

Umatilla High School



2014-15 School Improvement Plan

Umatilla High School

320 N TROWELL AVE, Umatilla, FL 32784

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

No

Minority

15%

School Grades History

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

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

Umatilla High School's mission is to create a "student centered experience" "inspiring for a world yet imagined." This will be done by "embracing high expectations," "setting personal goals," and using "captivating and versatile curriculum" in a "collaborative community" setting.

Provide the school's vision statement

Inspiring for a world yet imagined

School Environment

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

UHS uses EWS system to identify students who need extra attention. We also use a student led program called PACK to push awareness of differences and build a sense of compassion on campus. SAC provides valued parent input on relationships on campus. UHS also uses DATA chats between teacher and student. Administration also uses data chats to build relationships with students.

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

UHS uses a student led program called PACK to push awareness of differences and build a sense of compassion on campus. SAC provides valued parent input on safety concerns for campus. We have supervision at events including Teachers, Athletic Directors, Coaches, and Administration.

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

For consistency, UHS has a discipline response matrix in place which is reviewed with students and teachers. For added support, behavior tracking sheets (BTS) are used on an individual tracking basis and include specific strategies for intervention. As a class starter and instructional awareness piece, UHS uses a common board configuration to aide students with what is the focus of the daily lesson. UHS also uses AVID strategies to keep students on task and engaged in the lesson itself. Positive behavior support is implemented through a variety of systems including the student of the month and special recognition. Classroom management courses are also available on the district level for teachers who may need support.

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

UHS uses a student led program called PACK to push awareness of differences and build a sense of compassion on campus. We are trying to implement PEER counseling on campus this year. We also use MTSS protocols. UHS utilizes a leadership program with ROTC. A student incentive program also recognizes students. Guidance uses a counseling referral process when assistance is needed beyond school resource, and school social worker provides direct contact with home while providing additional resources.

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

UHS used the EWS indicators to establish the MTSS program. In addition, information regarding the EWS students was shared with classroom teachers to help monitor status, progress, and accuracy. Specially we looked at attendance, suspension rates and number of days, systemic issues. failure rates of ELA and Math students after the first grading period, and all students who scored level 1 on EOC and ELA state assessments.

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
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	35	12	9	0	56
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	44	38	0	0	82
Course Failure Math	30	42	11	3	86
Course Failure ELA	10	18	8	4	40

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	20	6	10	4	40

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

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

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

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

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

Umatilla High School utilizes many resources to build and sustain partnerships with local community. Currently, we are working with Habitat for Humanity. Over the summer several students interned with the program and we are working on having the Horticulture Class design landscapes for homes being built in our area. In addition, the Boys and Girls club representative comes and discusses non profit work with our 9th grade classes. The ROTC works with the Elementary to support after school reading. And many local businesses donate to our school incentive fund. Agri-science and Science teachers use local forest and water authorities to support instruction.

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, Randy	Principal
Ryan, Holly	Assistant Principal
Strem, Ryan	Assistant Principal
Weber, Glenda	Other
Crangle, Lisa	Other
Medeiros, Jennifer	Other
Brunson, Deta	Teacher, K-12
Campbell, Donna	Teacher, K-12
Crouch, Justin	Teacher, K-12
Guinta, Melissa	Teacher, K-12
Royal, Kim	Teacher, K-12

Duties

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

Department Chairs are responsible for monitoring the planning during common plan times. They are supported by the Literacy Coach, Accelerated Resource Teacher, and Florida Standards Teacher. FAIR assessment data is monitored by the Literacy Coach, Guidance, Assistant Principal, and Principal. Literacy Coach has data chats with teachers based on performance in any of the progress monitoring assessments. Assistant Principals and Principal also hold data chats with individual teachers based on progress monitoring assessments.

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

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

UHS is working with Title I to provide additional remediation services to our homeless population.

This will allow additional remediation time after school in both the fall and summer terms.

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Randy Campbell	Principal
Glenda Weber	Teacher
Susan Kicklighter	Parent
Lyntel Smth	Parent
Bob Johnson	Business/Community
Tom Bower	Parent
Mary Hatfield	Education Support Employee
Laura Wright	Parent

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

UHS solicited input from the SAC after the draft was reviewed and changes were made to accommodate the suggestions given And, after final presentation the SAC voted to approve the final SIP.

Development of this school improvement plan

The SAC is presented with the Draft of the SIP at the September meeting and given the opportunity to provide input and direction. Comparison of last year's encumberments to the projected needs of the current school year. Adjustments made after comparison and new purchase items factored in with current budget dollars. Any revisions made after the district review are presented at a followup meeting.

Preparation of the school's annual budget and plan

Comparison of last year's encumberments to the projected needs of the current school year. Adjustments made after comparison and new purchase items factored in with current budget dollars.

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

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

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
Weber, Glenda	Other
Ryan, Holly	Assistant Principal
Brunson, Deta	Teacher, K-12
Campbell, Donna	Teacher, K-12
Crouch, Justin	Teacher, K-12
Guinta, Melissa	Teacher, K-12
Royal, Kim	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT is focusing on how to merge our writing and reading with the new Florida Standards. UHS is utilizing common planning to help teachers create lessons that have the new recursive standards. The addition of two more teacher coaches, will also help facilitate that goal. Along with a Coach, Teachers meet at least once a week with other teachers who share their curriculum area. They unpack standards and address strategies and mini tasks that could be developed to meet students instructional needs.

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

UHS is utilizing common planning to help teachers create lessons that have the new recursive standards. The addition of two more teacher coaches, will also help facilitate that goal. Along with a Coach, Teachers meet at least once a week with other teachers who share their curriculum area. The unpack standards and address strategies and mini tasks that could be developed to meet students instructional needs. Additionally, UHS is part of a PLUS team which gives teachers in high need areas a day to plan with other teachers in same area while their students' instructional needs are met by non-load bearing teachers on campus such as Coaches. Collaborative funding solely reserved for professional development sessions to be held after school to develop highly qualified teachers.

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

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

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

Yvette Johnson a veteran Reading teacher will be mentored by Justin Crouch the Social Studies department chair and Rookie Teacher of the year. We have placed their classrooms next to each other to allow for easy access and observation. Kimberly Hornsby will be mentored by Gabriele Stafford who shares the same grade level. Jennifer Lyons will be mentored by Sheriita Alexander the Vocational Department chair. Ed Stokeley will be mentored by Melissa Guinta. Rodriguez will be mentored by Glenda Weber. They have time each day to meet and discuss any questions they may have in regards to curriculum and instruction. In addition, Kimberly and Jennifer will have access to an instructional coach in the district to guide her through the TOP new teacher program and portfolio requirements. Jennifer will also have a county contact that teaches her subject that she can shadow and ask questions.

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

UHS uses instructional coaches such as Accelerated Resource Teacher, Florida Standards Teacher, and Literacy Coach to help teachers plan lessons that are aligned to the new Florida Standards. Administration also does weekly lesson plan meetings with teachers to allow for clarification. Administration does weekly walk through of school to observe lessons in classrooms. Coaches walk together focusing on the new standards. UHS also uses the PLUS team model to allow teachers to plan together across the district.

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

UHS uses FAIR data to monitor students in Reading Courses. Additionally, common assessments will be developed utilizing the new Test Item Specifications to monitor courses. Support Facilitation is used to help our low performing ESE students. The Accelerated Resource Coach is available to provide additional strategies for all teachers. Modifications include extended time, additional small group support, alternative assessment settings, and one on one help as needed.

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

Strategy: After School Program

Minutes added to school year: 2,700

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

Strategy Rationale

The use of Tutoring after school will allow for a smaller teacher to student ratio to target specific needs.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Ryan, Holly, ryanh@lake.k12.fl.us

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

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

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

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

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

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

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

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

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

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

The school offers students elective courses in art, business, music/band, technology, culinary arts, agriculture, and health sciences. Many of these courses focus on job skills and offer students internships. Students may also earn an Industry Certification in select Career Tech Education classes.

A daily focus of the school is for teachers to link their essential questions for the unit to the question of "why do we need to know this" to ensure that instruction is always relevant. Teachers are also provided reading materials in the content, FCAT Writes, and "bell ringers" that are based on benchmarks/ frameworks.

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

Umatilla High School's percentage of 2014 graduates who completed a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math course, completed a Dual Enrollment (DE) math course, and received industry certification were all above the district averages. Many of these areas are also above the state average. We will also encourage students to take AP, CTE or DE classes by encouraging teachers to recommend students based on class scores and having each student speak with a guidance counselor regarding their post-secondary plans. This will include sharing information and requirements to become eligible for Bright Futures or an Industry Certificate. Guidance Counselors will review students' grades, track graduation requirements and Bright Futures requirements and intervene as necessary.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Currently, UHS is expanding its Advance Placement offerings. We are also working to educate our parents on the positive aspect of AP classes in regards to students moving on successfully for post secondary readiness. Councilors also advise about the local vocational programs that are offered in our area. AVID strategies also prepare our students for post secondary readiness.

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.** Umatilla High School will create a school wide culture of critical thinking and critical writing through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards.

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. Umatilla High School will create a school wide culture of critical thinking and critical writing through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards. **1a**

G043823

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	50.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	50.0

Resources Available to Support the Goal **2**

- AVID Site Plan, UHS Writing Plan, Model Classrooms, Townsend Press Materials, Achieve 3000, Gayle Opposing Viewpoints, Professional Development day, Collaboration Days, Faculty meetings, Academic Service Unit, Curriculum Blueprints, Kagan Strategies, WICOR, Cornell Notes, Accelerated Resource Teacher, Florida Standards Teacher, Literacy Coach, Personalized Learning Grant Team

Targeted Barriers to Achieving the Goal **3**

- Embedding writing in all subject matters and having teachers comfortable as writing teachers.
- Professional Development that extends beyond the school day to reduce stress from changes to schedule and curriculum demands may not be received as intended.
- High population and the identification of homeless students and students who are level 1 and level 2 scoring students.
- Acclimating to the transition from a block schedule to a 7 period day schedule.
- Need a full implementation of MTSS

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

Increase in scores, classroom performance, quality lesson planning, more collegial conversations and conversations, increase in personalized learning throughout campus.

Person Responsible

Randy Campbell

Schedule

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

Evidence of Completion

new district monitoring test for ELA and Math, FAIR, Achieve 3000, progress monitoring within classroom of level one and two students.

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. Umatilla High School will create a school wide culture of critical thinking and critical writing through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards. **1**

 G043823

G1.B1 Embedding writing in all subject matters and having teachers comfortable as writing teachers. **2**

 B107500

G1.B1.S1 Leadership team will do weekly lesson plan meetings to discuss how writing and critical thinking is implemented into instruction. Teachers will have weekly common planning to support each other with integrating writing and critical thinking. A support Coach will attend weekly planning meetings to help deconstruct new standards and provide additional resources to incorporate critical writing and thinking. **4**

 S118920

Strategy Rationale

The weekly meeting will help Administration to direct content coaches on how to better support teachers. It also gages an acceptance of new strategies that are being put in place through professional development.

The common planning allows teachers to support each other in a secure environment and utilizes strengths each have with instruction.

The support Coach attending also gages the understanding of the new standards and provides another level of support and resources to fill in gaps during common planning.

Action Step 1 **5**

Common planning times and leadership lesson plan review meetings

Person Responsible

Randy Campbell

Schedule

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

Evidence of Completion

Master Schedule and common planning minutes.

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

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

Person Responsible

Randy Campbell

Schedule

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

Evidence of Completion

Evidence will be lesson plans and minutes from common planning

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

Weekly Lesson plan meeting with administration with data chat

Person Responsible

Schedule

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


Evidence of Completion

This would be evidenced by Administration weekly walk through and planned lesson chats with teachers

G1.B2 Professional Development that extends beyond the school day to reduce stress from changes to schedule and curriculum demands may not be received as intended. 2

 B107503

G1.B2.S1 The use of Acceleration Resource Teacher, Florida Standards Teacher, and Literacy coach will be used as a resource in common planning time. 4

 S118923

Strategy Rationale

The Coaches will work with teachers as support and keep discussions focused on instructional needs. They can also provide resources or research questions the group may have regarding new Florida Standards.

Action Step 1 5

Weekly Common Planning Time

Person Responsible

Holly Ryan

Schedule

Weekly, from 9/1/2014 to 5/1/2016

Evidence of Completion

Planning time minutes and weekly lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Common planning time with Coach support

Person Responsible

Holly Ryan

Schedule

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

Evidence of Completion

Higher order questions and use of mini tasks for strategic instruction.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Weekly meetings with team

Person Responsible

Glenda Weber


Schedule

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


Evidence of Completion

Planning Minutes and Administration / Coach conferences.

G1.B3 High population and the identification of homeless students and students who are level 1 and level 2 scoring students. 2

 B107505

G1.B3.S1 EWS is an objective system for initial screening. Data chats to build relationships and identify problems outside of school. ART to provide specific intervention to students. 4

 S118925

Strategy Rationale

Use of EWS system to gage attendance for all students. Data chats are a great way to identify the problem students are facing. Through the use of data chats we can pin point students we need to identify for homeless issues. Acceleration Resource teacher will be working in small groups with level 1 and level 2 students.

Action Step 1 5

EWS, Data chats, ART

Person Responsible

Jennifer Medeiros

Schedule

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

Evidence of Completion

Attendance records and test scores

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

EWS, Data Chats, ART

Person Responsible

Jennifer Medeiros

Schedule

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

Evidence of Completion

attendance records, Grades, Progress monitoring data

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

EWS, Data chats, ART .

Person Responsible

Jennifer Medeiros

Schedule

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


Evidence of Completion

attendance and test scores

G1.B4 Acclimating to the transition from a block schedule to a 7 period day schedule. 2

 B110500

G1.B4.S1 Common Planning, District PLCs 4

 S122399

Strategy Rationale

Common planning allows for collaboration with other teachers. After school district PLC's in limited subject areas allow for teachers to collaborate.

Action Step 1 5

Common Planning and District PLCs

Person Responsible

Ryan Strem

Schedule

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

Evidence of Completion

Lesson plans

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

Common planning, District PLCs

Person Responsible

Ryan Strem

Schedule

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

Evidence of Completion

Lesson plans

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

Common Planning and PLC's

Person Responsible

Ryan Strem

Schedule

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


Evidence of Completion

Lesson plans

G1.B5 Need a full implementation of MTSS 2

 B107506

G1.B5.S1 Progress monitoring will include teachers. 4

 S118926

Strategy Rationale

Guidance and Administration have a better understanding of MTSS and can now support taking to teachers.

Action Step 1 5

Teacher level implementation of MTSS

Person Responsible

Victoria Ba

Schedule

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

Evidence of Completion

Increase in progress monitoring results. MTSS meeting logs, MTSS student folders, EWS data monitoring

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Teacher level MTSS implementation

Person Responsible

Victoria Ba

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Teacher level implementation

Person Responsible

Victoria Ba

Schedule

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

Evidence of Completion

EWS indicators reduction.

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
G1.B2.S1.A1	Weekly Common Planning Time	Ryan, Holly	9/1/2014	Planning time minutes and weekly lesson plans	5/1/2016 weekly
G1.B3.S1.A1	EWS, Data chats, ART	Medeiros, Jennifer	10/1/2014	Attendance records and test scores	5/1/2015 monthly
G1.B5.S1.A1	Teacher level implementation of MTSS	Ba, Victoria	10/1/2014	Increase in progress monitoring results. MTSS meeting logs, MTSS student folders, EWS data monitoring	5/1/2015 biweekly
G1.B1.S1.A1	Common planning times and leadership lesson plan review meetings	Campbell, Randy	9/1/2014	Master Schedule and common planning minutes.	5/1/2015 weekly
G1.B4.S1.A1	Common Planning and District PLCs	Strem, Ryan	10/1/2014	Lesson plans	5/1/2015 weekly
G1.MA1	Increase in scores, classroom performance, quality lesson planning, more collegial conversations and	Campbell, Randy	10/1/2014	new district monitoring test for ELA and Math, FAIR, Achieve 3000, progress monitoring within classroom of level one and two students.	5/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	conversations, increase in personalized learning throughout campus.				
G1.B1.S1.MA1	Weekly Lesson plan meeting with administration with data chat		9/1/2014	This would be evidenced by Administration weekly walk through and planned lesson chats with teachers	5/1/2015 weekly
G1.B1.S1.MA1	Leadership team will monitor implementation each month through their data exchange conversations. Interventions will be on a departmental level or administrative level as needed. Support will be provided by cohort team and Literacy Coach. Administration team will conduct weekly classroom walkthroughs.	Campbell, Randy	9/1/2014	Evidence will be lesson plans and minutes from common planning	5/1/2015 weekly
G1.B2.S1.MA1	Weekly meetings with team	Weber, Glenda	9/1/2014	Planning Minutes and Administration / Coach conferences.	5/1/2015 weekly
G1.B2.S1.MA1	Common planning time with Coach support	Ryan, Holly	9/1/2014	Higher order questions and use of mini tasks for strategic instruction.	5/1/2015 weekly
G1.B3.S1.MA1	EWS, Data chats, ART .	Medeiros, Jennifer	10/1/2014	attendance and test scores	5/1/2015 monthly
G1.B3.S1.MA1	EWS, Data Chats, ART	Medeiros, Jennifer	10/1/2014	attendance records, Grades, Progress monitoring data	5/1/2015 monthly
G1.B5.S1.MA1	Teacher level implementation	Ba, Victoria	10/1/2014	EWS indicators reduction.	5/1/2015 biweekly
G1.B5.S1.MA1	Teacher level MTSS implementation	Ba, Victoria	10/1/2014	Increase in progress monitoring results. MTSS meeting logs, MTSS student folders, data reports, mini assessment data referral reports,	5/1/2015 biweekly
G1.B4.S1.MA1	Common Planning and PLC's	Strem, Ryan	10/1/2014	Lesson plans	5/1/2015 monthly
G1.B4.S1.MA1	Common planning, District PLCs	Strem, Ryan	10/1/2014	Lesson plans	5/1/2015 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.

G1. Umatilla High School will create a school wide culture of critical thinking and critical writing through introducing the personalized learning approaches to bridge the higher demands from NGSSS to New Florida Standards.

G1.B2 Professional Development that extends beyond the school day to reduce stress from changes to schedule and curriculum demands may not be received as intended.

G1.B2.S1 The use of Acceleration Resource Teacher, Florida Standards Teacher, and Literacy coach will be used as a resource in common planning time.

PD Opportunity 1

Weekly Common Planning Time

Facilitator

Literacy Coach, Accelerated Resource Coach, New Florida Standards Coach

Participants

All teachers with k-9 certification

Schedule

Weekly, from 9/1/2014 to 5/1/2016

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