S1.A2  A375775	Teachers share successful strategies for challenging high achieving learners.	Rogers, Debra	11/15/2017	Minutes from meeting, Student artifacts	5/18/2018 monthly
G2.B2.S1.A3  A375779	Teachers will provide feedback relating to the impact of the strategies on student learning.	Myers, Lori	11/1/2017	Student artifacts and meeting notes and teacher DPP.	5/18/2018 monthly
G3.MA1  M406173	Analysis of end of year school and district climate surveys.	Rogers, Debra	5/25/2018	UEL and District climate surveys.	6/15/2018 one-time

## V. Professional Development Opportunities

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

**G2.** With high expectations, Umatilla Elementary teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all student.

**G2.B2** Teachers struggle with consistently and systematically engaging student in collaborative groups and discussion.

**G2.B2.S1** We will implement a facilitated book study once a month to support teachers' planning of engagement strategies.

### PD Opportunity 1

Create and establish a collaborative schedule for teachers to plan engagement strategies within their lessons.

#### Facilitator

Literacy coach and CRT

#### Participants

K-5 Teachers

#### Schedule

On 1/19/2018

## VII. Budget

1	G1.B4.S1.A1	Plan collaborative sessions, schedule a time, and set expectations for teachers to implement the ideas from their collaboration meeting.				\$0.00
2	G1.B4.S1.A2	Teachers share successful strategies for challenging high achieving learners.				\$0.00
3	G2.B2.S1.A1	Develop a book study schedule with identified facilitators for all instructional and administrative staff to participate.				\$0.00
4	G2.B2.S1.A2	Create and establish a collaborative schedule for teachers to plan engagement strategies within their lessons.				\$3,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0561 - Umatilla Elementary School	Other		\$3,040.00
			Notes: Full day collaborative sessions (in addition to the weekly common planning times) will be scheduled for classroom teachers once a semester. The focus for the collaborative sessions will be to deliberately plan engagement strategies from the book study and intentionally develop questions and problem/project based activities that increase higher order thinking around standards. Teachers will follow up and monitor impact during common planning times.			
5	G2.B2.S1.A3	Teachers will provide feedback relating to the impact of the strategies on student learning.				\$0.00



6	G3.B1.S1.A1	Develop a book study schedule with identified facilitators.	\$0.00
7	G3.B1.S1.A2	Participate in monthly discussions on smart, purposeful engagement strategies that all teachers can use to increase motivation and effort.	\$0.00
8	G3.B1.S1.A3	Review data from EWS in the areas of attendance and referrals.	\$0.00
Total:			\$3,040.00