



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Umatilla High School

320 N TROWELL AVE

Umatilla, FL 32784

352-669-3131

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 59%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 15%

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## School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> B
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Umatilla High School

##### Principal

Randell Campbell

##### School Advisory Council chair

Desiree Williams, President

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Glenda Weber	Literacy Coach
Sherrita Alexander	Career Technical Department Chair
Deta Brunson	Electives Department Chair
Terry Nuzum	Math Department Chair
Kim Royal	Language Arts Department Chair
Justin Crouch	Social Studies Department Chair
Nancy Blair	Guidance
Gerald C Engle	ESE Specialist, Department Chair
Ryan Strem	Assistant Principal II
Holly Ryan	Assistant Principal I
Randell Campbell	Principal
Melissa Guinta	Science Department Chair

#### District-Level Information

##### District

Lake

##### Superintendent

Dr. Susan Moxley

##### Date of school board approval of SIP

12/16/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Membership in the SAC is representative of our school population. 95% of our total student population is white and this is represented as 95% in the SAC membership. Additionally, 3% of our total student population is black and this is represented by 5% of the SAC membership.

**Involvement of the SAC in the development of the SIP**

The SAC is presented with the Draft of the SIP at the September meeting and given the opportunity to provide input and direction. Any revisions made after the district review are presented at a followup meeting.

**Activities of the SAC for the upcoming school year**

The SAC monitors the implementation of all school initiatives whether they be academic or motivating in nature. SAC will also review the surveys conducted by the district for trends and concerns noted. In addition, SAC will advise the leadership team on incorporating all objectives from the SIP into the educational delivery of daily instruction.

**Projected use of school improvement funds, including the amount allocated to each project**

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Randell Campbell</b>		
Principal	Years as Administrator: 11	Years at Current School: 1
<b>Credentials</b>	M.Ed. Educational Leadership, (K-12) Health Ed (K-12), Varying Exceptionalities (K-12), ESOL Endorsement 300 Hours,	
<b>Performance Record</b>	<p>Mr. Randy Campbell, currently the principal at Umatilla High School, last year served as the principal at Astatula Elementary School. Last year, 2011-2012, AES was an A school with a total of 583 points. This was an increase of 12 points from the previous year resulting in the second highest score in the district. Mr. Campbell was formerly the principal of Cypress Ridge Elementary School, 2010-2011. Cypress Ridge scored a school grade of A and met AYP in all areas. While assistant principal at Astatula Elementary School, the school scored a school grade of an A in 2006-2007, 2007-2008, and 2008-2009. AEL scored a school grade of a B in 2009-2010. AYP was met in 2006-2007 but not met from 2007-2010. In the '09-'10 school year, 77% of third graders, 70% of fourth graders and 73% of fifth graders scored 3 or above in reading. 82% of third graders, 69% of fourth graders and 61% of fifth graders scored a 3 or above in math. 80% of fourth graders scored a 3.5 or higher in writing and 76% of fifth graders scored a 3.0 or above in science. The 2009 scores showed a 63% improvement in the lowest 25% quartile for reading and a 56% improvement in the lowest 25% quartile for math.</p>	

<b>Holly Ryan</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
<b>Credentials</b>	Educational Leadership Emotionally Handicapped K-12	
<b>Performance Record</b>	<p>11/12 – Pending –Leesburg High School 10/11 – C-LHS 09/10 – C - LHS</p>	



<b>Ryan Strem</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
<b>Credentials</b>	Master's degree in Educational Leadership from National Louis University. Bachelor's Degree from the University of Central Florida. Certification for Mathematics 5-9, Educational Leadership, All levels.	
<b>Performance Record</b>	2011-12: Reading proficiency: 42% LQ Gains 60%, Math Proficiency: 47% LQ Gains 27% Writing Proficiency 82%, Assistant Principal of Umatilla Middle School 2009-2010: School Grade B, Reading Mastery: 65 %, Math Mastery: 65%, Science Mastery: 42%, Writing Mastery: 79%, AYP: 87 %. White and ED did not make AYP in Reading. ED did not make AYP in Math.	

**Instructional Coaches**

**# of instructional coaches**  
1

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Glenda Weber</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA English Education 6-12 Reading Endorsed ESOL Endorsed National Board Certified	
<b>Performance Record</b>	2011-12: Reading proficiency: 42% LQ Gains 60%, Math Proficiency: 47% LQ Gains 27% Writing Proficiency 82%, 2010-11: Reading Proficiency 38%, Writing Proficiency: 71% 2009-2010 Last year in classroom performed with 69% of my students making AYP gains Previous High School earned grades of B and A	

**Classroom Teachers**

**# of classroom teachers**  
49

**# receiving effective rating or higher**

39, 80%

**# Highly Qualified Teachers**

98%

**# certified in-field**

49, 100%

**# ESOL endorsed**

11, 22%

**# reading endorsed**

8, 16%

**# with advanced degrees**

20, 41%

**# National Board Certified**

2, 4%

**# first-year teachers**

2, 4%

**# with 1-5 years of experience**

9, 18%

**# with 6-14 years of experience**

18, 37%

**# with 15 or more years of experience**

20, 41%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

1, 20%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Katie Smith will be mentored by Justin Crouch the Social Studies department chair and Rookie Teacher of the year. We have placed their classrooms next to each other to allow for easy access and observation. They have time each day to meet and discuss any questions she may have in regards to curriculum and instruction. In addition, Katie will have access to an instructional coach in the district to guide her through the TOP new teacher program and portfolio requirements.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Department Chairs are responsible for monitoring the performance reports of the Mini Benchmark data. That data is presented to SBLT monthly. LBA and FAIR assessment data is monitored by the Literacy Coach, Guidance, Assistant Principal, and Principal. Literacy Coach has data chats with teachers based on performance in any of the progress monitoring assessments. Assistant Principals and Principal also hold data chats with individual teachers based on progress monitoring assessments. LBA assessment data is also presented to SAC to allow feedback from parents.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Umatilla High School utilizes the district Teaching and Learning team to help progress monitor. This team is comprised of representatives from K-12 instructional levels and from various curriculum backgrounds. The team visits Umatilla High School a minimum of 3 times each year. While on campus, they review our progress monitoring data and visit classrooms to observe instruction. Notes from these visits are used to make adjustments to our instruction here at Umatilla High School.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Umatilla High School uses data from Lake County Benchmark assessments to determine initial ability and growth to midyear. Students are progress monitored weekly in Math, Science, History, and Language Arts through Mini Benchmark assessments administered by classroom instructors. Fair data is used in reading classes to monitor progress in reading comprehension, fluency, and phonics.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Staff will continually be updated with strategies for identification and the support of MTSS students. UHS will also use the Teaching and Learning support to organize an inservice on MTSS process. The MTSS/ RTI team will meet to review referred students. MTSS will also regularly meet to discuss any students and their status that are currently in the MTSS/ RTI process to review and update the student status.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 2,700

UHS offers additional tutoring after school to help students who are struggling in core classes. While the program is offered to all students, specific students are identified by the progress monitoring. After reviewing the progress monitoring data, the Principal and Literacy Coach hold data chats with each student and provide information regarding tutoring. Information is also provided to parents on the website and call out system. Qualified Instructional personnel in the needed fields are utilized to provide tutoring.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Leadership Team will review data provided by Instructional Personnel.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Glenda Weber	Literacy Coach
Jennifer Mounts	Classroom Instructor, Reading
Kim Royal	Classroom Instructor, Language Arts
Jamie Adkins	Classroom Instructor, Career Technical
Kimberly Ethington	ESE Cooperative Consult
Melissa Guinta	Classroom Instructor, Science

**How the school-based LLT functions**

The LLT meets monthly to discuss data shifts. They help guide and develop professional development plans. Over the summer, they worked to develop a writing plan with professional development guidelines.

### **Major initiatives of the LLT**

The LLT is focusing on how to merge our writing and reading standards with the common core standards.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

For our students, we try to expose them constantly to reading in all areas. We have a whole school approach to reading. Students read in many classes outside of Language Arts and Reading. We also talk to our students about what they are reading and what we are reading. In addition to what we know they need for our curriculum, there is a lot of value in just allowing our kids to read what they like. Our Librarian does a great job keeping books relevant to what the kids like to read. Both her and her assistant talk to students daily and allow students to come into the library at all hours. During lunch time students also go to the library to read and research. Our student incentive committee also helps promote reading. Administration has been resourceful in finding funding for class libraries and novel sets. The Literacy Coach is available to assist teachers with how to incorporate reading strategies into each instructional area. Both Administration and Literacy Coach provide data chats with teachers based on the reading progress in the classroom. UHS has teachers with the following: NG-CARPD certification, NG-CATER certification, and Reading Endorsement to provide additional support of reading in all subject areas.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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. Students may also earn an Industry Certification in select Career Tech Education classes. A daily focus of the school is for teachers to link their essential questions for the unit to the question of “why do we need to know this” to ensure that instruction is always relevant. Teachers are also provided reading materials in the content, FCAT Writes, and “bell ringers” that are based on benchmarks/frameworks.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

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

electronic online advising system. Parents are invited to these meetings and final course selection is sent home for parent's signature.

### **Strategies for improving student readiness for the public postsecondary level**

Umatilla High School's percentage of 2013 graduates who completed a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course, completed a Dual Enrollment (DE) math course, and received industry certification were all above the district averages. Many of these areas are also above the state average. We will also encourage students to take AP, CTE or DE classes by encouraging teachers to recommend students based on class scores and having each student speak with a guidance counselor regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures or an Industry Certificate. Guidance Counselors will review students' grades, track graduation requirements and Bright Futures requirements and intervene as necessary.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	46%	No	59%
American Indian				
Asian				
Black/African American	23%	23%	Yes	31%
Hispanic	38%	35%	Yes	44%
White	57%	48%	No	61%
English language learners				
Students with disabilities	31%	20%	No	38%
Economically disadvantaged	47%	40%	No	52%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	41%	46%
Students scoring at or above Achievement Level 4	60	27%	33%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	230	58%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	55	53%	58%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	79	35%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	34	15%	20%

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	51%	No	57%
American Indian				
Asian				
Black/African American		8%		
Hispanic	33%	24%	No	40%
White	55%	56%	Yes	60%
English language learners				
Students with disabilities	39%	39%	Yes	45%
Economically disadvantaged	49%	44%	No	54%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		80%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	159	51%	56%
Students in lowest 25% making learning gains (EOC)	48	51%	56%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	59%	64%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		11%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	35%	40%
Students scoring at or above Achievement Level 4	26	10%	15%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	59%	64%
Students scoring at or above Achievement Level 4	48	21%	26%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	19		21
Participation in STEM-related experiences provided for students	146	20%	23%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	302	36%	38%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	48	6%	11%
CTE-STEM program concentrators	107		
Students taking CTE-STEM industry certification exams	98	13%	18%
Passing rate (%) for students who take CTE-STEM industry certification exams		83%	88%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	241	29%	32%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		83%	89%
Students taking CTE industry certification exams	98	11%	14%
Passing rate (%) for students who take CTE industry certification exams		83%	86%
CTE program concentrators	107	14%	16%
CTE teachers holding appropriate industry certifications	7	100%	100%

**Area 8: Early Warning Systems**

**High School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	49	6%	4%
Students in ninth grade with one or more absences within the first 20 days	20	10%	8%
Students in ninth grade who fail two or more courses in any subject	20	10%	8%
Students with grade point average less than 2.0	162	20%	18%
Students who fail to progress on-time to tenth grade	4	2%	1%
Students who receive two or more behavior referrals	50	6%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	78	10%	8%

**Graduation**

	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Umatilla High School welcomes parents to our school in multiple structures. SAC meetings are open to public and help monthly. Additionally, Band Boosters and Athletic boosters allow for parents to have a voice in the direction of the school. Open house is held twice a year. Support structures during open house include help setting up parent access to the online grading program and cohort graduation requirements presented by the guidance department. We also include parents with current events through the use of a school website maintained by our vocational department and the parent call out service is used for emergency notification along with special events bulletins. Guidance and teachers regularly call parents in regards to student progress both negative and positive. Edmodo web class structure used by teachers allow for parents to monitor curriculum used in several of the content areas.

Every effort is made for our parents to participate in our students with exceptionalities' annual IEP process.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parent participation with yearly IEP meetings	67	42%	50%

## Goals Summary

- G1.** Umatilla High School will create a school wide culture of critical thinking and critical writing through the use of Kagan and AVID strategies along with a comprehensive writing plan to bridge from NGSSS to common core standards.

## Goals Detail

**G1.** Umatilla High School will create a school wide culture of critical thinking and critical writing through the use of Kagan and AVID strategies along with a comprehensive writing plan to bridge from NGSSS to common core standards.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- AVID Site Plan, UHS Writing Plan. Kagan Model Classrooms, Townsend Press Materials, Achieve 3000, Gayle Opposing Viewpoints, Professional Development day, Collaboration Days, Faculty meetings, Academic Service Unit, Curriculum Blueprints, Taskcards, EDUSOFT, Kagan Strategies, WICOR, Cornelle Notes, Lake Writes for 10th grade, Mini Assessments

### **Targeted Barriers to Achieving the Goal**

- Timely use of progress monitoring tools
- Blending of both Common Core and Fcat 2.0 Standards for Language Arts courses.
- Feeder pattern for more students to take CTE exams
- Limited staff certification for instruction in higher math courses
- Productive use of Collaboration each month

- high population of homeless students and students who are level 1 and level 2 scoring students.
- Need clear structure for utilizing MTSS structure

### **Plan to Monitor Progress Toward the Goal**

Progress monitoring data analysis and trends overview provided by each cohort team Writing Samples provided by all curriculum areas. Increase enrollment in CTE classes Collaboration minutes Writing Samples Passing and /or attempts at passing certification exam Attendance at remediation after school and increase in test scores

#### **Person or Persons Responsible**

Department chair and leadership team Literacy Coach, Academic Services Unit Guidance and CTE department k-9 certified teachers Highly Qualified Teachers

#### **Target Dates or Schedule:**

quarterly overall progress in the use of mini assessment monthly progress in English Language Arts classes with specific feedback leading to a more critical writer. Increase participation in CTE courses and CTE exams. Monthly department meeting. Certification issue through out school year. Fall and summer remediation

#### **Evidence of Completion:**

Increase use of mini assessments. Increase use of critical thinking in writing tasks as aligned to common core standards. Increase enrollment and participation of CTE exams. Collaboration minutes Passing and /or attempts to pass certification Attendance at remediation after school and increase in test scores

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Umatilla High School will create a school wide culture of critical thinking and critical writing through the use of Kagan and AVID strategies along with a comprehensive writing plan to bridge from NGSSS to common core standards.

### **G1.B1** Timely use of progress monitoring tools

**G1.B1.S1** Leadership team using the curriculum maps and focus calendars created a timeline for giving the mini benchmark progress monitoring tools in courses with EOCs. Each teacher will bring a copy of the progress monitoring report to the monthly department collaboration meeting to discuss the progress. The department chairs are then to bring the data to leadership team meetings for a whole school look at the progress.

#### **Action Step 1**

Progress monitoring reports from edusoft

#### **Person or Persons Responsible**

Teacher - Progress monitoring reports Department Chair- facilitates team discussion and identifies trends. They provide a copy of PM reports to leadership team.

#### **Target Dates or Schedule**

writing will be monitored beginning, middle, and end Reading will be monitored monthly.

#### **Evidence of Completion**

Progress Monitoring Data presented to leadership team each month. Increase in participation by teachers with the mini assessments and Lake Writes 10th grade LBA assessments. Reports can include but are not limited to the following: Performance Band Reports, Class list Reports, and Participation Reports from edusoft mini and LBA assessments. Data will be housed in a Data Binder. MTSS reporting system will house evidence of interventions for tier 2 and tier 3 students.

#### **Facilitator:**

Literacy Coach

#### **Participants:**

teachers who need additional help on reading progress monitoring data and using edusoft program



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

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

#### **Person or Persons Responsible**

Leadership team Department chairs and Admin team

#### **Target Dates or Schedule**

Monitoring will occur weekly and monthly

#### **Evidence of Completion**

Evidence will be the printed copies of the progress monitoring reports.

### **Plan to Monitor Effectiveness of G1.B1.S1**

mini assessment Progress Monitoring reports for each class with EOCs

#### **Person or Persons Responsible**

Department Chair and teachers will collect and monitor application of mini assessments. Administration team will monitor the overall improvement on the use of mini assessments. Administration will also observe progress during walkthroughs.

#### **Target Dates or Schedule**

Monthly with department meeting and leadership meetings. Weekly walkthroughs

#### **Evidence of Completion**

Data binder will show Increase in the overall use of mini assessments in each core area.

**G1.B2** Blending of both Common Core and Fcat 2.0 Standards for Language Arts courses.

**G1.B2.S1** Working with the Academic Services Unit, UHS will use a focus calendar to bridge Language Arts standards from FCAT 2.0 to Common Core.

**Action Step 1**

Focus calendar

**Person or Persons Responsible**

Language Arts cohort will collaborate to create Essential Question, cooperative learning strategies, and writing tasks. Literacy Coach will provide additional support to clarify standards. Academic Services Unit will provide an objective point of view as to the implementation of the focus calendar.

**Target Dates or Schedule**

Monthly cohort meetings Weekly classroom walktroughs

**Evidence of Completion**

CBC noted on classroom walkthroughs Completion of writing tasks Cohort collaboration notes (Lesson plans, UHS Writing Plan)

**Facilitator:**

Literacy coach

**Participants:**

Common Core Standards

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

Essential questions and writing tasks along with specific feedback provided

**Person or Persons Responsible**

Department Chair during cohort meetings Literacy Coach and Admin team walk throughs Academic Services Unit quarterly walk throughs

**Target Dates or Schedule**

Monthly cohort meetings Weekly walk throughs Quarterly visits

**Evidence of Completion**

CBC and writing task performance Collaboration notes.

## Plan to Monitor Effectiveness of G1.B2.S1

Essential Questions, Writing Tasks, Feedback

### Person or Persons Responsible

Department chair will monitor for cohort meetings Admin team, Literacy Coach and Academic Services Unit during walk throughs

### Target Dates or Schedule

Monthly department meetings Weekly walk throughs Quarterly Academic Services Visits

### Evidence of Completion

Increase complexity of student writing as aligned to common core needs. Essential questions will tie to the level of complexity addressed by common core. Feedback will be designed to move students to more critical thoughts. Documentation of effective monitoring will be evidenced by administration walkthrough notes. PLC reflection sheets.

## G1.B3 Feeder pattern for more students to take CTE exams

**G1.B3.S1** UHS will revise the school schedule to allow for a constant flow in the feeder pattern of CTE courses.

### Action Step 1

Student enrollment into foundation classes and the subsequent feeder courses leading to completion of CTE courses with CTE certification

### Person or Persons Responsible

Guidance team CTE teachers Administration Team

### Target Dates or Schedule

Three times a year the schedule will go through a review process. Beginning, mid year and end of year.

### Evidence of Completion

Increase in participation in CTE courses evidenced by CTE participation report, master schedule, and CTE industry certifications awarded.

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

Enrollment and completion of CTE courses and exams

#### **Person or Persons Responsible**

Guidance and Department chairs will monitor for completion and enrollment

#### **Target Dates or Schedule**

Three times a year September, January, April

#### **Evidence of Completion**

Increase in participation in CTE courses evidenced by CTE participation report, master schedule, and CTE industry certifications awarded.

### **Plan to Monitor Effectiveness of G1.B3.S1**

Enrollment and completion of CTE courses and exams

#### **Person or Persons Responsible**

Guidance and CTE teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Increase in participation in CTE courses evidenced by CTE participation report, master schedule, and CTE industry certifications awarded.

## **G1.B4 Limited staff certification for instruction in higher math courses**

**G1.B4.S1** Those teachers who do not have 9-12 certification will have this year to gain certification; administration will encourage teachers to take certification exam and provide resources to them so they do not become out of field due to scheduling necessities.

### **Action Step 1**

Conference with individual teachers

#### **Person or Persons Responsible**

Administration team

#### **Target Dates or Schedule**

Through out year

#### **Evidence of Completion**

increase in teachers attempting and/or passing certification exams. Conference logs between administration and teachers

#### **Facilitator:**

County and outside resources

#### **Participants:**

All teachers with k-9 certification

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

Individual conference with teachers effected by certificaion limitations.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Through out school year

#### **Evidence of Completion**

increase in teachers attempting and/or passing certification exams.

## Plan to Monitor Effectiveness of G1.B4.S1

Individual conference with teachers who are effected by limited certification

### Person or Persons Responsible

Adminstartion

### Target Dates or Schedule

throughout school year

### Evidence of Completion

increase in teachers attempting and/or passing certification exams.

## G1.B5 Productive use of Collaboration each month

**G1.B5.S1** Cohorts will be able to utilize a collaboration conference sheet to provide a framework for minutes and discussion points.

### Action Step 1

Collaboration notes

### Person or Persons Responsible

Department chairs will facilitate with conference sheet as guide.

### Target Dates or Schedule

Monthly after school on Wednesday

### Evidence of Completion

Collaboration minutes with specific feedback on writing and mini assessment progress. Data binder will be kept of leadership meeting where collaboration notes are shared among department leaders and administration.

### **Plan to Monitor Fidelity of Implementation of G1.B5.S1**

collaboration minutes, reporting data, writing samples

#### **Person or Persons Responsible**

Administration and Literacy Coach- progress on Mini assessment and writing tasks. Department chair for facilitation of collaborative discussion and maintaining accurate minutes

#### **Target Dates or Schedule**

Monthly Meetings

#### **Evidence of Completion**

Collaboration minutes with specific feedback on writing and mini assessment progress. Data binder will be kept of leadership meeting where collaboration notes are shared among department leaders and administration. Data binder will also contain the mini assessment reports presented to department chair.

### **Plan to Monitor Effectiveness of G1.B5.S1**

Collaboration minutes, writing samples,

#### **Person or Persons Responsible**

Administration and Literacy Coach- progress on Mini assessment and writing tasks. Department chair for facilitation of collaborative discussion and maintaining accurate minutes

#### **Target Dates or Schedule**

Monthly meetings

#### **Evidence of Completion**

Collaboration minutes with specific feedback on writing and mini assessment progress. Data binder will be kept of leadership meeting where collaboration notes are shared among department leaders and administration. Data binder will also contain the mini assessment reports presented to department chair.

**G1.B6** high population of homeless students and students who are level 1 and level 2 scoring students.

**G1.B6.S1** UHS will use after school tutoring to provide additional assistance to our level one and level two scoring students

**Action Step 1**

After school remediation to meeting the needs of the higher critical thinking demanded by standardized tests.

**Person or Persons Responsible**

Literacy Coach and Admin team will provide data chats. Highly Qualified in field teachers to provide remediation

**Target Dates or Schedule**

Fall and Summer

**Evidence of Completion**

Attendance records and test scores

**Plan to Monitor Fidelity of Implementation of G1.B6.S1**

After school remediation to meeting the needs of the higher critical thinking demanded by standardized tests.

**Person or Persons Responsible**

Highly Qualified teachers

**Target Dates or Schedule**

fall and summer

**Evidence of Completion**

attendance records and improved test scores



## Plan to Monitor Effectiveness of G1.B6.S1

After school remediation to meeting the needs of the higher critical thinking demanded by standardized tests.

### Person or Persons Responsible

Highly Qualified Teachers

### Target Dates or Schedule

fall and summer

### Evidence of Completion

attendance and test scores

## G1.B7 Need clear structure for utilizing MTSS structure

**G1.B7.S1** By working with the district team the school will develop a clear structure for implementation of the MTSS

### Action Step 1

District personnel will provide training to leadership team on the MTSS process

#### Person or Persons Responsible

District personnel Leadership team

#### Target Dates or Schedule

Weekly RTI meeting Reviews done at the district visitations

#### Evidence of Completion

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

#### Facilitator:

Tietjen, Jeanette

#### Participants:

Gudance, Leadership team. ESE specialist

### Plan to Monitor Fidelity of Implementation of G1.B7.S1

Increase progress monitoring

**Person or Persons Responsible**

Leadership team and district

**Target Dates or Schedule**

Weekly RTI meetings and District Visitation

**Evidence of Completion**

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

### Plan to Monitor Effectiveness of G1.B7.S1

Progress monitoring of students

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Weekly RTI

**Evidence of Completion**

Increase in student performance in academics and behaviors.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

SAI money is being used to provide additional remediation services to all of our level 1 and level 2 scoring students. These programs will be facilitated by highly qualified teachers in the area of study. Students will be identified by both teachers and progress monitoring data.

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Umatilla High School will create a school wide culture of critical thinking and critical writing through the use of Kagan and AVID strategies along with a comprehensive writing plan to bridge from NGSSS to common core standards.

### **G1.B1** Timely use of progress monitoring tools

**G1.B1.S1** Leadership team using the curriculum maps and focus calendars created a timeline for giving the mini benchmark progress monitoring tools in courses with EOCs. Each teacher will bring a copy of the progress monitoring report to the monthly department collaboration meeting to discuss the progress. The department chairs are then to bring the data to leadership team meetings for a whole school look at the progress.

#### **PD Opportunity 1**

Progress monitoring reports from edusoft

##### **Facilitator**

Literacy Coach

##### **Participants**

teachers who need additional help on reading progress monitoring data and using edusoft program

##### **Target Dates or Schedule**

writing will be monitored beginning, middle, and end Reading will be monitored monthly.

##### **Evidence of Completion**

Progress Monitoring Data presented to leadership team each month. Increase in participation by teachers with the mini assessments and Lake Writes 10th grade LBA assessments. Reports can include but are not limited to the following: Performance Band Reports, Class list Reports, and Participation Reports from edusoft mini and LBA assessments. Data will be housed in a Data Binder. MTSS reporting system will house evidence of interventions for tier 2 and tier 3 students.

**G1.B2** Blending of both Common Core and Fcat 2.0 Standards for Language Arts courses.

**G1.B2.S1** Working with the Academic Services Unit, UHS will use a focus calendar to bridge Language Arts standards from FCAT 2.0 to Common Core.

**PD Opportunity 1**

Focus calendar

**Facilitator**

Literacy coach

**Participants**

Common Core Standards

**Target Dates or Schedule**

Monthly cohort meetings Weekly classroom walktroughs

**Evidence of Completion**

CBC noted on classroom walkthroughs Completion of writing tasks Cohort collaboration notes (Lesson plans, UHS Writing Plan)

**G1.B4** Limited staff certification for instruction in higher math courses

**G1.B4.S1** Those teachers who do not have 9-12 certification will have this year to gain certification; administration will encourage teachers to take certification exam and provide resources to them so they do not become out of field due to scheduling necessities.

**PD Opportunity 1**

Conference with individual teachers

**Facilitator**

County and outside resources

**Participants**

All teachers with k-9 certification

**Target Dates or Schedule**

Through out year

**Evidence of Completion**

increase in teachers attempting and/or passing certification exams. Conference logs between administration and teachers

**G1.B7** Need clear structure for utilizing MTSS structure

**G1.B7.S1** By working with the district team the school will develop a clear structure for implementation of the MTSS

**PD Opportunity 1**

District personnel will provide training to leadership team on the MTSS process

**Facilitator**

Tietjen, Jeanette

**Participants**

Gudance, Leadership team. ESE specialist

**Target Dates or Schedule**

Weekly RTI meeting Reviews done at the district visitations

**Evidence of Completion**

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

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Umatilla High School will create a school wide culture of critical thinking and critical writing through the use of Kagan and AVID strategies along with a comprehensive writing plan to bridge from NGSSS to common core standards.	\$9,452
Total		\$9,452

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SAI		\$9,452
Total		\$9,452

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Umatilla High School will create a school wide culture of critical thinking and critical writing through the use of Kagan and AVID strategies along with a comprehensive writing plan to bridge from NGSSS to common core standards.

**G1.B6** high population of homeless students and students who are level 1 and level 2 scoring students.

**G1.B6.S1** UHS will use after school tutoring to provide additional assistance to our level one and level two scoring students

#### Action Step 1

After school remediation to meeting the needs of the higher critical thinking demanded by standardized tests.

#### Resource Type

Evidence-Based Program

#### Resource

Highly Qualified Teachers, Townsend press materials,

#### Funding Source

SAI

#### Amount Needed

\$9,452