

Lake County Schools

Umatilla High School



2017-18 Schoolwide Improvement Plan

Umatilla High School

320 N TROWELL AVE, Umatilla, FL 32784

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	B*	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- 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 High is to create a student centered experience by embracing high expectations, setting personal goals, using captivating and versatile curriculum within a collaborative community.

b. Provide the school's vision statement.

The vision statement is "Inspiring for a World yet IMAGINED."

2. School Environment

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

The process by which Umatilla High learns about students' cultures and builds relationships between teachers and students involves many initiatives, activities, events and clubs.

The Freshman Transition Program (Freshman Boot Camp) is an initiative that allows the grade 8 middle school students to explore the UHS campus during the school day in the Spring. It also provides an opportunity for incoming grade 9 students to participate in a half-day orientation that includes team activities with their peers and relationship building with their teachers.

Teachers on the UHS campus have participated in Capturing Kids Hearts where they have learned how to build meaningful, productive relationships with every student and every colleague.

The AP Academy is an honor society for students who have successfully completed AP courses. It celebrates the academic accomplishments that these students have achieved by engaging in rigorous coursework. Participating students also work collaboratively with their teachers and administration on strengthening the culture of the school.

The Principal's Advisory Cabinet is a group of student leaders representing grade levels, organizations, athletics, and academics to ensure an open line of communication that provides feedback directly to the Principal.

The AVID contract-signing event is considered a tradition on the campus of UHS to initiate our students to the program. It honors the commitment the students are making to fulfilling the stringent requirements of the AVID contract. This is an opportunity to build relationships with not only students but allows parents to get involved and support their children and the school while understanding the obligations of the contract.

Multi-Cultural Night is an event that students and teachers coordinate for our community. The night embraces the cultural diversity of all students, faculty, staff of UHS and our community.

FAME is a time for students to connect with a faculty member for additional assistance in an academic course or to strengthen a skill set in an elective area. At minimum, FAME occurs once a month.

The SAC provides valued parent input on relationships on the UHS campus.

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

UHS creates an environment where students feel safe and respected before, during and after school. There is a proactive approach to intervene before a situation occurs with reporting boxes, awareness programs, the Behavior Tracking System (BTS), strong communication between faculty, staff and administration and parental input. In addition, the school assigns specific teachers a duty station before and/or after school to ensure school safety and accessibility to students. It is an expectation that faculty and staff be visible during transition periods. The administrative team is visible before and after school, during transition periods, during lunch and in-and-out of classrooms throughout the day. This allows students the opportunity to report any concerns along with build a positive relationship with the administrative team. The School Resource Officer provides extra campus supervision during the school day. This allows students and teachers the opportunity feel safe and respected. The SAC provides valued parent input on safety concerns for the campus and the school has supervision at events the include Teachers, Athletic Directors, Coaches, and Administration.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Umatilla High reviews the Student Code of Conduct at the beginning of the school year with all students. For added support, behavior tracking sheets (BTS) are used on an individual tracking basis and include specific strategies for intervention. Umatilla High believes in collaborative activities that increase student engagement that minimizes distractions. Positive behavior support is implemented through a variety of systems including the student of the month and special recognition. Classroom management courses are also available on the district level for teachers who may need support. Additionally, the Principal's Advisory Cabinet will work to solve campus-wide issues and establish school-wide Standard Operating Procedures.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Umatilla High Guidance Department helps to ensure that all social-emotional needs of all students are being met. Guidance counselors often meet with students to assess needs and support situations. The school social worker provides direct contact with home if needed while providing additional student and family support resources. The JROTC utilizes a leadership program that supports students. Many clubs offer services that provide students with clothing, food, home and school supplies. UHS recognizes a student of the month. AVID teaches skills and behaviors for academic success, provides intensive support with tutorials and builds strong student-teacher relationships. UHS also has MTSS protocols in place demonstrating system supports. To foster relationships and support students holistically, most of UHS faculty attends or sponsors extra-curricular activities on campus.

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.

The Leadership Team utilizes the Early Warning System indicators to establish a support and intervention system. In addition, the EWS student information will be shared with classroom teachers to help monitor status, progress, and accuracy. Specifically, we look at attendance, suspension rates and number of days, number of students retained, course failure in ELA or Math and the number of students who scored a Level 1 on a statewide assessment.

- ELA Grade 9 - 43% Level 1
- ELA Grade 10 - 34% Level 1
- Alg EOC - 32% Level 1
- Geo EOC - 34% Level 1
- Alg 2 EOC - 61% Level 1
- Bio EOC - 21% Level 1
- US His EOC - 25% Level 1

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	0	0	0	0	0	0	0	0	0	61	49	48	60	218
One or more suspensions	0	0	0	0	0	0	0	0	0	10	3	6	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	9	5	1	35
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	116	117	70	0	303
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	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.

- Parent and Student Conferences
- Data chats
- Student contracts (Attendance and Behavior)
- Progress Monitoring with Mini assessments, LSA's and FAIR.
- After school remediation
- ESE support
- ED2020 Credit recovery
- AVID strategies

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?

No

1. PFEP Link

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

2. Description

Umatilla High School welcomes parents to our school through multiple initiatives. Our SAC meetings are open to the public, held monthly and minutes are shared on the UHS website along with many other announcements. Additionally, the UHS Band Boosters and Athletic Boosters present opportunities for stakeholders to be involved in decision-making. During open house events, services that are provided to engage parents include setting up parent access to the online grading program, cohort graduation requirements, and the FAFSA presentation by the guidance department. The parent call out service is used for emergency notification along with special event bulletins. In addition, we utilize a school Twitter, Facebook, Instagram account to communicate with all stakeholders. The AP Academy will also hold informational meetings for parents and the community to address questions about Advanced Placement Programs. Guidance and teachers regularly call parents in regards to student progress. Edmodo and Schoology web class structures are used by teachers to allow for parents to monitor curriculum used in several of the content areas. The Skyward grade program is accessible for students and parents to monitor academic progress through out the year. Every effort is made for our parents to participate in our students with exceptionalities annual IEP process.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Umatilla High School utilizes many resources to build and sustain partnerships with local community. Our digital design provides interns for community organizations that include city hall and the chamber of commerce. The web design academy is working with local business on designing websites. The ROTC works with the elementary school to support after school reading. The UHS Twitter account highlights the many great things on campus and is used as another way to communicate information throughout the community. There are many opportunities for the Culinary students to provide meals for all of our stakeholders. Local businesses make donations to support our student incentive programs. The Agri-science and Science teachers use local forest and water authority guest speakers to support instruction and hands-on experiences. Community partnerships are available for teachers to utilize offered community services in the city of Umatilla. Student ambassadors are available to speak at local organizational meetings to discuss changes on campus and hear about college or career opportunities.

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
Campbell, Randy	Principal
Strem, Ryan	Assistant Principal
Crangle, Lisa	Other
Campbell, Donna	Teacher, K-12
Royal, Kim	Teacher, K-12
Archer, Rachel	Teacher, ESE
Pyatt, Andrea	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.

Administration is responsible for monitoring teacher lesson planning during structured collaborative plan times. The Literacy Coach provides support and coaching during this time to ensure standards alignment and best practices are addressed in lessons. Teams meet once a week to focus on what we teach, how we teach, authentic literacy experiences and next steps. Student work is reviewed regularly during this structured time. The FAIR assessment data is monitored by the Literacy Coach and Administration to determine needed interventions and guide teacher planning and decision-making. This progress monitoring is led by the Literacy Coach and counseled through data chats where all relevant student data is discussed and connected to practice. The Early Warning System data is monitored by Administration and shared with faculty and staff as collaboratively systems are addressed to effectively intervene. Administration holds data chats with individual teachers to address all areas of need. Content area business items are addressed in department meetings that are led by the subject area department chair. The ESE faculty and staff participates in all structured collaborative plan times, data chats, progress monitoring meetings and department meetings.

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.

Administration and the Leadership Team conducts weekly classroom walkthroughs utilizing the TEAM components, curriculum documents and the district walkthrough tool. Data collected allows administration to align all available resources to meet the needs of students. UHS teachers utilize the data from FAIR, LSA, and anecdotal records to determine if additional support may be needed. A guidance counselor is assigned to monitor students who are within the Multi-Tiered System of Supports - Tier 2 and 3. The ESE School Specialist monitors IEP's and facilitates parent conferences. As part of the review process, if MTSS is required for an existing ESE student needing additional support then the ESE School Specialist will determine the level of MTSS the will need to be implemented while still serving the current IEP. UHS is working with F.I.T. to provide additional remediation services to our homeless population. This will allow additional support time after school in both the fall and summer terms. Administration will work with teachers to ensure that SAI money is being used to provide additional support services to all of our level 1 and level 2 students. These programs will be facilitated by highly qualified teachers in the area of content needed. Students will be identified by both teachers and progress monitoring data. SAI money will also allow for tutoring in the AVID classroom. Collaborative funds will provide the writing team an opportunity to continue curricular support and planning.

2. School Advisory Council (SAC)

a. Membership

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

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

Umatilla High presented the draft to the SAC for feedback and direction. After input from the SAC and other stakeholders, revisions were made and a final presentation was made to the SAC. The SAC voted to approve the School Improvement Plan.

b. Development of this school improvement plan

The SAC will be presented with the draft of the School Improvement Plan at an upcoming meeting. The members will be given the opportunity to provide feedback and direction. Any revisions made after the SAC and district review are presented at a follow up meeting where a final vote to approve will be requested.

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

The SAC reviews the school budget with the principal and makes recommendations. The SAC is responsible for their budget and utilizes that funding to help meet the needs of the school.

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

School improvement funds are used for student and teacher academic materials and for student tutoring. There were no funds spent during the 2016 - 2017 school year. Funds within the SAC budget for the 2017 - 2018 school year will be recommended to be used to purchase a remedial program for our struggling math students.

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
Pyatt, Andrea	Assistant Principal
Royal, Kim	Teacher, K-12
Campbell, Donna	Teacher, K-12
Crangle, Lisa	Instructional Coach
Campbell, Randy	Principal

b. Duties

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

The literacy team consists of representatives from all content areas, as well as the Media Specialist, AVID Coordinator, Literacy Coach and our Administrators. The multi-year plan is designed to promote a positive literacy culture on campus and encourages all faculty to employ specific, common strategies to ensure our students experience multiple opportunities to understand, communicate and relate complex texts to real-world experiences.

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.

UHS has structured the master schedule to allow for common plan time for teachers. The school utilizes collaborative planning to help teachers with what to teach, how to teach, authentic literacy experiences and next steps. Teachers also review student work generated from collaborative planning. Along with Administration and the Literacy Coach, teachers meet at least once a week with other teachers who teach the same content. Wednesday Early Release provides an opportunity for teachers to attend faculty meetings, department meetings or professional development learning sessions.

Our specific collaborative plan consists of 2 days of lesson plan writing for 8 teachers at \$30 per hour. The 2 days will fall in June 2018 and consists of teachers from ELA, Science, and Social Studies along with our Literacy Coach. The Literacy Coach will be used to facilitate the writing teams.

In addition, UHS will provide substitutes for content area teachers (ELA, Intensive Reading, Science, Social Studies and Math) to have facilitated full day planning days available as needed. We will have 9 days available to be utilized by our teachers.

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

Because Umatilla High School has developed a positive culture over the last few years, we utilize the district recruiter to assist with finding the perfect candidates for our open positions. In addition, we utilize the Search Soft system which advertises and allows access to potential applicants through the district hiring site. After an educator is hired, they are welcomed and paired with a veteran educator to help with adjustment to our school. For first year teachers, UHS monitors growth and completion of the Florida

Educator Accomplished Practices Portfolio by using district support provided by district instructional coaches.

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

UHS uses veteran teachers, coaches, counselors and administrators who have effective scores to mentor colleagues new to the classroom. During the 2017-2018 school year, UHS has five educators entering education.

Mentor/Mentee

Whittaker/Barnhart and Adkins, O'Neill/Pyatt and Crangle, Norris/Page, Gantrell/Archer, Rios/Wells

Mentors will welcome new educators to the school, build positive relationships, review TEAM, data, lessons and best practices and instill high expectations in order to meet the needs of all learners on the UHS campus. Monthly support sessions will be available with weekly sessions as needed.

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.

Umatilla High uses the district scope and sequence and curriculum blueprints in all content areas except grade 9 and 10 ELA. In ELA, UHS utilizes the EngageNY curriculum. The implementation of the curriculum resources is monitored closely by administration through classroom walkthroughs, participation in collaborative planning, discussion with students, lesson plan reviews and student work analysis. The Literacy Coach supports all teachers with daily implementation of the Florida Standards and best practices that align with what is being taught.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

UHS uses FAIR data to monitor students in reading and ELA courses. Additionally, LSA assessments for ELA and Math will be utilized to monitor student achievement and support teachers with aligned materials and best practices that address needs and/or gaps. Support Facilitators are used to assist with classroom instruction for lower performing ESE students. The Literacy Coach and administration is available to provide additional support for our retained students. Modifications for those who need additional support include extended time, additional small group support, alternative assessment settings, and one on one help as needed.

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

Strategy: After School Program

Minutes added to school year: 2,700

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

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Campbell, Randy, campbellr@lake.k12.fl.us

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

Attendance data is collected and monitored along with pre-and-post assessments that are used to progress monitor student performance and mastery of standards.

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.

UHS works directly with our feeder schools to create a sense of family. The middle school's Avid program works closely with the high school AVID program hosting combined activities and programs. Middle school 8th graders are afforded the opportunity to tour the campus before entering as a 9th grade UHS student. A showcase night is also conducted for incoming Freshman and parents. AP Academy hosts an informational meeting yearly to address questions about the program. Students after exiting our school can call guidance to gain information on how to access local post secondary programs. UHS students are given the opportunity to experience college classes and settings through Dual Enrollment and Advanced Placement courses. Virtual School is used as an added support model as well to expand our current course offerings. Students enrolled in these added support settings are monitored by guidance to ascertain that the courses meet graduation requirements.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

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

The Umatilla Chamber hosts a Career Fair that showcases career opportunities for students.

The UHS Graduating class walks through the halls of UMS in their cap and gown to celebrate their success and to encourage graduation.

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

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

A daily focus of the school is for teachers to link their learning goals to relevancy to ensure that instruction is applicable and standards-driven. Advisory provides time for students to explore career possibilities and develop a post-secondary plan. In addition, AVID students through a local grant opportunity are able to access Road Trip Nation to explore possible career avenues.

Specific programs with connected industry certifications are listed below:

Agritechnology - Agritechnology Certification

Allied Health Assisting - Certified Medical Administrative Assistant (CMAA) and or Emergency Medical Responder (EMR)

Culinary Arts - Certified Food Protection Manager (ServSafe) and or Certified Food Safety Manager

Digital Design - Adobe Certified Associate-InDesign and or Adobe Certified Associate-Photoshop and or Adobe Certified Associate-Illustrator

Horticulture Science and Services - Certified Horticulture Professional

Web Development - CIW-Site Development Associate and or Adobe Certified Associate-Dreamweaver

Digital Information Technology - CIW-Internet Business Associate

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

Students are encouraged during their transition from middle to high to be a part of the Career and Technical program. They are in-serviced prior to entrance on the variety of programs offered and the completion pattern to earn Industry Certification. Currently, we have our UHS teachers actively seeking ways to collaborate across the curricular areas. For example, our Health Science Program

and our Ag Foundations teachers are looking at the alignment with Biology standards to see how they can support one another and integrate career and technical education with the academic courses offered on the UHS campus. The career and technical education students are also taking active roles on the campus to beautify the campus, providing computer design needs and utilizing core academic skills for business techniques. These examples provide an insight into how UHS integrates career and technical education with academic courses 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.

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

II. Needs Assessment

The school's completion of this 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction and authentic literacy experiences in all content areas for all students.
- G2.** By utilizing Early Warning Signs data, the UHS school community will increase attendance, treat others and themselves with respect and dignity, and maintain a safe and supportive environment with high expectations for ALL.
- G3.** With high expectations, teachers will utilize data to target specific student needs and provide interventions to differentiate instruction.

Strategic Goals Detail

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

G1. With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction and authentic literacy experiences in all content areas for all students. **1a**

G097947

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	45.0
FSA ELA Achievement	50.0
Bio I EOC Pass	55.0
U.S. History EOC Pass	65.0
ELA/Reading Lowest 25% Gains	7.0
Math Lowest 25% Gains	5.0
Math Gains	5.0
ELA/Reading Gains	7.0
High School Acceleration	5.0
4-Year Grad Rate (Standard Diploma)	88.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent use and/or lack of teacher knowledge in best practices for standards-based instruction in all content areas.
- Inconsistent understanding of authentic literacy experiences and disciplinary literacy.
- Lack of belief in collaborative planning to support professional educator growth in standards-based instruction and disciplinary literacy.

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

- Marzano Frameworks, Curriculum Blueprints, Test Item Specifications, progress monitoring data, Administration Team, District Coaches, Literacy Coach, Regional Team and District Curriculum Specialist

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

Increase in scores between baseline and mid year on LSA and/or FAIR testing

Person Responsible

Lisa Crangle

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

LSA and FAIR

G2. By utilizing Early Warning Signs data, the UHS school community will increase attendance, treat others and themselves with respect and dignity, and maintain a safe and supportive environment with high expectations for ALL. 1a

G097948

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- There is a lack of a clearly communicated system in place to monitor attendance and accountability
- There is no consequence or incentive for teachers and students attendance.
- Lack of consistent school-wide strategies for personal behavior management

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance reports, leadership agenda and minutes

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Student Discipline reports

G3. With high expectations, teachers will utilize data to target specific student needs and provide interventions to differentiate instruction. 1a

G097949

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Inconsistent use of differentiated instruction strategies that foster intervention and acceleration in all content areas.
- Lack of teacher knowledge in best practices for interventions and acceleration in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Literacy Coach, Collaborative Planning, Curriculum Blueprints, Data, Intervention and Acceleration Block (FAME)

Plan to Monitor Progress Toward G3. 8

Assessment data from FAIR, LSA's, and retake data will be collected and analyzed during collaborative planning, leadership meetings and with individual teachers.

Person Responsible

Lisa Crangle

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

FAIR, LSA data, EOC retakes

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 high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction and authentic literacy experiences in all content areas for all students. 1

G097947

G1.B1 Inconsistent use and/or lack of teacher knowledge in best practices for standards-based instruction in all content areas. 2

B263343

G1.B1.S1 We will utilize systems that allow for collaborative planning time for teachers. 4

S278892

Strategy Rationale

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

Action Step 1 5

Collaborative planning will be built within the master schedule.

Person Responsible

Ryan Strem

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Master Schedule, agenda, calendar, teacher sign in sheets

Action Step 2 5

UHS will utilize the administration and the Literacy Coach to reinforce structure for collaborative planning.

Person Responsible

Andrea Pyatt

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

minutes, Email, work products, lesson plans, agendas

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

Administration and the Literacy Coach will collect artifacts from collaborative planning.

Person Responsible

Andrea Pyatt

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

agenda, documents indicating standards based instruction, standards deconstruction, test item specs, lesson plans, next steps

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

Administration and the Literacy Coach will coordinate meeting and ensure attendance.

Person Responsible

Lisa Crangle

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agenda, Minutes from Meetings, student work product

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

Using a daily classroom walk through tool aligned to the focus of the district ensures that best practices are reaching intent of standards.

Person Responsible

Randy Campbell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Walk through tool data

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

Administrators, Instructional Coaches and teachers will analyze data from the FSA, EOC's, FAIR, LSA's.

Person Responsible

Lisa Crangle

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

FSA, EOC, LSA, FAIR

G1.B1.S2 Further the use of AVID strategies to improve best practices 4

 S278893

Strategy Rationale

Using AVID strategies across content areas will impact critical thinking.

Action Step 1 5

During the coordinator planning period, AVID teacher will model and coach AVID strategies in core content classrooms.

Person Responsible

Andrea Pyatt

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Classroom observation and Lesson plan chats

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Randy Campbell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Classroom walk through tool

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Lisa Crangle

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Mini Assessment, NWEAP and LSA data

G1.B2 Inconsistent understanding of authentic literacy experiences and disciplinary literacy. 2

 B263344

G1.B2.S1 We will incorporate teacher professional learning within collaborative planning. 4

 S278894

Strategy Rationale

By allowing teachers to learn professionally during collaborative planning, opportunities to clear up inconsistent understandings around authentic literacy and disciplinary literacy will occur.

Action Step 1 5

Provide teachers with professional learning on authentic literacy experiences and the importance of disciplinary literacy.

Person Responsible

Lisa Crangle

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

G1.B2.S2 We will support teachers with samples of text that could be used in classrooms with students.

4

 S278895

Strategy Rationale

By providing teachers with sample experiences, they will begin to understand the expectation of authentic literacy experiences and disciplinary literacy and begin to transfer it to their classrooms.

Action Step 1 5

Provide teachers with sample experiences.

Person Responsible

Lisa Crangle

Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion

G1.B3 Lack of belief in collaborative planning to support professional educator growth in standards-based instruction and disciplinary literacy. 2

B263345

G1.B3.S1 We will establish a common protocol for how PLC's will operate and put a system in place to monitor the fidelity of implementation toward a tighter focus on student work. 4

S278896

Strategy Rationale

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

Action Step 1 5

Meet with our school leadership team to review protocols for common planning and identify resources to enhance educator belief systems.

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Common Planning Tool.

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

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Common Planning checklist

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

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

Person Responsible

Randy Campbell

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Common planning checklist and student products

G2. By utilizing Early Warning Signs data, the UHS school community will increase attendance, treat others and themselves with respect and dignity, and maintain a safe and supportive environment with high expectations for ALL. 1

G097948

G2.B1 There is a lack of a clearly communicated system in place to monitor attendance and accountability

2

B263347

G2.B1.S1 We will implement the Attendance Intervention Flow Map outlining responsibilities and timelines. I.e.. Recording and monitoring, identification of causes, communication between school and parents, conferencing and goal setting. 4

S278897

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance reports

Action Step 2 5

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance reports

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

Attendance meetings to monitor fidelity of process and responsibilities

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance report Skyward and Decision Ed, Minutes form Meetings,

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

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

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

Person Responsible

Randy Campbell

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance reports Skyward and Decision Ed

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

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

G2.B2 There is no consequence or incentive for teachers and students attendance. 2

B263348

G2.B2.S1 We will develop an Attendance Incentive Program. 4

S278898

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Randy Campbell

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

meeting minutes

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

Leadership will conduct monthly Attendance meetings to monitor progress and implementation of the school-wide incentive program.

Person Responsible

Holly Ryan

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

attendance reports (Decision Ed / Skyward)

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

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

Person Responsible

Andrea Pyatt

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Attendance reports

G2.B3 Lack of consistent school-wide strategies for personal behavior management **2**

 B263349

G2.B3.S1 Teacher and student meetings will be held to clearly communicate school-wide behaviors for success. **4**

 S278899

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Ryan Strem

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agenda

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

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

Person Responsible

Randy Campbell

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Ryan Strem

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Student Discipline Reports

G3. With high expectations, teachers will utilize data to target specific student needs and provide interventions to differentiate instruction. 1

G097949

G3.B1 Inconsistent use of differentiated instruction strategies that foster intervention and acceleration in all content areas. 2

B263350

G3.B1.S1 We will implement facilitated collaborative planning that focuses on data-driven interventions and acceleration strategies through differentiation. 4

S278900

Strategy Rationale

If we implement differentiation strategies then we will have lessons that support intervention and acceleration in order to meet the needs of all learners.

Action Step 1 5

Share differentiation strategies during structured collaborative planning time.

Person Responsible

Andrea Pyatt

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agendas, Minutes, Student work, DI resources

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

Administrative and Coach expectation to attend and support scheduled collaborative planning for teachers.

Person Responsible

Andrea Pyatt

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agendas, minutes, classroom walkthrough data

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

Administration will conduct classroom walkthroughs to measure the impact of collaborative planning.

Person Responsible

Andrea Pyatt

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

CWT data, lesson plans, student work samples

G3.B2 Lack of teacher knowledge in best practices for interventions and acceleration in all content areas.

2

 B263351

G3.B2.S1 We will review the use of data during collaborative planning to support the use of interventions. 4

 S278901

Strategy Rationale

If we review how to use data then teachers will gain an understanding of how to use data to differentiate instruction.

Action Step 1 5

Data review and chats will occur during collaborative planning.

Person Responsible

Lisa Crangle

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Classroom Walkthrough Data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will attend collaborative planning.

Person Responsible

Andrea Pyatt

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agendas, Meeting Notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Leadership team will conduct classroom walkthroughs to measure the impact of differentiated instruction and the use of interventions.

Person Responsible

Andrea Pyatt

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough data, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M406182	Increase in scores between baseline and mid year on LSA and/or FAIR testing	Crangle, Lisa	8/10/2017	LSA and FAIR	6/1/2018 semiannually
G2.MA1 M406191	Attendance reports from Decision Ed / Skyward will be collected and analyzed during leadership team...	Campbell, Randy	8/10/2017	attendance reports, leadership agenda and minutes	6/1/2018 monthly
G2.MA2 M406192	Discipline reports from Decision Ed / Skyward will be collected and analyzed during leadership team...	Campbell, Randy	8/10/2017	Student Discipline reports	6/1/2018 monthly
G3.MA1 M406198	Assessment data from FAIR, LSA's, and retake data will be collected and analyzed during...	Crangle, Lisa	8/10/2017	FAIR, LSA data, EOC retakes	6/1/2018 semiannually
G1.B1.S1.MA1 M406174	Using a daily classroom walk through tool aligned to the focus of the district ensures that best...	Campbell, Randy	8/10/2017	Walk through tool data	6/1/2018 weekly
G1.B1.S1.MA2 M406175	Administrators, Instructional Coaches and teachers will analyze data from the FSA, EOC's, FAIR,...	Crangle, Lisa	8/10/2017	FSA, EOC, LSA, FAIR	6/1/2018 semiannually
G1.B1.S1.MA1 M406176	Administration and the Literacy Coach will collect artifacts from collaborative planning.	Pyatt, Andrea	8/10/2017	agenda, documents indicating standards based instruction, standards deconstruction, test item specs, lesson plans, next steps	6/1/2018 weekly
G1.B1.S1.MA3 M406177	Administration and the Literacy Coach will coordinate meeting and ensure attendance.	Crangle, Lisa	8/10/2017	Agenda, Minutes from Meetings, student work product	6/1/2018 weekly
G1.B1.S1.A1 A375785	Collaborative planning will be built within the master schedule.	Strem, Ryan	8/10/2017	Master Schedule, agenda, calendar, teacher sign in sheets	6/1/2018 daily
G1.B1.S1.A2 A375786	UHS will utilize the administration and the Literacy Coach to reinforce structure for collaborative...	Pyatt, Andrea	8/10/2017	minutes, Email, work products, lesson plans, agendas	6/1/2018 monthly
G1.B2.S1.A1 A375788	Provide teachers with professional learning on authentic literacy experiences and the importance of...	Crangle, Lisa	8/10/2017		6/1/2018 biweekly
G1.B3.S1.MA1 M406180	Administration will hold a weekly walk-through to determine if product developed in common planning...	Campbell, Randy	8/10/2017	Common planning checklist and student products	6/1/2018 weekly
G1.B3.S1.MA1 M406181	Coaching team and/or Leadership team will attend common planning PLC meetings to ensure that the...	Campbell, Randy	8/10/2017	Common Planning checklist	6/1/2018 monthly
G1.B3.S1.A1 A375790	Meet with our school leadership team to review protocols for common planning and identify resources...	Campbell, Randy	8/10/2017	Common Planning Tool.	6/1/2018 monthly
G2.B1.S1.MA1 M406183	The percentage of students reaching 6 or more absences will decrease quarterly with proper...	Campbell, Randy	8/10/2017	attendance reports Skyward and Decision Ed	6/1/2018 quarterly
G2.B1.S1.MA4 M406184	Attendance Interventionist will meet regularly with at-risk students and share information with the...	Campbell, Randy	8/10/2017		6/1/2018 monthly
G2.B1.S1.MA1 M406185	Attendance meetings to monitor fidelity of process and responsibilities	Campbell, Randy	8/10/2017	attendance report Skyward and Decision Ed, Minutes form Meetings,	6/1/2018 monthly
G2.B1.S1.MA3 M406186	During the Attendance team meetings, the attendance interventionist will share out summary report...	Campbell, Randy	8/10/2017		6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A375791	Introduce Attendance Intervention Flow Map to clearly communicate processes to all stakeholders	Campbell, Randy	8/10/2017	attendance reports	6/1/2018 monthly
G2.B1.S1.A2 A375792	Partial redistribution of duties of non-instructional personnel to monitor excessive absences (6 or...	Campbell, Randy	8/10/2017	attendance reports	6/1/2018 monthly
G2.B2.S1.MA1 M406187	The percentage of students eligible will increase as the attendance program is implemented.	Pyatt, Andrea	8/10/2017	Attendance reports	6/1/2018 monthly
G2.B2.S1.MA1 M406188	Leadership will conduct monthly Attendance meetings to monitor progress and implementation of the...	Ryan, Holly	8/10/2017	attendance reports (Decision Ed / Skyward)	6/1/2018 monthly
G2.B2.S1.A1 A375793	Lead administrator will meet monthly with attendance team to explore positive attendance incentive...	Campbell, Randy	8/10/2017	meeting minutes	6/1/2018 monthly
G2.B3.S1.MA1 M406189	Leadership will monitor the decrease in the number of repeated referrals.	Strem, Ryan	8/10/2017	Student Discipline Reports	6/1/2018 monthly
G2.B3.S1.MA1 M406190	Leadership will hold scheduled meetings with Principal's Cabinet and grade level cohorts	Campbell, Randy	8/10/2017	School discipline reports, (OS & Referrals), input from students at Principal's Cabinet, meeting agendas	6/1/2018 quarterly
G2.B3.S1.A1 A375794	During first full week, Administration will outline expectations and behaviors needing immediate...	Strem, Ryan	8/10/2017	Agenda	6/1/2018 quarterly
G3.B1.S1.MA1 M406193	Administration will conduct classroom walkthroughs to measure the impact of collaborative planning.	Pyatt, Andrea	8/10/2017	CWT data, lesson plans, student work samples	6/1/2018 weekly
G3.B1.S1.MA1 M406194	Administrative and Coach expectation to attend and support scheduled collaborative planning for...	Pyatt, Andrea	8/10/2017	Agendas, minutes, classroom walkthrough data	6/1/2018 weekly
G3.B1.S1.A1 A375795	Share differentiation strategies during structured collaborative planning time.	Pyatt, Andrea	8/10/2017	Agendas, Minutes, Student work, DI resources	6/1/2018 biweekly
G3.B2.S1.MA1 M406195	Leadership team will conduct classroom walkthroughs to measure the impact of differentiated...	Pyatt, Andrea	8/10/2017	Classroom walkthrough data, lesson plans	6/1/2018 weekly
G3.B2.S1.MA1 M406196	Administration will attend collaborative planning.	Pyatt, Andrea	8/10/2017	Agendas, Meeting Notes	6/1/2018 weekly
G3.B2.S1.A1 A375796	Data review and chats will occur during collaborative planning.	Crangle, Lisa	8/10/2017	Lesson Plans, Classroom Walkthrough Data	6/1/2018 biweekly
G1.B1.S2.MA1 M406178	Examination of student work or Mini Assessment data during common plan along with increase in LSA,...	Crangle, Lisa	8/10/2017	Mini Assessment, NWEAP and LSA data	6/1/2018 monthly
G1.B1.S2.MA1 M406179	Avid strategies will be documented during weekly classroom walk through using the classroom walk...	Campbell, Randy	8/10/2017	Classroom walk through tool	6/1/2018 weekly
G1.B1.S2.A1 A375787	During the coordinator planning period, AVID teacher will model and coach AVID strategies in core...	Pyatt, Andrea	8/10/2017	Classroom observation and Lesson plan chats	6/1/2018 monthly
G1.B2.S2.A1 A375789	Provide teachers with sample experiences.	Crangle, Lisa	8/10/2017		6/1/2018 every-3-weeks

V. Professional Development Opportunities

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

G1. With high expectations, teachers will understand, plan, deliver and differentiate standards-based instruction and authentic literacy experiences in all content areas for all students.

G1.B1 Inconsistent use and/or lack of teacher knowledge in best practices for standards-based instruction in all content areas.

G1.B1.S2 Further the use of AVID strategies to improve best practices

PD Opportunity 1

During the coordinator planning period, AVID teacher will model and coach AVID strategies in core content classrooms.

Facilitator

AVID Coordinator

Participants

All core content teachers.

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G1.B2 Inconsistent understanding of authentic literacy experiences and disciplinary literacy.

G1.B2.S1 We will incorporate teacher professional learning within collaborative planning.

PD Opportunity 1

Provide teachers with professional learning on authentic literacy experiences and the importance of disciplinary literacy.

Facilitator

Lisa Crangle and Administration

Participants

Instructional Staff

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

G1.B2.S2 We will support teachers with samples of text that could be used in classrooms with students.

PD Opportunity 1

Provide teachers with sample experiences.

Facilitator

Lisa Crangle and Administration

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

G1.B3 Lack of belief in collaborative planning to support professional educator growth in standards-based instruction and disciplinary literacy.

G1.B3.S1 We will establish a common protocol for how PLC's will operate and put a system in place to monitor the fidelity of implementation toward a tighter focus on student work.

PD Opportunity 1

Meet with our school leadership team to review protocols for common planning and identify resources to enhance educator belief systems.

Facilitator

Leadership Team

Participants

Instructional Staff/ Leadership team

Schedule

Monthly, from 8/10/2017 to 6/1/2018

G2. By utilizing Early Warning Signs data, the UHS school community will increase attendance, treat others and themselves with respect and dignity, and maintain a safe and supportive environment with high expectations for ALL.

G2.B1 There is a lack of a clearly communicated system in place to monitor attendance and accountability

G2.B1.S1 We will implement the Attendance Intervention Flow Map outlining responsibilities and timelines. I.e.. Recording and monitoring, identification of causes, communication between school and parents, conferencing and goal setting.

PD Opportunity 1

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

Facilitator

Administration

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Collaborative planning will be built within the master schedule.				\$4,135.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0231 - Umatilla High School	Other		\$4,135.00
			<i>Notes: Funding will be supplied via grant source already awarded.</i>			
2	G1.B1.S1.A2	UHS will utilize the administration and the Literacy Coach to reinforce structure for collaborative planning.				\$0.00
3	G1.B1.S2.A1	During the coordinator planning period, AVID teacher will model and coach AVID strategies in core content classrooms.				\$9,019.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0231 - Umatilla High School			\$9,019.00
4	G1.B2.S1.A1	Provide teachers with professional learning on authentic literacy experiences and the importance of disciplinary literacy.				\$0.00
5	G1.B2.S2.A1	Provide teachers with sample experiences.				\$0.00
6	G1.B3.S1.A1	Meet with our school leadership team to review protocols for common planning and identify resources to enhance educator belief systems.				\$0.00
7	G2.B1.S1.A1	Introduce Attendance Intervention Flow Map to clearly communicate processes to all stakeholders				\$0.00
8	G2.B1.S1.A2	Partial redistribution of duties of non-instructional personnel to monitor excessive absences (6 or more) as an additional layer of communication support between school and home.				\$0.00
9	G2.B2.S1.A1	Lead administrator will meet monthly with attendance team to explore positive attendance incentive programs and implement incentives.				\$0.00
10	G2.B3.S1.A1	During first full week, Administration will outline expectations and behaviors needing immediate correction and monitoring throughout the entire school year. Class meeting will be hosted by administration with each individual grade level to communicate all items identified in need of attention.				\$0.00
11	G3.B1.S1.A1	Share differentiation strategies during structured collaborative planning time.				\$0.00
12	G3.B2.S1.A1	Data review and chats will occur during collaborative planning.				\$0.00
					Total:	\$13,154.00