

Umatilla Middle School



2014-15 School Improvement Plan

Umatilla Middle School

305 E LAKE ST, Umatilla, FL 32784

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

20%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Umatilla Middle School that all students will grow and learn in a positive atmosphere where faculty, staff, parents, and students together are enthusiastic about the teaching and learning process utilizing data driven instruction and research-based materials and programs.

Provide the school's vision statement

"Umatilla Middle School strives to empower all students to be college and career ready by providing a positive, safe, and supportive community."

School Environment

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

Umatilla Middle School begins the year with orientation which gives the teachers, parents and students the opportunity to begin their relationship. From there we build upon that with parent contact via positive phone conferences and parent/teacher conferences. We also hold "Tiger Pride Night" which is where the students and parents walk through their students schedule, talk with the teacher and learn valuable information about our school. Teachers take time to get to know their students with in class "Get to know you" activities. Umatilla Middle School is also involved in the community. When there are community events UMS faculty and staff attend.

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

Umatilla Middle School has set procedures in place that keep our students safe. Faculty and staff have active supervisory positions throughout the entire campus. Students that arrive early to school are kept in the cafeteria or the gym. In the afternoon, students are dismissed directly from their classrooms. Our safety committee meets on a regular basis.

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 Middle School uses the Positive Behavior System (PBS). We have clear set goals and rules that the entire campus encourages students to adhere to. The mission of UMS's Positive Behavior Support system is to increase academic success through teaching and modeling positive behavior. We use a Behavior Tracking System. Students begin the first step the first day of school when they are taught the rules and expectations throughout the day. After that there are 4 additional steps that include a verbal warning, parent contact, detention and office referral. All of these are kept on specific forms to track student behavior. Students are routinely reminded of the rules and expectations.

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

Umatilla Middle School ensures the social-emotional needs of our students are met through our individualized counseling done by our guidance counselors. We have character education taught in

our classrooms. UMS provides the needs of the homeless students and families. We have Bully Prevention Education that is taught throughout classrooms and conflict resolution with counselors. Grief counseling is offered to those students going through a difficult time. Umatilla Middle school offers a variety of outreach programs to support our students and community's needs.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Umatilla Middle School's Early Warning System is an active document that encompasses a variety of important indicators. Our EWS is addressed with our faculty during meetings and department meetings. During the department meetings the teachers dig deep into our document to identify students needs. We refer back to it regularly and it is updated to keep our data current.

Below are items on our UMS EWS.

- Attendance below 90%
- Suspensions: In-School and Out of School
- Retentions- Language Arts and Math
- Reading, Math, and Writing FCAT scores with DSS score
- Free/Reduced Lunch
- ESE status
- 504 status

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	11	16	25	52
One or more suspensions	12	11	12	35
Course failure in ELA or Math	0	0	4	4
Level 1 on statewide assessment	49	49	53	151
	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
	6	7	8	
Students exhibiting two or more indicators	14	17	37	68

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

Attendance is an issue at UMS. We work closely with our school social worker, student services and teachers to insure that students come to school. In many cases the school social worker is required to work with parents to implement interventions. Suspensions are also a concern. We know that we are unable to teach students if they are not at school. UMS has initiated a School Plus Program

(Wednesday School) as an intervention in lieu of suspension. However, when school safety is a concern it is necessary to suspend students. Before and After School tutoring is implemented in order to help students academically. Teachers work with students to improve academic gaps, clear up confusions and assist with homework. Together teachers and students work to prevent failures. Communication is very important. We hold parent conferences in an effort to gain support for their children.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase parent involvement at Umatilla Middle School
Increase the number of involvement opportunities for parents
Increase the types of notifications provided to parents

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 Middle School invites the community to participate in ceremonies, sporting events and career days. The local community provides support during fundraisers, food drives and club events. Parents are also invited to attend academic nights, informational meetings, SAC meetings and Open House.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Campbell, Pamela	Guidance Counselor
Dewitt, Jacqueline	Teacher, ESE
Erdman, Todd	Instructional Coach
Harden, Michael	Teacher, K-12
Howard, David	Instructional Technology
Logan, Emily	Teacher, K-12
Purvis, Kristin	Instructional Coach
Rogers, Tes	Assistant Principal
Sanders, Kelly	Principal
Short, Sarah	Teacher, K-12
Smith, Kristi	Teacher, K-12
Totten, Bryan	Other
White, Andrea	Teacher, K-12

Duties

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

The principal is responsible for the development and implementation of the the MTSS and SIP. Each department chairperson meets weekly with their team to discuss specific students, curriculum and specific data. The Assistant Principal works closely with guidance and the ESE specialist to ensure that shared decision making is implmented with fidelity and that all stakeholders have input. Progress monitoring is conducted and data is monitored throughout the year to ensure it aligns with the goals of our SIP.

Kelly Sanders, Principal - Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing Rtl, ensures implementation of intervention support and documentation, and ensures adequate professional development to support the needs of all students.

Tes Rogers, Assistant Principal I - Assists the principal in ensuring that the school-based team is implementing shared decision making, ensures implementation of intervention support and documentation, and ensures adequate professional development to support the needs of all students.

Pamela Campbell & Karen Hogshead, Guidance Counselors - Facilitate the Rtl meetings, participate in the collection, interpretation, and analysis of data and facilitate the development of intervention plans. Guidance Counselors provide services to support the academic, emotional, behavioral, and social success to the students.

Todd Erdman, Literacy Coach - Provides guidance on the K-12 reading plan; facilitates the FAIR; provides professional development to teachers regarding data-based instructional planning; and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Jacqueline DeWitt, Exceptional Student Education (ESE) Specialist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE teachers.

Kristin Purvis, Acceleration Resource Teacher- Works collaboratively with teachers to unpack and implement the Florida Standards, works with small groups of Level 1, Level 2 and ELL students. Mrs. Purvis works directly with PLC's and classroom teachers to implement the new PLC structure to insure the implementation of Florida Standards with fidelity.

Select General Education Teachers: Provide information about core instruction, participate in student

data collection, deliver effective instruction strategies and collaborate with their departments to ensure the effective implementation of Florida Standards.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets monthly to review progress monitoring data at the grade, class, and subgroup level to develop appropriate programs that will target students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Based upon data, professional development plans and resources are identified and recommended. The team will review data, conduct research and collaborate to problem-solve, share effective practices, and evaluate implementation to achieve increased student performance.

Supplemental Academic Instruction funds, IDEA funds and Title X Homeless funds will be used to provide before and after school tutoring. UMS will focus on our lower quartile, level I and II FCAT 2.0, students struggling in Algebra and those AMO struggling students. Before and after school tutoring lasts for 30 weeks. Teacher Created Material, Core curriculum, Textbooks, Computer based texts, Benchmark Assessments and Accelerated Math will be used to enhance student learning.

The principal will align local funds to the needs of the school. Capacity Builders will be given the opportunity to bring back valuable information gained from district and non-district trainings. The principal will provide funding for substitute teachers so that teachers can be trained and inserviced in district initiatives, teaching strategies and implemented programs. Administrators will monitor the distribution of information and ensure that information is communicated to stakeholders. Professional Development will be provided by all Capacity Builders in order to create a focused teaching and learning environment.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kelly Sanders	Principal
Wendy Fletcher	Teacher
Carol Olson	Business/Community
Gaby Salazar	Education Support Employee
Laura Wright	Business/Community
Suzanne Kiefer	Education Support Employee
Sandra Green	Parent
Chloe Wormack	Parent
Candy Lang	Parent
Kailey Campbell	Student

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan was reviewed and areas that failed to improve were addressed. Changes in standards and assessments are greatly impacting the development of the 2015 school improvement plan. Collaborative planning opportunities are being offered to all teachers in order to help eliminate curricular concerns. Together departments reviewed their goals, barriers and strategies and developed new ones as needed.

Development of this school improvement plan

Notice was sent to the parents asking for their input. On Monday, September 08, 2014 the school improvement plan was discussed with the SAC. Department chairs will present their sections at the next SAC meeting and changes made if necessary.

Preparation of the school's annual budget and plan

The principal discussed the school's annual budget with the SAC. He offered an opportunity for further discussion if any members were interested.

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

The SAC has a balance of \$127.79. These remaining funds will be used for school improvement needs as they arise.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Erdman, Todd	Instructional Coach
Short, Sarah	Teacher, K-12
Totten, Bryan	Teacher, K-12
Fletcher, Wendy	Teacher, K-12
Powers, Sandra	Teacher, K-12
Auker, Kimberly	Teacher, ESE
Sylvester, Melinda	Teacher, K-12
Moffett, Karen	Teacher, K-12
Louis, Diane	Teacher, K-12
Logan, Emily	Teacher, K-12
Fuller, Melissa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

LLT led initiatives will include:

- School-wide participation in the Superintendent's Reading Challenge
- Work across the curriculum in establishing a school-wide complex text initiative, complete with strategies.
- "Stop and Read" school-wide initiative implemented in all classrooms.
- Professional Development/ coaching in developing data driven instruction to increase reading comprehension across the curriculum.
- Book of the month program will continue to be utilized in all Language Arts classes promoting a different subject every month in a predetermined fiction or non-fiction text.

Public and Collaborative Teaching

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

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

Umatilla Middle School creates the master schedule so that departments have common plan times. This allows for departments to plan collaboratively and to conduct PLC's. We also have built in collaborative plan days. This will be beneficial to the planning process and collaboration of teachers creating common assessments and learning from each other.

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

Collaboration with Professional Learning Communities is priority. Umatilla Middle School identifies the most effective teachers available and we encourage them to participate in New Beginnings, the district orientation program for new teachers and we provide a 1:1 teacher mentor.

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

The TQR/Assistant Principal for the school assigns each new hire a mentor and checks on them to help ensure their success. Their departmental PLC works closely and meets weekly to assist them and offer support where needed. The district offers New Teacher Support Meetings to help meet the needs of new teachers and assists in retaining these highly qualified individuals. Quarterly meetings will be held at the school to provide new teachers with important information and verify their needs. These meetings will provide a comfortable environment for new teachers, mentors and administration to talk and discuss issues that are important to the new hire.

Ambitious Instruction and Learning**Instructional Programs and Strategies****Instructional Programs****Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Umatilla Middle School ensures its core instructional programs and materials are aligned to Florida Standards by using research-based materials, collaborating with other schools and comparing them to the Florida Standards. UMS teachers utilize the District Scope and Sequence and Curriculum Blueprints which are aligned to the Florida Standards and documented in their lesson plans.

Instructional Strategies

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

Umatilla Middle School meticulously analyzes student data to show the strengths and weaknesses of our school. Data is broken down by content, class and individual students, which results in data driven instruction. Teachers give common assessments. Once scored, teachers meet to discuss the results, analyze students work, and verify mastery. Teachers then create mini-lessons that either challenge or reteach the skills based on individual student needs.

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

Strategy: Extended School Day

Minutes added to school year: 3,600

UMS has designed a program to fit the needs of our school and students. School administration will hire tutors following Lake County hiring procedures. All teachers are certified (Highly Qualified) in the subject area(s) for which they tutor. Tutoring will run through April 2015. All students identified as homeless will be invited to attend tutoring as well as those students who are level 1 or 2 as measured by FCAT 2.0.

Strategy Rationale

Extended School Days allow students to receive remediation in the areas in which they are most deficient. Small group size allows student more individualized instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rogers, Tes, rogerst@lake.k12.fl.us

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

Teachers will use baseline data to determine the specific needs of the students. Lake Standards Assessments (LSA) and Lake Benchmark Assessments (LBA) will be given frequently, as determined by the Scope and Sequence, to determine the effectiveness of the teaching strategies used as well as the specific curriculum. Instruction will be modified as needed to meet the needs of the students in the tutoring group.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Umatilla Middle School provides incoming students with an orientation to familiarize them with the school campus and procedures. The students are assigned a counselor that they can see for questions and concerns. For our outgoing 8th graders, we take the students to the high school for an

orientation which gives the students the opportunity to experience the campus and what it has to offer. Students are educated in classes with the skills and strategies to help them be successful.

College and Career Readiness

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

Umatilla Middle School 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 ReadStep assessments to all 7th and 8th graders to determine the students' college readiness so steps can be taken to better prepare them for college.

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

Each grade level has a specific course dedicated to helping students see the relationships between school subjects and the relevance to their future. 6th, 7th and 8th grade students are involved in AVID, Agriculture Science, Key Boarding and Band. 7th and 8th grade students are involved in Career Planning. TV Production is also taught to some students and aired on campus. Each show offers a public service announcement geared to the needs of our students. Throughout the year AVID strategies are used throughout campus to help students see the relevance to their future. Additional advanced classes are offered to meet the needs of our advanced students as well as offer increased rigor for all students.

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

AVID strategies are used to help improve student readiness for the postsecondary studies. Students are encouraged to focus on college readiness. In addition to college readiness, students are also prepared for career readiness through our CTE courses, classroom visitations and field trips. UMS participates in the College Board's Florida Partnership Program. Administration is trained and works to improve the vertical consistency between the Elementary, Middle and High School courses.

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

UMS has increased the number of advanced courses offered school wide. Furthermore, the number of Algebra I high school credit courses offered has increased. We are also in the initiation stage of having two CTE courses (Business & Agriculture) that offer high school credit for students completing the program. AVID strategies are offered school wide to help students learn to implement strategies that will help them prepare for further post secondary education. Middle school CTE and AVID students have the opportunity to further their specific learning once entering Umatilla High School.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 50% of the students in grades 6, 7 and 8 will score proficient as measured by the new Florida Standards Assessment Writing Component
- G2.** 2013-2014 data indicates that 11% of our students received 2 or more discipline referrals. UMS students receiving two or more discipline referrals will be reduced by 3%
- G3.** 75% of students will score at proficiency or higher as measured by the 2015 Florida Standards Assessment for Mathematics.
- G4.** 100% of our Algebra I students will pass the statewide end-of-course assessment
- G5.** 50% of our 8th grade students will achieve proficiency in science as measured by FCAT 2.0.
- G6.** Students with Disabilities will improve by at least one year's worth of growth or maintain proficiency as demonstrated by state assessments.
- G7.** 76% of 7th grade students will achieve a 70% or higher as measured by the Civics End of Course Exam.
- G8.** 68% of our 6th - 8th grade students will achieve at or above proficiency as measured by the Florida Standards Assessment (FSA) English Language Arts (ELA) Component

Strategic Goals Detail

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

G1. 50% of the students in grades 6, 7 and 8 will score proficient as measured by the new Florida Standards Assessment Writing Component 1a

G044693

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- Write Score
- Lake Curriculum Blueprints
- C2 Cohorts
- Collaborative Planning Opportunities
- Acceleration Resource Teacher & Florida Standards Teacher
- ELA Content Area training
- Thinking Maps
- AVID Strategies

Targeted Barriers to Achieving the Goal 3

- The shift from in Pedagogy from Essay Writing to Reading, Comprehending, Analyzing and Writing based on Multiple Texts

Plan to Monitor Progress Toward G1. 8

UMS will use Write Score to assess student writing throughout the year

Person Responsible

Kristin Purvis

Schedule

Every 2 Months, from 10/1/2014 to 4/1/2015

Evidence of Completion

Specific student data from Write Score as well as comparison data

G2. 2013-2014 data indicates that 11% of our students received 2 or more discipline referrals. UMS students receiving two or more discipline referrals will be reduced by 3% **1a**

G038922

Targets Supported **1b**

Indicator	Annual Target
2+ Behavior Referrals	8.0

Resources Available to Support the Goal **2**

- Guidance Counselors, School Resource Officer (SRO), PBS and Bully Proofing Your School Curriculum

Targeted Barriers to Achieving the Goal **3**

- A failure to consistently teach, review, enforce and document school rules and expectations.

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

The number of students receiving two or more discipline referrals will be reduced as well as incidents involving bullying.

Person Responsible

Schedule

Evidence of Completion

DecisionEd Reports, AS400, BTS Tracking

G3. 75% of students will score at proficiency or higher as measured by the 2015 Florida Standards Assessment for Mathematics. 1a

G038924

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Math - African American	59.0
AMO Math - ELL	57.0
AMO Math - ED	70.0
AMO Math - Hispanic	67.0
AMO Math - SWD	49.0
AMO Math - White	76.0

Resources Available to Support the Goal 2

- PENDA
- Peer and specific tutoring
- Common Board Configuration & Data Chats
- Marking the text
- AVID strategies
- Professional Development in Florida Standards
- PLC Collaboration - Align standards
- Increased integration of technology
- Manipulatives
- Thinking Maps / Graphic Organizers / Workbooks
- Scope & Sequence and Curriculum Blueprints
- C2 Cohorts

Targeted Barriers to Achieving the Goal 3

- Lack of Prior Knowledge
- Increased familiarity with Florida Standards

Plan to Monitor Progress Toward G3. 8

The math department will monitor progress towards mastery through the use of common assessments, daily lessons, Safari Montage and PENDA reports.

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Daily Assignments PENDA Reports Safari Montage Reports Increased student achievement on assessments

G4. 100% of our Algebra I students will pass the statewide end-of-course assessment 1a

G038925

Targets Supported 1b

Indicator	Annual Target
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Middle School Performance in EOC and Industry Certifications

Resources Available to Support the Goal 2

- Algebra teachers use a variety of instructional strategies
- Peer learning
- Differentiated instruction
- Pre-tests / Post-tests (mock high school certification and EOC tests)
- Scope & Sequence and Curriculum Blueprints
- AVID Strategies
- Thinking Maps
- C2 Cohorts

Targeted Barriers to Achieving the Goal 3

- Middle School teachers are not as familiar with high school requirements

Plan to Monitor Progress Toward G4. 8

Formative and summative assessments will be utilized to determine readiness for high school advanced math courses.

Person Responsible

Melissa Fuller

Schedule

On 6/5/2015

Evidence of Completion

Final grades

G5. 50% of our 8th grade students will achieve proficiency in science as measured by FCAT 2.0. 1a

G038926

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- CAR-PD
- Inquiry based science labs
- AVID strategies
- Kagan Strategies
- Safari Montage Lessons
- Brain Pop
- LDC Modules
- C2 Cohorts
- Thinking Maps

Targeted Barriers to Achieving the Goal 3

- Not all students have internet access at home. PENDA must be used at school

Plan to Monitor Progress Toward G5. 8

Science team will monitor progress using Common Assessments.

Person Responsible

Emily Logan

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Common Assessment Data, Student Grades, FCAT Scores

G6. Students with Disabilities will improve by at least one year's worth of growth or maintain proficiency as demonstrated by state assessments. 1a

G038927

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	49.0
AMO Reading - SWD	45.0

Resources Available to Support the Goal 2

- Grade level texts, level texts, literature on differentiated instruction and station activities provided by FIN.
- Computers / Software, iPads / Apps / Smartboards
- IDEA funds
- CBI trips and lessons
- Supplemental materials including sight words, manipulatives, pictures
- Demonstrations, mini-labs, manipulatives
- one-on-one instruction / remediation, final product samples
- Florida Inclusion Network Partnership
- Thinking Maps
- AVID Strategies
- C2 Cohorts
- ESE Inclusion teachers work in Language Arts & Mathematics Classrooms

Targeted Barriers to Achieving the Goal 3

- Need for differentiated instruction and developmental materials for specific skill progression
- Gaps in developmental skills at grade level, especially in consideration of complex text and grade level vocabulary

Plan to Monitor Progress Toward G6. 8

Formative data will be reviewed, individual student progress will be discussed during IEP meetings and through IEP progress reports.

Person Responsible

Jacqueline Dewitt

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student demonstration of proficiency towards IEP annual goals.

G7. 76% of 7th grade students will achieve a 70% or higher as measured by the Civics End of Course Exam. 1a

G038928

Targets Supported 1b

Indicator	Annual Target
	76.0

Resources Available to Support the Goal 2

- County approved textbooks
- DBQ's
- Copies of Declaration of Independence and Constitution
- Timelines showing history of government development
- CIS lessons that help to break text apart for comprehension.
- ICivics on-line
- Civics Blueprints
- Brain Pop
- Thinking Maps
- AVID Strategies
- C2 Cohorts

Targeted Barriers to Achieving the Goal 3

- Prior Knowledge of Students

Plan to Monitor Progress Toward G7. 8

District assessments, common assessments and EOC exams will be given. Data will be compared and instruction adjusted as needed to meet the needs of the students.

Person Responsible

Andrea White

Schedule

On 6/5/2015

Evidence of Completion

Specific student data

G8. 68% of our 6th - 8th grade students will achieve at or above proficiency as measured by the Florida Standards Assessment (FSA) English Language Arts (ELA) Component 1a

G038929

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Reading - African American	59.0
AMO Reading - ED	63.0
AMO Reading - ELL	39.0
AMO Reading - Hispanic	55.0
AMO Reading - SWD	45.0
AMO Reading - White	70.0
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- Professional Development: Achieve 3000, Thinking Maps
- Complex text in all core subjects
- Florida Standards
- Collaborative Planning
- Literacy Coach
- FAIR data chats
- Use of technology
- AVID School Wide Strategies
- Common language regarding literacy

Targeted Barriers to Achieving the Goal 3

- Lack of student prior knowledge and their inability to interact with informative text

Plan to Monitor Progress Toward G8. 8

In order to ensure that 68% of our students score at or above proficiency, the literacy coach will meet each month with PLC's to review reading strategies and monitor the implementation and effectiveness of complex texts in each department by disaggregating FAIR data to determine its effectiveness.

Person Responsible

Todd Erdman

Schedule

Quarterly, from 11/14/2014 to 6/5/2015

Evidence of Completion

FAIR data, Florida Standards Assessment, Achieve 3000, informal / formal assessments, agendas, coaches notes.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 50% of the students in grades 6, 7 and 8 will score proficient as measured by the new Florida Standards Assessment Writing Component **1**

 G044693

G1.B4 The shift from in Pedagogy from Essay Writing to Reading, Comprehending, Analyzing and Writing based on Multiple Texts **2**

 B110054

G1.B4.S1 Collaborative Planning will be used for lesson development and data analysis. Teachers will be given the opportunity to develop writing exemplars, compare student work and discuss findings. **4**

 S121545

Strategy Rationale

If teachers work together they will increase their understanding and help each other become confident in their ability to write prompts, score and remediate student work.

Action Step 1 **5**

Teachers will create the writing process that will be used for UMS as a whole to teach writing.

Person Responsible

Sarah Short

Schedule

Quarterly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Minutes / Agenda from the Collaborative Plan Day

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

Strategies created by the ELA department will be distributed to all UMS teachers. Teachers will include strategies in their daily lessons.

Person Responsible

Kristin Purvis

Schedule

Quarterly, from 9/17/2014 to 6/5/2015

Evidence of Completion

Teacher lesson plans, Planning minutes/agenda, Student Writing Samples

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

Leadership team will use classroom walk-throughs to look for common language & strategy implementation

Person Responsible

Kristin Purvis

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

CWT observations, Lesson Plans, Student Writing Samples

G2. 2013-2014 data indicates that 11% of our students received 2 or more discipline referrals. UMS students receiving two or more discipline referrals will be reduced by 3% **1**

 G038922

G2.B1 A failure to consistently teach, review, enforce and document school rules and expectations. **2**

 B093632

G2.B1.S1 Train all staff in the proper implementation of our Positive Behavior Support (PBS) program as well as the new district curriculum Bully Proofing Your School. **4**

 S104670

Strategy Rationale

Additional teacher training will assist in more consistent discipline practices and classroom expectations resulting in a clearer understanding among students.

Action Step 1 **5**

PBS Inservice will be provided at the beginning of the school year for all faculty members.

Person Responsible

Tes Rogers

Schedule

On 9/1/2014

Evidence of Completion

Faculty Meeting agenda

Action Step 2 **5**

Bully Proofing Your School InService to all faculty and Staff. Social Studies teachers will teach the curriculum to all students throughout the year.

Person Responsible

Andrea White

Schedule

On 6/5/2015

Evidence of Completion

Inservice Powerpoint and Agenda; lesson plans

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

Meetings will be held monthly to review student discipline data and modify the program as needed.

Person Responsible

Schedule

Evidence of Completion

Minutes from meetings

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

Overall school discipline data will be compared to previous data to ensure improved school behavior.

Person Responsible

Schedule

Evidence of Completion

DecisionEd reports, AS400 data, Behavior Tracking System forms provided by teachers

G3. 75% of students will score at proficiency or higher as measured by the 2015 Florida Standards Assessment for Mathematics. **1**

 G038924

G3.B1 Lack of Prior Knowledge **2**

 B093636

G3.B1.S1 Mathematics Remediation **4**

 S104675

Strategy Rationale

Extra time will provide more exposure and added practice to help close the mathematical gap.

Action Step 1 **5**

Tutoring Sessions will be offered Tuesday / Thursday mornings and Wednesday afternoons. Use of one/one instruction and added practice will help those attending to close the gap. Teachers will monitor student attendance, check for understanding and provide parental contact as needed.

Person Responsible

Michael Harden

Schedule

Weekly, from 10/15/2014 to 5/1/2015

Evidence of Completion

Observations, Daily Assignments, Student Grades and AIR Assessment

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

The math PLC will create a plan to monitor tutoring sheets. Teachers will check attendance sheets to make sure students are attending. Contact parents if needed to help motivate students desire to improve.

Person Responsible

Michael Harden

Schedule

Weekly, from 10/15/2014 to 5/1/2015

Evidence of Completion

Attendance Sheets

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

Teachers will check to see that students are attending weekly through sign in sheets.

Person Responsible

Michael Harden

Schedule

Weekly, from 10/15/2014 to 5/1/2015

Evidence of Completion

Attendance Sheets

G3.B1.S2 Standards-Based Bell Ringers 4

 S104676

Strategy Rationale

These will provide additional review opportunities and exposure to multiple standards.

Action Step 1 5

All math teachers will utilize benchmark specific bell ringer problems to check for retention of previously learned content. This will also allow for some remediation for those learners who are still struggling.

Person Responsible

Schedule

Evidence of Completion

FCIM, Mini Benchmark Assessments, Benchmark tests, observations, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers will use Edusoft Data to monitor student progress in regards to specific benchmarks. Teachers will compare results of common assessments. Teachers will administer LBA Baseline Assessment and create a focus calendar.

Person Responsible

Schedule

Evidence of Completion

Edusoft data reports, Focus calendar created

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Teachers will give weekly benchmark assessments to monitor student achievement.

Person Responsible

Schedule

Evidence of Completion

Edusoft Reports Lesson Plans

G3.B1.S3 Use of PENDA, Safari Montage, Brain Pop 4

S104677

Strategy Rationale

Integration of technology will help solidify the content.

Action Step 1 5

PENDA training for the department chairperson and math department will increase the use of these programs within the classroom and outside of school and will allow students to re-visit content which has not been mastered.

Person Responsible

Schedule

Evidence of Completion

PLC minutes, lesson plan documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Math PLC will create a plan to incorporate PENDA through computer assisted instruction. Teachers will review reports from PENDA and check students "time on task".

Person Responsible

Schedule

Evidence of Completion

PLC minutes, Lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Verification of increased use of PENDA and Safari Montage

Person Responsible

Schedule

Evidence of Completion

Lesson PLans, Classroom Walk-throughs

G3.B1.S4 Increase use of collaborative engagement strategies within the classroom 4

 S104678

Strategy Rationale

There is research to suggest that group work must be structured to hold students accountable and cooperative engagement strategies (such as Kagan) may be more beneficial for the interdependence of group work.

Action Step 1 5

All math teachers will utilize collaborative grouping strategies to help students increase their learning and close the gaps.

Person Responsible

Schedule

Evidence of Completion

Observations, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Administrators will look for evidence of collaborative groups when performing walk-throughs. Students will be exposed to collaborative groups and conversation.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Math PLC will monitor progress through lesson plans and administrative walk-throughs / observations.

Person Responsible

Schedule

Evidence of Completion

Administrative walk-throughs, formal and informal observations, lesson plans

G4. 100% of our Algebra I students will pass the statewide end-of-course assessment 1

 G038925

G4.B1 Middle School teachers are not as familiar with high school requirements 2

 B093644

G4.B1.S1 Send students to the Algebra I content training that is conducted by the curriculum department. 4

 S104679

Strategy Rationale

District based training will provide Algebra teachers the opportunity to ask questions and gain knowledge as it relates to Algebra I.

Action Step 1 5

Attend District-Based Content Area Training

Person Responsible

Melissa Fuller

Schedule

Semiannually, from 8/11/2014 to 6/5/2015

Evidence of Completion

Increased achievement on the State-Wide End-Of-Course Assessment

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Algebra I teachers will bring back knowledge for District training to share with the Mathematics Department.

Person Responsible

Melissa Fuller

Schedule

On 6/5/2015

Evidence of Completion

Minutes from collaborative planning

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Strategies learned will be used in the classroom.

Person Responsible

Melissa Fuller

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans will be used to document standards as well as strategies implemented.

G5. 50% of our 8th grade students will achieve proficiency in science as measured by FCAT 2.0. **1**

 G038926

G5.B1 Not all students have internet access at home. PENDA must be used at school **2**

 B093645

G5.B1.S1 Use computer labs on campus to allow all students access to PENDA. Team leader, the department chairperson will receive PENDA training on September 10, 2014 and facilitate the information to all other science teachers. Upon implementing and analyzation of the LBA baseline assessments, a focus calendar will will be developed by the entire science team. Students will utilize PENDA in the computer lab every other week. Progress will be monitored using focus calendar common assessments and PENDA data. Continue until April 2015. **4**

 S104680

Strategy Rationale

Allowing students time in the computer labs will supplement their classroom instruction and provide standards based learning.

Action Step 1 **5**

PENDA Training for all Science Teachers

Person Responsible

Kristin Purvis

Schedule

On 9/10/2014

Evidence of Completion

County documentation. Master Inservice Points, Monthly PENDA Reports

Action Step 2 **5**

Use Collaborative planning time to review PENDA data and modify lessons within UMS science department.

Person Responsible

Emily Logan

Schedule

Monthly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Science Professional Learning Community Minutes.

Action Step 3 5

Create a plan to incorporate PENDA into weekly instruction. Implement PENDA into instruction weekly using Focus Calendar.

Person Responsible

Emily Logan

Schedule

Quarterly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Science Professional Learning Community Minutes. Lesson Plans, PENDA monthly reports.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Common assessments will be developed and utilized in order to monitor progress towards Science goals. During collaborative planning, data will be reviewed and plans adjusted.

Person Responsible

Emily Logan

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

PENDA data and common assessment grades will be utilized to determine effectiveness of instruction.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Science teachers will administer common assessments. Team will meet to analyze the school science mid-year data.

Person Responsible

Emily Logan

Schedule

On 6/5/2015

Evidence of Completion

Documented Science Professional Learning Community minutes.

G5.B1.S2 Incorporate PENDA into classroom instruction utilizing SmartBoards. Science team will meet to analyze baseline data to create a science focus calendar for 6th, 7th, and 8th grades. Science team will then meet to create a plan to incorporate PENDA into weekly whole class instruction during focus calendar time. 4

 S104681

Strategy Rationale

Whole class PENDA will allow teachers an opportunity to demonstrate what is expected and focus on specific content.

Action Step 1 5

Create a plan to incorporate PENDA into biweekly instruction. Implement PENDA into instruction weekly using Focus Calendar.

Person Responsible

Emily Logan

Schedule

On 6/5/2015

Evidence of Completion

Collaborative Planning Science Professional Learning Community minutes, Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Create Focus Calendar base on previous trends

Person Responsible

Emily Logan

Schedule

On 6/5/2015

Evidence of Completion

Data from focus calendar mini quizzes aligned to Earth Space and Life FCAT 2.0 PENDA data.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Science teachers will have bi-weekly data chats with students to aid in monitoring data. Teachers will meet with individual students to discuss progress.

Person Responsible

Emily Logan

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Documented in Lesson Plans.

G6. Students with Disabilities will improve by at least one year's worth of growth or maintain proficiency as demonstrated by state assessments. 1

 G038927

G6.B1 Need for differentiated instruction and developmental materials for specific skill progression 2

 B093653

G6.B1.S1 Self-contained InD classroom teacher will continue to network with peers, research educational websites and conference with speech/language therapist. 4

 S104685

Strategy Rationale

Working closely with other professionals will allow her the opportunity to help close the gaps in skill development.

Action Step 1 5

The InD teacher will contact teachers who instruct Intellectually Disabled Students within Lake County Schools in order to collaborate best practices. Teacher will attend in-services that focus on the needs of this population. Teacher will work in partnership with the Speech/Language therapist via the push in model. Beneficial websites and applications will be used in enhance instruction.

Person Responsible

Kimberly Auker

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Documentation of new ideas and implementation of new materials in the lesson plans.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Teacher will document valuable peer and internet resources.

Person Responsible

Kimberly Auker

Schedule

Quarterly, from 10/15/2014 to 6/5/2015

Evidence of Completion

Documented use of new resources in lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

The InD teacher will build in formative assessments in Reading, Writing and basic Mathematical skills.

Person Responsible

Kimberly Auker

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Improvement in skills according to rubrics designed for each area.

G6.B1.S2 ESE and general education teachers will collaboratively plan in order to develop differentiated lessons and a library of various materials that focus on a progression of specific skills. 4

 S104686

Strategy Rationale

Collaboration among peers will develop resources that target student achievement and help create a common focus.

Action Step 1 5

The ESE teachers will attend and contribute their expertise to professional learning communities so that Florida Standards may be examined and broken down into instructional practices that allow for various learning entry points based on student readiness and learning styles.

Person Responsible

Jacqueline Dewitt

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Minutes from the PLC meetings

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Lessons given in corporative groups.

Person Responsible

Jacqueline Dewitt

Schedule

On 6/5/2015

Evidence of Completion

Differentiated instruction documented in lesson plans.

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Teachers will track student engagement and skill development through teacher observations and common assessments.

Person Responsible

Jacqueline Dewitt

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Improvement in on-task behavior and grades according to progress report.

G6.B2 Gaps in developmental skills at grade level, especially in consideration of complex text and grade level vocabulary 2

 B093654

G6.B2.S1 Target skill development using common assessments; remediate/reteach as needed. 4

 S104687

Strategy Rationale

Targeting skill development will allow us to focus on specific needs and closing the gaps between student academic level and the expected level according to the Florida Standards.

Action Step 1 5

Teachers will assess each student in order to establish a baseline for student knowledge of a standard. Progress will be monitored following instruction through formative assessments and unit tests. Lessons will take into consideration readiness skills and IEP accommodations. ESE and general education teachers will collaborate on lesson content, presentation, and assessments.

Person Responsible

Jacqueline Dewitt

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Common classroom assessments, teacher observation and consultation logs for applicable students to denote conferencing. PLC minutes will reflect collaboration.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Teacher monitoring through work samples.

Person Responsible

Jacqueline Dewitt

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans, grades and/or portfolio

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Teachers will progress monitor with formative assessments and work samples taken throughout the year; comments on work samples based on give criteria/rubric.

Person Responsible

Jacqueline Dewitt

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Academic gains reflected in grades, mini assessments, and/or portfolios.

G7. 76% of 7th grade students will achieve a 70% or higher as measured by the Civics End of Course Exam.

1

G038928

G7.B1 Prior Knowledge of Students 2

B093657

G7.B1.S1 Incorporate group projects with small groups and hold students accountable for certain parts of each project. 4

S104690

Strategy Rationale

Having students work together will help access prior knowledge and help those students who are deficient gain knowledge.

Action Step 1 5

Facilitate cooperative group training to the Social Studies Department.

Person Responsible

Andrea White

Schedule

On 9/26/2014

Evidence of Completion

Training Agenda

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Implementation will be discussed during department meetings and teacher needs addressed.

Person Responsible

Andrea White

Schedule

Monthly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Department Meeting Minutes, Teacher Lesson Plans

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Social Studies Department will use common assessments to determine the progress students are making towards the mastery of standards.

Person Responsible

Andrea White

Schedule

On 6/5/2015

Evidence of Completion

Common Assessment Data and District Assessments

G8. 68% of our 6th - 8th grade students will achieve at or above proficiency as measured by the Florida Standards Assessment (FSA) English Language Arts (ELA) Component 1

 G038929

G8.B4 Lack of student prior knowledge and their inability to interact with informative text 2

 B110177

G8.B4.S1 Teachers will use close reading to teach students how to interact with informative text. 4

 S121675

Strategy Rationale

Close reading allows students to interact with the same piece of text multiple times with a different purpose.

Action Step 1 5

Literacy Coach will provide Close Reading professional development for all teachers during professional learning communities.

Person Responsible

Todd Erdman

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Classroom Walk-Through observations will be conducted by the Literacy Coach

Plan to Monitor Fidelity of Implementation of G8.B4.S1 6

After CWT, the Literacy Coach will provide feedback regarding the implementation of Close Reading strategies. He will continue to work with teachers during PLC's to guide their progress and assist as needed.

Person Responsible

Todd Erdman

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Literacy Coach will collect random work samples to review correct implementation. Lesson Plans will be reviewed to guarantee the inclusion of Close Reading strategies.

Plan to Monitor Effectiveness of Implementation of G8.B4.S1 7

Literacy Coach will progress monitor the effectiveness by analyzing data. He will provide model lessons for those teachers who data does not demonstrate the expected growth.

Person Responsible

Todd Erdman

Schedule

Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion

FAIR Data, Work Samples, Observational Notes

G8.B4.S2 Thinking Maps 4

S133550

Strategy Rationale

Thinking Maps are used individually and in combination across every grade level and curriculum area as an integrated set of tools for life-long learning.

Action Step 1 5

Thinking Map Training

Person Responsible

Kristin Purvis

Schedule

On 9/26/2014

Evidence of Completion

Thinking Maps in the classroom, Lesson Plan documentation, CWT

Plan to Monitor Fidelity of Implementation of G8.B4.S2 6

Leadership Team will develop a set of non-negotiables

Person Responsible

Kelly Sanders

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Non-negotiables will be sent to all teachers concerning Thinking Maps. During Classroom Walk-Throughs we will look for evidence of implementation as well as documentation in lesson plans.

Plan to Monitor Effectiveness of Implementation of G8.B4.S2 7

After about 8 weeks of implementation, UMS faculty will participate in a gallery walk to gather trends based on Thinking Maps usage and student output to determine next steps.

Person Responsible

Schedule

On 12/1/2014

Evidence of Completion

During the gallery walk, all faculty members will gather data based on student output (thinking and writing) and school-wide usage.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

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	PBS Inservice will be provided at the beginning of the school year for all faculty members.	Rogers, Tes	8/11/2014	Faculty Meeting agenda	9/1/2014 one-time
G3.B1.S1.A1	Tutoring Sessions will be offered Tuesday / Thursday mornings and Wednesday afternoons. Use of one/one instruction and added practice will help those attending to close the gap. Teachers will monitor student attendance, check for understanding and provide parental contact as needed.	Harden, Michael	10/15/2014	Observations, Daily Assignments, Student Grades and AIR Assessment	5/1/2015 weekly
G3.B1.S2.A1	All math teachers will utilize benchmark specific bell ringer problems to check for retention of previously learned content. This will also allow for some remediation for those learners who are still struggling.		FCIM, Mini Benchmark Assessments, Benchmark tests, observations, lesson plans	once	
G3.B1.S3.A1	PENDA training for the department chairperson and math department will increase the use of these programs within the classroom and outside of school and will allow students to revisit content which has not been mastered.		PLC minutes, lesson plan documentation	once	
G3.B1.S4.A1	All math teachers will utilize collaborative grouping strategies to help students increase their learning and close the gaps.		Observations, lesson plans	one-time	
G4.B1.S1.A1	Attend District-Based Content Area Training	Fuller, Melissa	8/11/2014	Increased achievement on the State-Wide End-Of-Course Assessment	6/5/2015 semiannually
G5.B1.S1.A1	PENDA Training for all Science Teachers	Purvis, Kristin	9/10/2014	County documentation. Master Inservice Points, Monthly PENDA Reports	9/10/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S2.A1	Create a plan to incorporate PENDA into biweekly instruction. Implement PENDA into instruction weekly using Focus Calendar.	Logan, Emily	10/1/2014	Collaborative Planning Science Professional Learning Community minutes, Lesson Plans	6/5/2015 one-time
G6.B1.S1.A1	The InD teacher will contact teachers who instruct Intellectually Disabled Students within Lake County Schools in order to collaborate best practices. Teacher will attend in-services that focus on the needs of this population. Teacher will work in partnership with the Speech/Language therapist via the push in model. Beneficial websites and applications will be used in enhance instruction.	Auker, Kimberly	8/11/2014	Documentation of new ideas and implementation of new materials in the lesson plans.	6/5/2015 weekly
G6.B1.S2.A1	The ESE teachers will attend and contribute their expertise to professional learning communities so that Florida Standards may be examined and broken down into instructional practices that allow for various learning entry points based on student readiness and learning styles.	Dewitt, Jacqueline	10/1/2014	Minutes from the PLC meetings	6/5/2015 biweekly
G6.B2.S1.A1	Teachers will assess each student in order to establish a baseline for student knowledge of a standard. Progress will be monitored following instruction through formative assessments and unit tests. Lessons will take into consideration readiness skills and IEP accommodations. ESE and general education teachers will collaborate on lesson content, presentation, and assessments.	Dewitt, Jacqueline	9/1/2014	Common classroom assessments, teacher observation and consultation logs for applicable students to denote conferencing. PLC minutes will reflect collaboration.	6/5/2015 weekly
G7.B1.S1.A1	Facilitate cooperative group training to the Social Studies Department.	White, Andrea	9/26/2014	Training Agenda	9/26/2014 one-time
G1.B4.S1.A1	Teachers will create the writing process that will be used for UMS as a whole to teach writing.	Short, Sarah	9/17/2014	Minutes / Agenda from the Collaborative Plan Day	6/5/2015 quarterly
G8.B4.S1.A1	Literacy Coach will provide Close Reading professional development for all teachers during professional learning communities.	Erdman, Todd	10/1/2014	Classroom Walk-Through observations will be conducted by the Literacy Coach	6/5/2015 monthly
G8.B4.S2.A1	Thinking Map Training	Purvis, Kristin	9/26/2014	Thinking Maps in the classroom, Lesson Plan documentation, CWT	9/26/2014 one-time
G2.B1.S1.A2	Bully Proofing Your School InService to all faculty and Staff. Social Studies teachers will teach the curriculum to all students throughout the year.	White, Andrea	8/11/2014	Inservice Powerpoint and Agenda; lesson plans	6/5/2015 one-time
G5.B1.S1.A2	Use Collaborative planning time to review PENDA data and modify lessons within UMS science department.	Logan, Emily	9/10/2014	Science Professional Learning Community Minutes.	6/5/2015 monthly
G5.B1.S1.A3	Create a plan to incorporate PENDA into weekly instruction. Implement PENDA into instruction weekly using Focus Calendar.	Logan, Emily	9/10/2014	Science Professional Learning Community Minutes. Lesson Plans, PENDA monthly reports.	6/5/2015 quarterly
G1.MA1	UMS will use Write Score to assess student writing throughout the year	Purvis, Kristin	10/1/2014	Specific student data from Write Score as well as comparison data	4/1/2015 every-2-months
G1.B4.S1.MA1	Leadership team will use classroom walk-throughs to look for common language & strategy implementation	Purvis, Kristin	9/17/2014	CWT observations, Lesson Plans, Student Writing Samples	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Strategies created by the ELA department will be distributed to all UMS teachers. Teachers will include strategies in their daily lessons.	Purvis, Kristin	9/17/2014	Teacher lesson plans, Planning minutes/agenda, Student Writing Samples	6/5/2015 quarterly
G2.MA1	The number of students receiving two or more discipline referrals will be reduced as well as incidents involving bullying.		DecisionEd Reports, AS400, BTS Tracking	once	
G2.B1.S1.MA1	Overall school discipline data will be compared to previous data to ensure improved school behavior.		DecisionEd reports, AS400 data, Behavior Tracking System forms provided by teachers	one-time	
G2.B1.S1.MA1	Meetings will be held monthly to review student discipline data and modify the program as needed.		Minutes from meetings	one-time	
G3.MA1	The math department will monitor progress towards mastery through the use of common assessments, daily lessons, Safari Montage and PENDA reports.		8/18/2014	Lesson Plans Daily Assignments PENDA Reports Safari Montage Reports Increased student achievement on assessments	6/4/2015 daily
G3.B1.S1.MA1	Teachers will check to see that students are attending weekly through sign in sheets.	Harden, Michael	10/15/2014	Attendance Sheets	5/1/2015 weekly
G3.B1.S1.MA1	The math PLC will create a plan to monitor tutoring sheets. Teachers will check attendance sheets to make sure students are attending. Contact parents if needed to help motivate students desire to improve.	Harden, Michael	10/15/2014	Attendance Sheets	5/1/2015 weekly
G3.B1.S2.MA1	Teachers will give weekly benchmark assessments to monitor student achievement.		Edusoft Reports Lesson Plans	once	
G3.B1.S2.MA1	Teachers will use Edusoft Data to monitor student progress in regards to specific benchmarks. Teachers will compare results of common assessments. Teachers will administer LBA Baseline Assessment and create a focus calander.		Edusoft data reports, Focus calendar created	once	
G3.B1.S3.MA1	Verification of increased use of PENDA and Safari Montage		Lesson PLans, Classroom Walk-throughs	once	
G3.B1.S3.MA1	Math PLC will create a plan to incorporate PENDA through computer assisted instruction. Teachers will review reports from PENDA and check students "time on task".		PLC minutes, Lesson plans	once	
G3.B1.S4.MA1	Math PLC will monitor progress through lesson plans and administrative walk-throughs / observations.		Administrative walk-throughs, formal and informal observations, lesson plans	once	
G3.B1.S4.MA1	Administrators will look for evidence of collaborative groups when performing walk-throughs. Students		Lesson Plans, Walk-throughs	once	

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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
	will be exposed to collaborative groups and conversation.				
G4.MA1	Formative and summative assessments will be utilized to determine readiness for high school advanced math courses.	Fuller, Melissa	6/5/2015	Final grades	6/5/2015 one-time
G4.B1.S1.MA1	Strategies learned will be used in the classroom.	Fuller, Melissa	8/11/2014	Lesson Plans will be used to document standards as well as strategies implemented.	6/5/2015 one-time
G4.B1.S1.MA1	Algebra I teachers will bring back knowledge for District training to share with the Mathematics Department.	Fuller, Melissa	8/11/2014	Minutes from collaborative planning	6/5/2015 one-time
G5.MA1	Science team will monitor progress using Common Assessments.	Logan, Emily	10/1/2014	Common Assessment Data, Student Grades, FCAT Scores	6/5/2015 quarterly
G5.B1.S1.MA1	Science teachers will administer common assessments. Team will meet to analyze the school science mid-year data.	Logan, Emily	10/1/2014	Documented Science Professional Learning Community minutes.	6/5/2015 one-time
G5.B1.S1.MA1	Common assessments will be developed and utilized in order to monitor progress towards Science goals. During collaborative planning, data will be reviewed and plans adjusted.	Logan, Emily	10/1/2014	PENDA data and common assessment grades will be utilized to determine effectiveness of instruction.	6/5/2015 quarterly
G5.B1.S2.MA1	Science teachers will have bi-weekly data chats with students to aid in monitoring data. Teachers will meet with individual students to discuss progress.	Logan, Emily	10/1/2014	Documented in Lesson Plans.	6/5/2015 biweekly
G5.B1.S2.MA1	Create Focus Calendar base on previous trends	Logan, Emily	10/1/2014	Data from focus calendar mini quizzes aligned to Earth Space and Life FCAT 2.0 PENDA data.	6/5/2015 one-time
G6.MA1	Formative data will be reviewed, individual student progress will be discussed during IEP meetings and through IEP progress reports.	Dewitt, Jacqueline	9/15/2014	Student demonstration of proficiency towards IEP annual goals.	6/5/2015 quarterly
G6.B1.S1.MA1	The InD teacher will build in formative assessments in Reading, Writing and basic Mathematical skills.	Auker, Kimberly	10/1/2014	Improvement in skills according to rubrics designed for each area.	6/5/2015 biweekly
G6.B1.S1.MA1	Teacher will document valuable peer and internet resources.	Auker, Kimberly	10/15/2014	Documented use of new resources in lesson plans	6/5/2015 quarterly
G6.B2.S1.MA1	Teachers will progress monitor with formative assessments and work samples taken throughout the year; comments on work samples based on give criteria/rubric.	Dewitt, Jacqueline	10/1/2014	Academic gains reflected in grades, mini assessments, and/or portfolios.	6/5/2015 biweekly
G6.B2.S1.MA1	Teacher monitoring through work samples.	Dewitt, Jacqueline	10/1/2014	Lesson plans, grades and/or portfolio	6/5/2015 one-time
G6.B1.S2.MA1	Teachers will track student engagement and skill development through teacher observations and common assessments.	Dewitt, Jacqueline	10/1/2014	Improvement in on-task behavior and grades according to progress report.	6/5/2015 quarterly
G6.B1.S2.MA1	Lessons given in corporative groups.	Dewitt, Jacqueline	10/1/2014	Differentiated instruction documented in lesson plans.	6/5/2015 one-time
G7.MA1	District assessments, common assessments and EOC exams will be given. Data will be compared and instruction adjusted as needed to meet the needs of the students.	White, Andrea	9/9/2014	Specific student data	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.MA1	Social Studies Department will use common assessments to determine the progress students are making towards the mastery of standards.	White, Andrea	9/9/2014	Common Assessment Data and District Assessments	6/5/2015 one-time
G7.B1.S1.MA1	Implementation will be discussed during department meetings and teacher needs addressed.	White, Andrea	9/9/2014	Department Meeting Minutes, Teacher Lesson Plans	6/5/2015 monthly
G8.MA1	In order to ensure that 68% of our students score at or above proficiency, the literacy coach will meet each month with PLC's to review reading strategies and monitor the implementation and effectiveness of complex texts in each department by disaggregating FAIR data to determine its effectiveness.	Erdman, Todd	11/14/2014	FAIR data, Florida Standards Assessment, Achieve 3000, informal / formal assessments, agendas, coaches notes.	6/5/2015 quarterly
G8.B4.S1.MA1	Literacy Coach will progress monitor the effectiveness by analyzing data. He will provide model lessons for those teachers who data does not demonstrate the expected growth.	Erdman, Todd	11/3/2014	FAIR Data, Work Samples, Observational Notes	6/5/2015 monthly
G8.B4.S1.MA1	After CWT, the Literacy Coach will provide feedback regarding the implementation of Close Reading strategies. He will continue to work with teachers during PLC's to guide their progress and assist as needed.	Erdman, Todd	10/1/2014	Literacy Coach will collect random work samples to review correct implementation. Lesson Plans will be reviewed to guarantee the inclusion of Close Reading strategies.	6/5/2015 monthly
G8.B4.S2.MA1	After about 8 weeks of implementation, UMS faculty will participate in a gallery walk to gather trends based on Thinking Maps usage and student output to determine next steps.		12/1/2014	During the gallery walk, all faculty members will gather data based on student output (thinking and writing) and school-wide usage.	12/1/2014 one-time
G8.B4.S2.MA1	Leadership Team will develop a set of non-negotiables	Sanders, Kelly	9/26/2014	Non-negotiables will be sent to all teachers concerning Thinking Maps. During Classroom Walk-Throughs we will look for evidence of implementation as well as documentation in lesson plans.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. 75% of students will score at proficiency or higher as measured by the 2015 Florida Standards Assessment for Mathematics.

G3.B1 Lack of Prior Knowledge

G3.B1.S3 Use of PENDA, Safari Montage, Brain Pop

PD Opportunity 1

PENDA training for the department chairperson and math department will increase the use of these programs within the classroom and outside of school and will allow students to re-visit content which has not been mastered.

Facilitator

PENDA

Participants

Science / Math representatives

Schedule

G5. 50% of our 8th grade students will achieve proficiency in science as measured by FCAT 2.0.

G5.B1 Not all students have internet access at home. PENDA must be used at school

G5.B1.S1 Use computer labs on campus to allow all students access to PENDA. Team leader, the department chairperson will receive PENDA training on September 10, 2014 and facilitate the information to all other science teachers. Upon implementing and analyzation of the LBA baseline assessments, a focus calendar will be developed by the entire science team. Students will utilize PENDA in the computer lab every other week. Progress will be monitored using focus calendar common assessments and PENDA data. Continue until April 2015.

PD Opportunity 1

PENDA Training for all Science Teachers

Facilitator

PENDA

Participants

Math / Science representatives

Schedule

On 9/10/2014

G7. 76% of 7th grade students will achieve a 70% or higher as measured by the Civics End of Course Exam.

G7.B1 Prior Knowledge of Students

G7.B1.S1 Incorporate group projects with small groups and hold students accountable for certain parts of each project.

PD Opportunity 1

Facilitate cooperative group training to the Social Studies Department.

Facilitator

UMS Capacity Builder

Participants

Social Studies Department

Schedule

On 9/26/2014

G8. 68% of our 6th - 8th grade students will achieve at or above proficiency as measured by the Florida Standards Assessment (FSA) English Language Arts (ELA) Component

G8.B4 Lack of student prior knowledge and their inability to interact with informative text

G8.B4.S1 Teachers will use close reading to teach students how to interact with informative text.

PD Opportunity 1

Literacy Coach will provide Close Reading professional development for all teachers during professional learning communities.

Facilitator

Todd Erdman

Participants

All classroom teachers

Schedule

Monthly, from 10/1/2014 to 6/5/2015

G8.B4.S2 Thinking Maps

PD Opportunity 1

Thinking Map Training

Facilitator

Zhakima Spratley; Rehana Insanally

Participants

All UMS Faculty

Schedule

On 9/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0