Umatilla Elementary School

2014-15 School Improvement Plan

Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

http://lake.k12.fl.us/uel

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	66%

Alternative/ESE Center	Charter School	Minority
No	No	23%

School Grades History

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

Table of Contents

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

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

Provide the school's vision statement

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

School Environment

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

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

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

Our guidance counselor conducts anti-bulling lessons at the beginning of the year in each classroom. There is a Bully Box in the front office where students may anonymously report episodes of bullying. Faculty and staff are posted around campus to monitor student activities. ELC is also available before and after school. UES implements a Positive Behavior Support (PBS-PAWS) program for all students. This program promotes positive behavior throughout our campus.

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

PBS is implemented in each classroom with rewards. Students earn Bull Dog Bucks for positive behavior to spend in our PAWS Pantry or Pay to Play.

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

UES offers after school tutoring for students who are in need. Our guidance counselor is available to council students. Some of our programs include Peer Tutoring, Power Team, Kids Character Club, Student of the Month, News Team, and STEM. We also partner with Life Stream for counseling.

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 Elementary School implements early warning indicators for students who meet the following criteria: attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; a level 1 score on the statewide, standardized assessments in English Language Arts or Math.

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
	K	1	2	3	4	5	
Attendance below 90 percent	11	12	11	11	10	7	62
One or more suspensions	0	2	0	2	0	5	9
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	19	7	8	34
Level 1 on statewide assessment-math	0	0	0	18	9	19	46

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	4	7	11

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

Response to Intervention (RtI) provideds a variety of interventions specific to match the students needs, and progress monitoring is in place to make decisions about changes in instruction or goals. After-school tutoring is available in reading and math. PENDA, a proven research program, is used to provide additional academic support in math and science. The Power Team is made up of students who have excessive office referrals the previous year. These students are "employed" on campus in a positive way to carry out specific responsibilities receiving praise and positive feedback to challenge them to choose more positive behavior. Members of the Power Team may be a teacher assistant, office assistant, reading buddy, and/or help in the PAWS Pantry.

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

Curriculum nights are held for each grade level. Teachers review specific grade level information followed by a question and answer session. Weekly grade level new letters are sent home which outlines lessons and skills for the current week. Teachers regularly call parents in regards to student progress.

Report Card Nights are held the first three nine weeks of the school year. At these meetings, parents meet one on one with the teachers to discuss their child's progress and recent report card.

Parents are aware of current events through the use of the school website and monthly school newsletters. The parent call out service is used for emergency notification along with special events.

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

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

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
Rogers, Debra	Principal
Gagnon, William	Assistant Principal
McCarraher, Kimberly	Instructional Coach
Clark, Wendy	Instructional Coach
Cole, Cheryl	Guidance Counselor
Fuqua, Belinda	Other
Caldwell, Susan	Instructional Media

Duties

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

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

Debra Rogers, Principal: Establishes a school wide vision of commitment to high standards and the success of all students. Ensures teachers and students' performance aligns with district policies and procedures. Supports and encourages continual professional learning to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Looks for ways to improve students experiences at school by implementing and evaluating

programs within our school (ie. PENDA, Istation, Write Score). Builds and nurtures relationships with parents and the community. Ensures our teachers know what is expected when it comes to student discipline, handles student discipline, and makes fair decisions, and informs parents when necessary. William Gagnon, Assistant Principal: Helps the principal implement the schools vision, ensures high standards and rigorous learning goals are implemented in the classrooms. Builds and nurtures relationships with parents and the community. Handles and documents discipline issues, makes fair decisions, and informs parents when necessary.

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

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

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

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

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

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

The school's MTSS team meets every four to six weeks to discuss data relating to specific students. The MTSS team consists of an administrator, guidance counselor, academic coaches, school social worker, school psychologist, and selected teachers. This team reviews ongoing data related to the instructional needs of targeted students through assessments, interventions, grades, parent and teacher input.

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

each day which is in addition to the 90 minute reading block. Instruction is provided by respective grade level certified teachers.

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

The lower quartile, as identified by FCAT 2.0, and students identified by data from FAIR-FS, STAR Reading, Moby Max, and Istation, are given a variety of interventions to meet their specific needs and maximize the desired student outcomes. This may result in 504 plans, RtI plans, ESE plans, Behavior Plans, FUBA BITS, before and after school tutoring. Persons responsible for implementing these interventions are our Guidance Counselor, ESE Specialist, Literacy Coach, Curriculum Resource Teacher, classroom teachers, specials teachers, and teacher assistants.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Debra Rogers	Principal
Elizabeth Mullen	Teacher
Kimberly Jo MCCarraher	Teacher
Mark Wilson	Teacher
Robin Colando	Parent
Angie Cook	Education Support Employee
Kim Ethington	Parent
Tina Hall	Parent
Cecilia Martinez	Parent
Jennifer Meeks	Teacher
Christine Nobles	Parent
Kristin Purvis	Parent
Kelly Steinke	Parent
Sandy Steifeld	Education Support Employee
Kristin Thompson	Parent
Delia Torres	Parent
Mike Mabry	Business/Community
Laura Wright	Business/Community
James Colando	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 SAC members were given an opportunity to revise, amend, and comment on the School Improvement Plan. Different parts of the plan were discussed to ensure how all students were going to show learning gains. Implementation of our after school tutoring programs were also discussed.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

No funds were provided last year for school improvement funds.

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
Rogers, Debra	Principal
Gagnon, William	Assistant Principal
Clark, Wendy	Instructional Coach
McCarraher, Kimberly	Instructional Coach
Caldwell, Susan	Instructional Media
Fuqua, Belinda	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

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

School-wide literacy includes 30 minutes of Students and Teachers Achieving Reading Success (STARS) four days per week outside the regular reading block; PLCs on building literacy through the book "Word Nerds" are held monthly; students journal in all specials classes. Write Score was purchased for third through fifth grade. Write Score provides professional evaluations of two essays and ELA lessons which reflect the new Florida Standards. During Media classes, the Literacy Coach and Media Specialist will model lessons in reading and writing.

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

During the summer, academic teams met to plan for the upcoming school year. During the school year, teachers are provided common planning times. Monday morning common planning is used for collaboration to ensure lessons align with the districts Scope and Sequence and common assessments are created. Teachers are also provided three planning days throughout the year. At our monthly faculty meetings, teams present best teaching practices and strategies. Professional Development is provided throughout the school year.

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

Mrs. Rogers screens and interviews each candidate using "Ventures for Excellence" interview process with special consideration given to references and recommendations. All teachers under consideration must be highly qualified. The TQR contact assures that any new teachers are familiar with county/school policies and procedures. Mentor teachers are assigned to new teachers, as well as veteran teachers that are new to our school.

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

New teachers are assigned a mentor in the same grade level. Mentors help the new teacher become familiar with the school, its culture, student body, rules, opportunities and challenges. The mentor shares resources with the novice teacher. New teachers are offered opportunities to observe exemplary teaching and discuss improvements to classroom and instructional practices. Weekly grade level collaboration meetings are held to ensure curriculum guidelines are being met.
The School Leadership Team reviews data and conducts classroom walkthroughs to determine the strengths and weaknesses of all teachers, then prescribes specific professional development classes as needed.

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

Administrator, CRT, and Literacy Coach plan with each grade level on a regular basis. Lesson plans are reviewed to ensure instruction aligns with the Florida Standards.

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

STARS Reading Intervention groups are based on student data. In these groups, students receive instruction according to their needs as evidenced by the data. Around the World Math Club membership is based on lower quartile math scores. After school tutoring is provided to our lower quartile.

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

Strategy: Extended School Year

Minutes added to school year: 1,680

The Barbara Bush Foundation for Family Literacy offers a Teen Trendsetters Reading Mentoring program for struggling 3rd graders. Select ROTC students from Umatilla High School receive training to become effective leaders and mentors as they serve as positive role models to their younger peers. They provide one-on-one reading attention in reading comprehension and vocabulary to our students for one hour a week throughout the school year. Our third graders receive approximately15 free books to build their home library.

Strategy Rationale

The Teen Trendsetters Reading Mentoring program provides students with strategies to improve their reading comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McCarraher, Kimberly, mccarraherk@lake.k12.fl.us

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

To determine the effectiveness of this program the following data is collected and analyzed: FAIR-FS and STAR Reading.

Strategy: Extended School Day

Minutes added to school year: 868

Science, technology, engineering and mathematics (STEM) is offered to students in grades 3-5. STEM integrates the four disciplines into one cohesive teaching and learning environment. Students are engaged in real world problems and experiences through project-based, experiential learning activities that lead to higher level thinking. The STEM environment compels students to understand issues, identify problems, and understand processes that lead to innovative solutions.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rogers, Debra , rogersd@lake.k12.fl.us

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

To determine the effectiveness of this program the following data is collected: Moby Math and Florida Standards Assessment.

Strategy: Extended School Day

Minutes added to school year: 1,320

Umatilla Elementary offers after school tutoring in reading and math, twice weekly for four months and is taught by highly qualified teachers. This program is offered to our lower quartile students in grades 3-5. Students are given concentrated practice to reinforce essential reading and math strategies. Students concentrate on applying one strategy to short pieces of text, practice real world problems, and are provided experience with short-response questions to make sure they fully grasp the strategy. This program provides explicit instruction to include lesson plans and materials.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Clark, Wendy, clarkw@lake.k12.fl.us

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

Data from the new Florida Standards Assessment will be collected and analyzed to determine the effectiveness of this program.

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

UES has three Pre-K units on sight. The children that are part of these units participate in school activities, helping them to make an easy adjustment to kindergarten.

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

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

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. UES will increase teachers abilities to reach different types of learners and assess student understanding through technology.

G2. Bullying incidences will decrease by 5% at UES.

G3. Improve safety for all students and staff.

G4. UES will increase learning gains for all students in reading by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness.

G5. UES will increase the learning gains for all students in math by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness.

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. UES will increase teachers abilities to reach different types of learners and assess student understanding through technology. 1a

🔍 G044204

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- PENDA
- Write Score
- Moby Max
- Accelerated Reader
- Istation

Targeted Barriers to Achieving the Goal 3

- Time involved in training teachers how to utilize data from these programs to drive instruction in order to maximize academic success for all students.

Plan to Monitor Progress Toward G1. 8

Data Reports will be reviewed throughout the year to ensure student progress is being made in Moby Max, Write Score, PENDA, Accelerated Reader and Istation.

Person Responsible
Debra Rogers

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion
End of Course Exams and Florida Standards Assessments

G2. Bullying incidences will decrease by 5% at UES. `1a`

Targets Supported `1b`

🔍 G044135

Indicator	Annual Target
2+ Behavior Referrals	5.0

Resources Available to Support the Goal `2`

- Positive Behavior System (PBS)
- Be A Buddy Not A Bully
- Kids Character Club
- Bully Proofing School
- School Safety Patrols
- Bully Box
- Power Team
- Behavior/Academic progress checks on subgroups
- Red Ribbon Week
- Attendance Adventure
- Cool Conduct Club

Targeted Barriers to Achieving the Goal `3`

- Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They also show signs of low-self esteem and lack confidence.

Plan to Monitor Progress Toward G2. `8`

The data collected will be the number of bullying incidents reported on the Discipline Log.

Person Responsible
William Gagnon

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion
End of year Discipline Log

G3. Improve safety for all students and staff. 1a

G044125

Targets Supported 1b

Indicator	Annual Target
Attendance rate	18.0

Resources Available to Support the Goal 2

- UES Safety and Security Best Practices are reviewed during faculty meetings.

- Code of Conduct

- UES Bus Safety Power Point

- Safe Schools Updates

- Safety Committee

Targeted Barriers to Achieving the Goal 3

- Inclement weather changes our procedures throughout the day.

Plan to Monitor Progress Toward G3. 8

Student attendance will be collected through Skyward, and the Accident Report will be reviewed during the Safety Committee Meetings.

Person Responsible

William Gagnon

Schedule

Quarterly, from 10/17/2014 to 6/5/2015

Evidence of Completion

Increased level of average daily student attendance. Decrease number of Accident Reports of students and teachers.

G4. UES will increase learning gains for all students in reading by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness. `1a`

🔍 G039524

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	72.0

Resources Available to Support the Goal `2`

- Thinking Maps
- Common Planning
- PLC - Word Nerds: Teaching All Students to Learn and Love Vocabulary
- Data Chats
- District Scope and Sequence
- STAR Reading
- Students and Teachers Achieving Reading Success (STARS)
- FAIR-FS
- Write Score - Grades 4/5
- Grade Level Planning Days

Targeted Barriers to Achieving the Goal `3`

- Limited vocabulary that adds to the difficulty in making connections to literature.

Plan to Monitor Progress Toward G4. `8`

Data will be collected from FAIR-FS, STAR Reading, Write Score, and Moby Max.

Person Responsible

Debra Rogers

Schedule

Quarterly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Florida Standards Assessment (FSA)

G5. UES will increase the learning gains for all students in math by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness. `1a`

🔍 G039525

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal `2`

- Thinking Maps
- PENDA
- After School Tutoring
- District Scope and Sequence
- Moby Max
- Common Planning
- Data Chats
- Grade Level Planning Days

Targeted Barriers to Achieving the Goal `3`

- Students have limited background knowledge and lack fluency in basic math facts.

Plan to Monitor Progress Toward G5. `8`

PENDA and Moby Max data reports will be collected throughout the year to determine learning gains.

Person Responsible
Debra Rogers

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Florida Standards Assessment (FSA) Mathematics proficiency rate

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. UES will increase teachers abilities to reach different types of learners and assess student understanding through technology. `1`

🔑 G044204

G1.B1 Time involved in training teachers how to utilize data from these programs to drive instruction in order to maximize academic success for all students. `2`

🔑 B109057

G1.B1.S1 The Administrative Team will assist teachers in aggregating data from these programs. Collaboration among teachers and the administrative team will maximize a deeper understanding of the data and gain a deeper understanding of students' needs. `4`

🔑 S120558

Strategy Rationale

When technology is effectively integrated into subject areas and the data is understood, teachers grow into roles of adviser and coach.

Action Step 1 `5`

Data chats will be held to help teachers identify the strengths and weaknesses of their entire class as well as individual students.

Person Responsible

Debra Rogers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet

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

Lesson plans to support the needs of students.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data reports being used to create small groups.

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

Classroom walkthroughs.

Person Responsible

Debra Rogers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

All students receiving instruction specific to their needs.

G2. Bullying incidences will decrease by 5% at UES. 1

G044135

G2.B2 Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They also show signs of low-self esteem and lack confidence. 2

B109209

G2.B2.S1 Focusing on positive behavior, UES will continue to improve on our Positive Behavior System (PBS), Be A Buddy Not A Bully, Bully Proofiing Your School, Kids Character Club, Power Team, and Red Ribbon Week. 4

S120727

Strategy Rationale

Action Step 1 5

The Guidance Counselor will teach anti-bullying classes and facilitate monthly anti-bullying character lessons on the morning news. She will also continue to improve on Student of the Month recognition which focuses on several important character traits for our specific age group.

Person Responsible

Cheryl Cole

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans

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

The Assistant Principal and the Guidance Counselor will monitor the number of bullying incident reports.

Person Responsible

William Gagnon

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The Discipline Log will provide data quarterly for comparison.

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

The number of bullying incidents will be reported on the Discipline Log.

Person Responsible

William Gagnon

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The number of bullying incidents should decrease as shown on the Discipline Log.

G3. Improve safety for all students and staff. `1`

`G044125`

G3.B2 Inclement weather changes our procedures throughout the day. `2`

`B109337`

G3.B2.S1 The Safety Committee will meet periodically and discuss our plan for inclement weather. `4`

`S120852`

Strategy Rationale

Action Step 1 `5`

This plan will be introduced the first half of the school year with the help of the Safety Committee and APT. The plan will follow the new county regulations for inclement weather.

Person Responsible

William Gagnon

Schedule

Quarterly, from 9/26/2014 to 4/29/2015

Evidence of Completion

Completed Inclement/Severe Weather Plan

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

The Vice Principal will adapt and adjust the plan as needed during the Safety Committee Meetings.

Person Responsible

William Gagnon

Schedule

Quarterly, from 9/26/2014 to 4/29/2015

Evidence of Completion

Minutes of meetings.

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

Feedback from Safety Members as they execute the Severe Weather Plan.

Person Responsible

William Gagnon

Schedule

Every 2 Months, from 9/26/2014 to 4/29/2015

Evidence of Completion

The evidence will be documentation during the Safety Committee Meetings and feedback from parents, faculty and staff will be collected.

G4. UES will increase learning gains for all students in reading by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness. 1

G039524

G4.B2 Limited vocabulary that adds to the difficulty in making connections to literature. 2

B106278

G4.B2.S1 The faculty at UES will participate monthly in a Professional Learning Community reading the book Word Nerds: Teaching All Students to Learn and Love Vocabulary. 4

S117979

Strategy Rationale

Research confirms that vocabulary development is a crucial factor in developing comprehension skills. Some literacy experts consider word knowledge to be the key to advanced learning. For high-poverty students and English Language Learners (ELLs), vocabulary development is especially important because limited word skills can stunt academic progress.

Action Step 1 5

Teachers will participate in a PLC on Word Nerds: Teaching All Students to Learn and Love Vocabulary.

Person Responsible

Kimberly McCarraher

Schedule

Monthly, from 9/17/2014 to 5/20/2015

Evidence of Completion

Monthly grade level presentations.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor faculty participation in Professional Development.

Person Responsible

Debra Rogers

Schedule

Monthly, from 8/18/2014 to 5/20/2015

Evidence of Completion

Attendance sheet.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

The use of new vocabulary strategies utilized in the classroom during walkthroughs.

Person Responsible

Debra Rogers

Schedule

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

Evidence of Completion

Literacy Coach and Curriculum Resource Teacher will monitor students performance on FAIR-FS and STAR Reading.

G5. UES will increase the learning gains for all students in math by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness. 1

G039525

G5.B3 Students have limited background knowledge and lack fluency in basic math facts. 2

B109142

G5.B3.S1 Through the use of PENDA and Moby Max, our students will receive differentiated instruction to suit their academic needs and increase their basic math skills. 4

S120658

Strategy Rationale

Basic skills are necessary to advance in math.

Action Step 1 5

PENDA and Moby Max will be provided in the classroom as well as the computer lab. The lower quartile will be invited to attend after school tutoring running from January - March.

Person Responsible

Wendy Clark

Schedule

Monthly, from 8/25/2014 to 5/15/2015

Evidence of Completion

Data from PENDA and Moby Max. Attendance log for after school tutoring.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

During walkthroughs, the administrative staff will see the use of Moby Max. PENDA is part the specials wheel in the computer lab.

Person Responsible

Debra Rogers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Academic walkthrough check list.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Data reports will be pulled quarterly to ensure the programs are being used.

Person Responsible

Wendy Clark

Schedule

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

Evidence of Completion

Increase use of PENDA and Moby Max should increase their basic math skills as shown on the data reports.

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
G4.B2.S1.A1	Teachers will participate in a PLC on Word Nerds: Teaching All Students to Learn and Love Vocabulary.	McCarraher, Kimberly	9/17/2014	Monthly grade level presentations.	5/20/2015 monthly
G1.B1.S1.A1	Data chats will be held to help teachers identify the strengths and weaknesses of their entire class as well as individual students.	Rogers, Debra	8/18/2014	Sign-in sheet	6/5/2015 quarterly
G5.B3.S1.A1	PENDA and Moby Max will be provided in the classroom as well as the computer lab. The lower quartile will be invited to attend after school tutoring running from January - March.	Clark, Wendy	8/25/2014	Data from PENDA and Moby Max. Attendance log for after school tutoring.	5/15/2015 monthly
G2.B2.S1.A1	The Guidance Counselor will teach anti-bullying classes and facilitate	Cole, Cheryl	8/25/2014	Lesson Plans	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
	monthly anti-bullying character lessons on the morning news. She will also continue to improve on Student of the Month recognition which focuses on several important character traits for our specific age group.				
G3.B2.S1.A1	This plan will be introduced the first half of the school year with the help of the Safety Committee and APT. The plan will follow the new county regulations for inclement weather.	Gagnon, William	9/26/2014	Completed Inclement/Severe Weather Plan	4/29/2015 quarterly
G1.MA1	Data Reports will be reviewed throughout the year to ensure student progress is being made in Moby Max, Write Score, PENDA, Accelerated Reader and Istation.	Rogers, Debra	8/18/2014	End of Course Exams and Florida Standards Assessments	6/5/2015 quarterly
G1.B1.S1.MA1	Classroom walkthroughs.	Rogers, Debra	8/18/2014	All students receiving instruction specific to their needs.	6/5/2015 weekly
G1.B1.S1.MA1	Lesson plans to support the needs of students.	Rogers, Debra	8/18/2014	Data reports being used to create small groups.	6/5/2015 weekly
G2.MA1	The data collected will be the number of bullying incidents reported on the Discipline Log.	Gagnon, William	8/18/2014	End of year Discipline Log	6/5/2015 quarterly
G2.B2.S1.MA1	The number of bullying incidents will be reported on the Discipline Log.	Gagnon, William	8/18/2014	The number of bullying incidents should decrease as shown on the Discipline Log.	6/5/2015 weekly
G2.B2.S1.MA1	The Assistant Principal and the Guidance Counselor will monitor the number of bullying incident reports.	Gagnon, William	8/18/2014	The Discipline Log will provide data quarterly for comparison.	6/5/2015 weekly
G3.MA1	Student attendance will be collected through Skyward, and the Accident Report will be reviewed during the Safety Committee Meetings.	Gagnon, William	10/17/2014	Increased level of average daily student attendance. Decrease number of Accident Reports of students and teachers.	6/5/2015 quarterly
G3.B2.S1.MA1	Feedback from Safety Members as they execute the Severe Weather Plan.	Gagnon, William	9/26/2014	The evidence will be documentation during the Safety Committee Meetings and feedback from parents, faculty and staff will be collected.	4/29/2015 every-2-months
G3.B2.S1.MA1	The Vice Principal will adapt and adjust the plan as needed during the Safety Committee Meetings.	Gagnon, William	9/26/2014	Minutes of meetings.	4/29/2015 quarterly
G4.MA1	Data will be collected from FAIR-FS, STAR Reading, Write Score, and Moby Max.	Rogers, Debra	8/18/2014	Florida Standards Assessment (FSA)	5/22/2015 quarterly
G4.B2.S1.MA1	The use of new vocabulary strategies utilized in the classroom during walkthroughs.	Rogers, Debra	9/17/2014	Literacy Coach and Curriculum Resource Teacher will monitor students performance on FAIR-FS and STAR Reading.	6/5/2015 monthly
G4.B2.S1.MA1	Monitor faculty participation in Professional Development.	Rogers, Debra	8/18/2014	Attendance sheet.	5/20/2015 monthly
G5.MA1	PENDA and Moby Max data reports will be collected throughout the year to determine learning gains.	Rogers, Debra	8/18/2014	Florida Standards Assessment (FSA) Mathematics proficiency rate	6/5/2015 quarterly
G5.B3.S1.MA1	Data reports will be pulled quarterly to ensure the programs are being used.	Clark, Wendy	9/1/2014	Increase use of PENDA and Moby Max should increase their basic math skills as shown on the data reports.	6/5/2015 quarterly
G5.B3.S1.MA1	During walkthroughs, the administrative staff will see the use of Moby Max. PENDA is part the specials wheel in the computer lab.	Rogers, Debra	8/18/2014	Academic walkthrough check list.	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 Opportuntities

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

G4. UES will increase learning gains for all students in reading by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness.

G4.B2 Limited vocabulary that adds to the difficulty in making connections to literature.

G4.B2.S1 The faculty at UES will participate monthly in a Professional Learning Community reading the book Word Nerds: Teaching All Students to Learn and Love Vocabulary.

PD Opportunity 1

Teachers will participate in a PLC on Word Nerds: Teaching All Students to Learn and Love Vocabulary.

Facilitator

Kimberly Jo McCarraher

Participants

UES Faculty

Schedule

Monthly, from 9/17/2014 to 5/20/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 5: UES will increase the learning gains for all students in math by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness.	7,496
Grand Total	**7,496**

Goal 5: UES will increase the learning gains for all students in math by implementing the new Florida Standards utilizing the District's Scope and Sequence in order to aid in shifts leading to college and career readiness.		
Description	**Source**	**Total**
B3.S1.A1 - SAI for after school tutoring	Other	5,077
B3.S1.A1 - PENDA	Other	2,000
B3.S1.A1 - Moby Max	Other	419
Total Goal 5		**7,496**