Umatilla Middle School

2017-18 School Improvement Plan

Umatilla Middle School

305 E LAKE ST, Umatilla, FL 32784

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Umatilla Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [Gayle Sitter](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

Umatilla Middle School begins the year with orientation which gives the teachers, parents and scholars the opportunity to build relationships. In addition, we offer a Tiger Camp to all incoming 6th grade scholars. This resulted in relationship building and increased comfort level of our new scholars. From there we build upon that with parent contact via positive phone conferences and parent/teacher conferences. We also hold "Tiger Pride Night" which is where the scholars and parents walk through the scholars schedule, talk with the teacher and learn valuable information about our school. Teachers take time to get to know their scholars within class "Get to know you" activities. Teachers work to understand students' culture through getting to know them, asking questions and communicating with parents. Umatilla Middle School is also involved in the community. When there are community events UMS faculty and staff attend. UMS has a Family School Liaison who works closely with our community and parents. Together we identify family needs and try to find school and community support. She constantly communicates with parents and students and works to bridge gaps students may have.

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

Umatilla Middle School has set procedures in place that keep our scholars safe. Faculty and staff have active supervisory positions throughout the entire campus. Scholars that arrive early to school are kept in the cafeteria or the gym. Due to the number of early arrivals, UMS has partnered with the YMCA to create a before school program. This offers parents a safe option for their children before school. In the afternoon, scholars are dismissed directly from their classrooms. Our safety committee meets on a regular basis to discuss issues or potential issues. Steps are taken to address and/or correct any concerns. UMS has a Behavior Tracking System in place for teacher use. In addition we have a discipline ladder for administrative use. Discipline data is used for decision making processes such as the addition of extra duty stations and the addition of an In School Suspension Room. UMS has a MTSS System in place for those students requiring additional behavioral interventions. Tier II and Tier III interventions are implemented when identified as a need.

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

Umatilla Middle School uses the Positive Behavior Support (PBIS). We have clear set goals and rules that the entire campus encourages scholars to adhere to. The mission of UMS's Positive Behavior Support system is to increase academic success through teaching and modeling positive behavior. Faculty members are trained each year on our PBIS system. We use a Behavior Tracking System. The BTS is used for tracking student misbehaviors, however our main focus is on the positive. Scholars begin the first step the first day of school when they are taught the rules and expectations in every class. After that there are 4 additional documented steps that include a verbal warning, parent contact, detention and office referral. All of these are kept on specific forms to track student behavior. Tiger dollars are awarded to those students doing the right thing, academically, behaviorally or socially. These dollars can be spent in several ways through out campus. Scholars are routinely reminded of the rules and expectations and rewarded for good behavior through the use of Tiger Dollars.

Discipline data is used to make school-wide decisions. UMS has used Title One funds to provide an Academic Intervention Teacher. This teacher will push into classrooms assisting students who demonstrate academic / behavior deficiencies. In addition this teacher will hold students separately when necessary due to their behavior. It is our intent to keep students on campus working with a certified teacher if at all possible. Students will continue to learn their regular academics as well as social / emotional content during this time.

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

Umatilla Middle School has a problem solving team that works to ensure the social-emotional needs of our scholars are met. Our students receive individualized counseling by our guidance counselors and CCOS. We have character education taught in our classrooms.UMS provides for the needs of the homeless scholars as well as those needing their basic needs to be met. Our Family School Liaison (FSL) works closely with our families and helps with all needs. We have Bully Prevention Education that is taught throughout classrooms and conflict resolution with counselors. Grief counseling is offered to those scholars going through a difficult time. Our counselors work daily with those students in In School Suspension. They provide lessons and counseling to help these students make better choices and function more effectively in the regular classroom.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Umatilla Middle School's Early Warning System is an active document that encompasses a variety of important indicators. Our EWS is addressed during Problem Solving Team Meetings and with our faculty during faculty and department meetings. During the department meetings the teachers dig deep into our document to identify scholar needs. We refer back to it regularly and it is updated to keep our data current.
Below are items on our UMS EWS.
-Attendance below 90%
-Suspensions: In-School and Out of School
-Retentions- Language Arts and Math
-Reading, Math, and Writing Assessment Information
-Free/Reduced Lunch
-ESE status
-504 status

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	32	32	41	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	25	29	29	0	0	0	0	83
Course failure in ELA or Math	0	0	0	0	0	0	16	14	23	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	0	0	55	75	86	0	0	0	0	216
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Attendance is an issue at UMS. We work closely with our school social worker, student services and teachers to ensure that students come to school. In many cases the school social worker is required to work with parents to implement interventions. Certified School Counselors require that targeted scholars sign-in with them each day, are rewarded for attendance and start each day positively. Suspensions are also a concern. We know that we are unable to teach students if they are not at school. UMS has initiated a School Plus Program (Wednesday School) as an intervention in lieu of suspension. We have developed a plan to reduce the number of out of school suspensions and have implemented an in-school suspension room. Sometimes scholar behaviors warrants out of school suspension. Before and After School tutoring is implemented in order to help scholars academically. We also offer grade recovery for those students failing a core academic subject for the quarter. Teachers work with scholars to improve academic gaps, clear up confusions and assist with homework. Together teachers and scholars work to prevent failures. Those students scoring Level I on the FSA are often put in intensive reading or intensive math for additional academic help. Communication is very important. We hold parent conferences in an effort to gain support for their children. In addition, we have implemented an Intensive Math Class for Level 1 Math Students, Before and After School Tutoring as well as Zero Period for all students to read and Tier III Intervention Pull-Out for our lowest ELA students. We also provide MTSS/Rti for those scholars requiring additional interventions both academically and behaviorally. Exceptional Student Education is also provided for qualifying students. Students are served in the least restrictive environment and support facilitators provided additional educational services in the mainstream classroom.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

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

Umatilla Middle School invites the community to participate in assemblies, ceremonies, sporting events and career days. Our FSL reaches out to the community for support when needed. The local community provides support during fundraisers, food drives, club events and individual scholar needs. Parents are also invited to attend academic nights, informational meetings, SAC meetings and Tiger Pride Night. In addition, the school website, Twitter and call out system are used for parent communication and to advertise upcoming events. The Family School Liaison runs our Parent Resource Center and invites parents to visit and check out educational resources to help their children at home.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Dean, Jeremy	Teacher, K-12
Harden, Michael	Teacher, K-12
Logan, Emily	Teacher, K-12
Rogers, Tes	Assistant Principal
Sanders, Kelly	Principal
White, Andrea	Teacher, K-12
Cosden, Craig	Instructional Coach
Seabrook, Debbie	Teacher, K-12
Neal, Shannon	Other
Solomon, Sharon	Other
McGorman, Kelli	Other
Mathis, Elizabeth	Guidance Counselor

b. Duties

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

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

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

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

Liz Mathis and Dawn Wilson, Guidance Counselors - Facilitate the Problem Solving Team meetings, RtI meetings, participate in the collection, interpretation, and analysis of data and facilitate the development of intervention plans. Guidance Counselors provide services to support the academic, emotional, behavioral, and social success to the scholars.

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

Shannon Neal, Exceptional Student Education (ESE) Specialist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE teachers through meetings on Students with Disabilities. Ms. Neal oversees the implementation and compliance of IEP's conducts IEP meetings, manifestation determination meetings and provides support to ESE school staff and students.

Select General Education Teachers serve as department chairs and provide information about core instruction. They participate in student data collection, deliver effective instruction strategies and collaborate with their departments to ensure the effective implementation of Florida Standards and works to ensure inclusionary practices are being used accordingly.

Sharon Solomon, Head Custodian and Kelli McGorman, Food Service Manager serve as part of the leadership team. Both work diligently to ensure that teachers and students are provided a safe, clean learning environment where basic needs are met.

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

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

conduct research and collaborate to problem-solve, share effective practices, and evaluate implementation to achieve increased scholar performance.

Supplemental Academic Instruction funds (SAI), IDEA funds, Title I and Title IX Homeless funds will be used to provide before and after school tutoring. UMS will focus on our lower quartile scholars struggling in Math, Algebra, ELA and those struggling scholars demonstrating Early Warning Signs. Before and after school tutoring lasts for approximately 30 weeks. Teacher Created Materials, Core curriculum, Textbooks, Computer-based texts, ACHIEVE, and Moby Max will be used to enhance scholar learning. Through the 21st Century Grant, UMS has been able to partner with the YMCA to provide additional academic and social opportunities for our students.

Title I funds are used to meet the diverse needs of our scholars. Through these funds we are able to provide additional instructional personnel such as Content Coaches for MTSS/Rti, an Academic Intervention Teacher and Intensive Math Teacher as well as a reading teacher assistant. Furthermore, the addition of a Family School Liasion (FSL) is benefical to supporting the basic needs of all scholars. This also provided for an increased number of computers and iPads for scholar use.

Title I, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities include before school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops, and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title II: These funds are intended to increase the number of high-quality, effective teachers and principals. These funds are used to provide professional development for teachers, principals and paraprofessionals. New teachers as well as experienced are offered professional development opportunities which helps in retention.

Title III (LEP): These funds are used to meet the needs of our students. Title III funds are used to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

The principal will align local funds to the needs of the school. Teachers will be given the opportunity to bring back valuable information gained from district and non-district trainings. The principal will provide funding for substitute teachers so that teachers can be trained and in-serviced in district

initiatives, teaching strategies and implemented programs. Administrators will monitor the distribution of information and ensure that information is communicated to stakeholders. Professional Development will be provided in order to create a focused teaching and learning environment.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kelly Sanders	Principal
Wendy Fletcher	Teacher
Carol Olson	Business/Community
Laura Wright	Business/Community
Suzanne Kiefer	Education Support Employee
Chloe Wormack	Parent
Candie Lang	Parent
Kimberly Kang	Education Support Employee
Matt Newby	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school improvement plan was reviewed and areas that failed to improve were addressed. Changes in standards and assessments are greatly impacting the development of the 2018 school improvement plan. Collaborative planning opportunities are being offered to all teachers in order to help eliminate curricular concerns. Together departments reviewed their goals, barriers and strategies and developed new ones as needed. Department chairs were asked to review specific goals with their departments and provide input on effective strategies for the 2017-2018 School Improvement Plan.

b. Development of this school improvement plan

The Leadership Team met to discuss the SIP. A draft SIP was created and the department chairs presented it their department for individual input. Notice was sent to the parents asking for their input. On Monday, September 25, 2017 the school improvement plan was discussed with the SAC. Changes were made and a final document prepared for presentation to the SAC at the next meeting to be held October 23, 2017.

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

The principal discussed the school's annual budget with the SAC. He offered an opportunity for further discussion if any members were interested. This was completed on September 25, 2017.

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

Currently the SAC funds are $3,629.69. Last year the SAC funds were in the amount of $3,624.36. These funds were used to purchase a sound system for the gym. UMS has not had a working sound

system and the presentation of information to families has been quite difficult. The sound system is exceptional and will be used Family Nights, T1 Meetings, Extra-Curricular Events, etc. The remaining balance rolled forward was $5.33.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Cosden, Craig	Instructional Coach
Logan, Emily	Teacher, K-12
White, Andrea	Teacher, K-12
Dean, Jeremy	Teacher, K-12
Harden, Michael	Teacher, K-12
Neal, Shannon	Other
Seabrook, Debbie	Other

b. Duties

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

The LLT will collaborate with Avid to promote literacy development throughout the school. AVID binders and Cornell note-taking will be embedded throughout the school. Knowledgeable members of the LLT will demonstrate the strategies and assist teachers throughout the school in implementing and evaluating said student learning strategies. The LLT will provide assistance and support where needed.

Furthermore, Zero Period as well as Tier III pull-out, was initiated in the 2016-2017 school year. This is a twenty minute block of time dedicated to silent sustained reading. At the end of eighteen minutes students are asked to spend one minute thinking then one minute writing a response to a reflection question about what they read. The purpose is to start the day with an academic focus of reading, writing and academic conversations. Zero Period will take place every Monday, Tuesday, Thursday and Friday. The daily designated time for reading and journaling will support our school wide literacy initiative.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Umatilla Middle School creates the master schedule so that departments have common plan times. This allows for departments to plan collaboratively and to conduct PLC's. We also have built in collaborative

plan days. This will be benefical to the planning process and collaboration of teachers creating common assessments and learning from each other.

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

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

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

The TQR/Assistant Principal for the school assigns each new hire a mentor and checks on them to help ensure their success. Their departmental PLC works closely and meets weekly to assist them and offer support where needed. The district offers New Teacher Support Meetings to help meet the needs of new teachers and assists in retaining these highly qualified individuals. The Literacy Coach and Teacher Mentors work closely with new teachers and assist as needed. They work to keep new teachers in a comfortable environment where they feel safe to talk and discuss issues that are important to them. In addition, they provide observation feedback, professional development opportunities, model lessons and demonstrate best practices in the classroom. The instructional coach meets with new teachers weekly to address their individual needs as well as keep them on track with requirements. The school TQR holds meets to assist with school-based needs as well as individual confusion. Furthermore, the Literacy Coach and Mentors meet often with new teachers to insure their needs are met and they have support where needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Umatilla Middle School ensures its core instructional programs and materials are aligned to Florida Standards by using research-based materials, collaborating with other schools and comparing them to the Florida Standards. UMS teachers utilize the District Scope and Sequence and Curriculum Blueprints which are aligned to the Florida Standards and documented in their lesson plans. The ELA department will use the Engage (Pathways) curriculum to ensure students are engaged in Reading, Writing and Academic Conversations every day.

UMS will use SAI funds to accelerate Level 1 and 2 students in all areas. Supplemental curriculum will be used in the classroom as well as additional tutoring. Tutoring is offered before school and after school daily. Different teachers tutor on different days. We will use our UMS certified staff to tutor. Transportation is not needed as students will ride the high school bus for morning tutoring. We will use teacher created materials as well as Moby Max, Triumph Math and Edusmart. Other classroom supplies and resources will be purchased to supplement instruction including Ti Calculators for math.

b. Instructional Strategies

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

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

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

Strategy: Before School Program

Minutes added to school year: 3,600

UMS has designed a program to fit the needs of our school and scholars. In addition to remediation/enrichment tutoring, scholars will also be given the opportunity to participate in grade forgiveness. School administration will hire tutors following Lake County hiring procedures. All teachers are certified (Highly Qualified) in the subject area(s) for which they tutor. Tutoring will run through April 2018. All scholars will be invited to attend before school tutoring as well as afternoon content specific tutoring when applicable.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Neal, Shannon, neals@lake.k12.fl.us

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

Teachers will use baseline data to determine the specific needs of the scholars. Curriculum Associates, Ready Florida (LAFS/MAFS) assessments will be used to determine the effectiveness of the teaching strategies used as well as the specific curriculum. Instruction will be modified as needed to meet the needs of the scholars in the tutoring group.

Strategy: After School Program

Minutes added to school year: 18,515

21st Century YMCA After School Program

Strategy Rationale

Providing after school enrichment opportunities for scholars will allow them the opportunity to learn new skills, enhance their learning and apply what was learned during the school day. Scholar motivation is important and this allows students who may otherwise be unmotivated to actively participate.

Strategy Purpose(s)

- Enrichment

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

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

The YMCA will be providing specific assessments to ensure that scholars are making academic gains.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Umatilla Middle School provides incoming scholars with an orientation to familiarize them with the school campus and procedures. The scholars are assigned a counselor that they can see for questions and concerns. For our outgoing 8th graders, we take the scholars to the high school for an orientation which gives the scholars the opportunity to experience the campus and what it has to offer. Scholars are educated in classes with the skills and strategies to help them be successful. We have vertical articulation with the high school and elementary school regarding our ESE students moving to the high school and those arriving from the elementary school. Just before school starts we offer Tiger Camp to our incoming sixth graders. Students are provided the opportunity to "get to know" UMS and tour the campus. Parents attend a meeting to discuss school expectations, ask questions and get to know the school staff.

b. College and Career Readiness

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

Umatilla Middle School participates in the College Board's Florida Partnership program which trains teachers, counselors, and administrators to develop a culture of College Readiness in the school. The Florida Partnership also provides PSAT assessments to all 8th graders to determine the scholars' college readiness so steps can be taken to better prepare them for college. AVID is a vital part of our program. We are a Certified AVID school. AVID strategies are used campus-wide to promote college and career readiness. August 21, 2017 UMS and UHS held a meeting to discuss the PSAT and

College Boards with the 8th and 9th grade parents. Khan Academy and other learning opportunities were discussed with the families.

UMS participates in the ETS/Talent Search Program sponsored by Lake Sumter State College. We have an ETS group at every grade level having added sixth grade last year. Students who are selected, based on average to above average grades, free/reduced lunch, and first in family to go to college meet on a monthly basis with a ETS contact who works with them, charting the way for college acceptance. Field trips incorporating college awareness are offered free of charge during the school year and the summer. This program follows the student throughout high school. We currently have approximately sixty participants.

UMS works closely with UHS to develop CTE and academic courses that support one another. Students complete courses at UMS that will be advanced upon entering high school. UMS offers high school credit courses as well as similar CTE programs.

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

Each grade level has a specific course dedicated to helping scholars see the relationships between school subjects and the relevance to their future. 6th, 7th and 8th grade scholars are involved in AVID, physical education and Band. They are also involved in CTE courses which include: Agriculture Science, Business Technology and Integrated Technology. TV Production is offered through a club and is aired weekly on campus. Each show offers a public service announcements geared to the needs of our scholars. Throughout the year AVID strategies are used throughout campus to help scholars see the relevance to their future. Additional advanced classes are offered to meet the needs of our advanced scholars as well as increased rigor for all students. Other clubs include NJHS, FFA, FBLA, Builders Club and Student Council. Through the 21st Century Grant we also offer YMCA and numerous sports and clubs that students are interested in.

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

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

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

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

UMS participates in the Duke TIP Program. The Duke Program which is for grade seven students promotes college readiness by having the students take either the SAT or ACT. Once the student takes the exam, he/she receives monthly publications that guide the student and family toward

college preparedness. Students who do well receive local, state, and national recognition. This program continues into high school. We include not only students who qualify by test scores, but also all seventh who participate in AVID and/or ETS/Talent Search. The number of students invited to participate is around one hundred and approximately twenty-five actually took the exam. The goal this year is to get at minimum fifty percent participation. Beginning last year, the school counselor made herself available several evenings and mornings to facilitate the enrollment process.

UMS participates in the Take Stock in Children Scholarship Program. Eighth grade students with a GPA of 2.5 or above, free/reduced lunch, and preferably first in family to go on to college compete for approximately forty scholarships that are awarded in Lake and Sumter Counties. The application is lengthy and a bit cumbersome. Last year, the school counselor along with the TSIC coordinator held an informational meeting at the UMS Library. The number of applicants increased as well as the number of scholarships awarded to UMS students.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   UMS teachers will utilize student data to plan and deliver instruction and tailor interventions and accelerations with a focus on authentic literacy in all content areas.

G2.   Umatilla Middle School's fundamental task is to provide a safe, secure environment for every scholar. Using Early Warning Signs data for monitoring, we will increase student attendance, positive student behaviors and maintain a safe, supportive environment for all students.

G3.   Umatilla Middle School's goal is to engage students in the use of research-based technology supports to enhance standards based instruction.

Strategic Goals Detail

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

G1. UMS teachers will utilize student data to plan and deliver instruction and tailor interventions and accelerations with a focus on authentic literacy in all content areas. 1a

🔑 G089429

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	62.0
Civics EOC Pass	85.0
FCAT 2.0 Science Proficiency	54.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas. This barrier will be addressed through blue print trainings as well as district and site based professional learning opportunities.

- Low school-wide reading comprehension across all content areas as measured by FSA, EOC & FCAT 2.0.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development in SBRR (Scientifically Based Reading Research or "best practices")

- Infusion of Title 1 monies to create a before school tutoring program. Creation of the YMCA after-school and after-school program

- Engage New York (Pathways) across all grade levels for ELA

- CPalms

- Houghton Mifflin Harcourt Academic Resources / Curriculum

- Quick Writes

- Kagan Strategies, Collaborative Groupings

- AVID Strategies

- SAI Plan & Budget

- Collaborative Plan & Budget

- District Blueprints and Scope and Sequence

- Algebra Nation

- Intensive Math

- Achieve 3000

- Edusmart

- HMH Online Textbook

- Vertical Writing Portfolios

- District Training and Monitoring

- FSA Practice tests will familiarize students with online item types and tools

- Curriculum Associates Materials for Tutoring

- iCivic

- Moby Max

Plan to Monitor Progress Toward G1. 8

Common assessments will be collected and analyzed during collaborative planning and teacher data chats.

Person Responsible
Kelly Sanders

Schedule
Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion
Student work samples and student grades

G2. Umatilla Middle School's fundamental task is to provide a safe, secure environment for every scholar. Using Early Warning Signs data for monitoring, we will increase student attendance, positive student behaviors and maintain a safe, supportive environment for all students. `1a`

🔑 G089431

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	3.5
Attendance Below 90%	4.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Scholar Behavioral Background Knowledge
- Lack of parental resources for a positive school experience

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

- Bully Proofing Your School Curriculum
- Positive Behavior Support Expectations (PBS)
- School Resource Officer (SRO)
- Classroom Rules / Expectations, Parent Communication
- Website / Teacher Pages
- School Social Worker
- Guidance Counselors, Sign-In Logs - Tiger Dollars, Student Incentives
- Acceleration Resource Teacher
- Early Warning Signs Data
- Problem Solving Team / Child Study Team

Plan to Monitor Progress Toward G2. `8`

Monitor discipline reports to verify reduced Discipline Referrals; Incident Reports; and visibility across campus. The Problem Solving Team will meet to ensure the needs of these students are addressed.

Person Responsible
Elizabeth Mathis

Schedule
Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion
Problem Solving Team meetings will be held to discuss individual students and review their specific data both academic as well as behavioral. Average daily attendance reports should show an increase in student attendance.

G3. Umatilla Middle School's goal is to engage students in the use of research-based technology supports to enhance standards based instruction. 1a

🔍 G089432

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	66.0
Middle School Acceleration	63.0
CTE Industry Certification Exam Participation	35.0
Algebra I EOC Pass Rate	95.0

Targeted Barriers to Achieving the Goal 3

- Not all students have internet access at home. Most programs must be used during the instructional day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Brain Pop

- Computers / Software, iPads / Apps / Smartboards / Additional computer lab

- Achieve 3000

- Moby Max

- Khan Academy

- Math Nation

- HMH Whiteboard Interactive Lessons / Online Textbooks

- Title I provided computers for computer labs

- Kahoot.it

- FSAssessments.org

- Remind Texts

- Virtualnerd.com

- Schoology

- Edusmart

- NHD - National History Day

Plan to Monitor Progress Toward G3. `8`

Specific student data will be monitored to ensure student academic growth.

Person Responsible

Shannon Neal

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Specific assessment / grade reports indicating student achievement. Data sources will include those specific computer-based (web or software) programs teachers use in the computer labs including FSAssessments.org, CIW for our IT classes, ICT for other technology classes, typing.com, Achieve 3000 in Reading, Moby Max in Intensive Math, Khan Academy, Math Nation, Algebra Nation and others provided by teachers.

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. UMS teachers will utilize student data to plan and deliver instruction and tailor interventions and accelerations with a focus on authentic literacy in all content areas. 1

🔑 G089429

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas. This barrier will be addressed through blue print trainings as well as district and site based professional learning opportunities. 2

🔑 B238212

G1.B1.S1 Provide professional development on best practices for Standards Based Instruction. Weekly professional learning opportunities will be provided for core content areas with a strong focus on literacy and Triad Reading. IPD and Thinking Maps will continue in all content. In addition, Gradual Release Methodology will continue school wide. ELA will receive specific professional development through Engage (Pathways). 4

🔑 S250971

Strategy Rationale

If we provide effective instructional professional development in the areas of reading, writing and academic conversations, then teachers will be better able to implement these strategies for student academic improvement.

Action Step 1 5

Develop a calendar of professional development.

Person Responsible

Craig Cosden

Schedule

On 9/1/2017

Evidence of Completion

Calendar of Professional Development demonstrating weekly professional development.

Action Step 2 `5`

Marzano Framework with focused elements will be used to monitor classrooms when classroom learning walks are conducted by administration. Feedback will be provided to teachers focusing on specific needs developed by the teachers and administration.

Person Responsible

Tes Rogers

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Administration will document learning walks and meet with teachers to discuss findings. Feedback will be documented and shared. Increased competency of Marzano indicators should result from this feedback as well as student academic performance.

Action Step 3 `5`

Strive For A 5 Review Lessons will be implemented in science class based on annual standards tested on Science FCAT 2.0. Standards will be unpacked with mini lessons designed to reteach the target standard. Science teachers will collaborate to design lessons.

Person Responsible

Emily Logan

Schedule

Weekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Each student will have a Strive for A 5 packet / folder with completed lessons as well as a Strive for A 5 Rate and Reflection handout for each standard covered.

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

Progress will be monitored through the collection and analysis of participant outside investigative activities and instructor's participation in the formal coaching protocols.

Person Responsible

Craig Cosden

Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

Completed investigative activities, documented coaching observations of classroom implementation, and attendance records will be utilized.

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

Classroom observations will be used to monitor understanding and implementation of skills. Student work samples will be viewed in order to determine the effectiveness of the strategy.

Person Responsible

Craig Cosden

Schedule

Every 3 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

Documentation in lesson plans will be used in order to collect student products and monitor for demonstration of rigor. Student grades will be reviewed.

G1.B2 Low school-wide reading comprehension across all content areas as measured by FSA, EOC & FCAT 2.0. 2

🔑 B238213

G1.B2.S4 Continue Zero Period Monday, Tuesday Thursday and Friday 4

🔑 S250977

Strategy Rationale

If UMS provides immediate and intensive instruction to the Tier 3 student population and increases student vocabulary and comprehension through independent reading, then we will see an overall increase in school-wide academic proficiency.

Action Step 1 5

The master schedule / bell schedule will include a zero period that is intended only for Tier III reading intervention and independent reading by the rest of the students. All faculty will be trained in the expectations of Zero Period and the UMS Non-Negotiables.

Person Responsible

Craig Cosden

Schedule

On 9/1/2017

Evidence of Completion

Administration as well as the Literacy Coach will visit classrooms to ensure that ALL students are reading independently. Tier III students will be pulled out (or pushed in) for 1:1 or small group intervention. Walk-through data will ensure that all Tier III students are receiving daily remediation.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Zero Period Observation

Person Responsible

Craig Cosden

Schedule

Weekly, from 8/21/2017 to 8/25/2017

Evidence of Completion

Evidence of students reading independently; Tier III remediation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

Students will independently read daily in zero period; Tier III students will receive daily remediation.

Person Responsible

Craig Cosden

Schedule

Daily, from 9/1/2017 to 5/31/2018

Evidence of Completion

Graphs indicating improvement in reading skills for Tier III students; Student Reading Logs

G2. Umatilla Middle School's fundamental task is to provide a safe, secure environment for every scholar. Using Early Warning Signs data for monitoring, we will increase student attendance, positive student behaviors and maintain a safe, supportive environment for all students. `1`

🔍 G089431

G2.B1 Lack of Scholar Behavioral Background Knowledge `2`

🔍 B238218

G2.B1.S1 UMS will teach Bully-Proofing Your School Curriculum to all students through the Social Studies classes. `4`

🔍 S250980

Strategy Rationale

District approved curriculum to help middle school scholars adjust to social issues. This will help them identify the difference between normal age behaviors and bullying. Furthermore, skills will be taught to help scholars become more independent. There will be zero tolerance for actual bullying and the code of conduct will be followed.

Action Step 1 `5`

All staff members will be trained in the implementation of the curriculum. Social Studies and ESE teachers will teach Bully-Proofing Your School to all students throughout the school year.

Person Responsible

Andrea White

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Faculty Agenda, Lesson Plans & BTS documentation of incidents of bullying

Action Step 2 `5`

Train all faculty during preplanning in PBS and classroom expectations. UMS non-negotiables will be provided.

Person Responsible

Debbie Seabrook

Schedule

On 8/9/2017

Evidence of Completion

Faculty Agenda, Lesson Plans & BTS documentation as well as proof of Tiger Dollar usage.

Action Step 3 `5`

Implement an In-School Suspension Classroom. An Academic Intervention Teacher will work with these students in an attempt to increase academic success through behavior modification and self monitoring. The intent is to keep students at school so they can learn.

Person Responsible

Tes Rogers

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Pull discipline reports to verify that the number of Out of School Suspensions have reduced. Pull grades for those students who served ISS to verify that their grades have improved throughout the year since Intervention.

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

Administration will monitor lesson plans to ensure teachers are teaching the Bully-Proofing curriculum as well as PBS expectations. Classroom Walk-Throughs will be conducted to observe teachers teaching the Bully-Proofing Your School Curriculum

Person Responsible

Kelly Sanders

Schedule

Quarterly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, Social Studies PLC agenda's and discussions and recording template with documentation of strategies taught, Discipline referrals, Climate Survey

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

Effectiveness will be noticed through the reduction in scholar discipline referrals and out of school suspensions

Person Responsible

Tes Rogers

Schedule

Daily, from 8/22/2017 to 5/31/2018

Evidence of Completion

Student referrals

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

Lesson plans will be monitored to ensure that all teachers "teach" the school-wide expectations to all students. This includes expectations for PBS & Bully-Proofing Your School.

Person Responsible

Tes Rogers

Schedule

On 8/10/2018

Evidence of Completion

Lesson Plan documentation

G2.B6 Lack of parental resources for a positive school experience 2

🔑 B238226

G2.B6.S1 Daily check-in with the guidance counselor. Mrs.Mathis & Mrs. Wilson will check in each day with identified scholars and ESE students to help motivate and encourage them to come to school daily. 4

🔑 S250983

Strategy Rationale

If students know someone cares and is interested, they may become more motivated to attend school regularly.

Action Step 1 5

Pull attendance reports to identify students with a high absence rate. Identify students who indicate attendance issues and monitor them closely. Each student will check in with a guidance counselor daily.

Person Responsible

Elizabeth Mathis

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Attendance reports will show an increase in the student attendance rate.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Once attendance reports are pulled, those students who are not improving will be referred 1st to the Guidance Counselor then to the district social worker and Child Study Team for review. Parent meetings will be held and assistance will be offered and provided when possible.

Person Responsible

Elizabeth Mathis

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Child Study Team documentation.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Attendance reports should show a reduction in students who have less than 90% attendance.

Person Responsible

Elizabeth Mathis

Schedule

Quarterly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Daily sign in sheets, the number of rewards given out for improved attendance & the number of Child Study Team meetings for students who have not improved.

G3. Umatilla Middle School's goal is to engage students in the use of research-based technology supports to enhance standards based instruction. 1

🔑 G089432

G3.B1 Not all students have internet access at home. Most programs must be used during the instructional day. 2

🔑 B238227

G3.B1.S1 Increase the number of computers on campus for scholars use. 4

🔑 S250984

Strategy Rationale

More computers on campus and in the classroom will give scholars a greater opportunity to use educational software.

Action Step 1 5

Maintain an additional computer lab on campus for student use and monitor computer lab usage. Currently we have 3 computer labs for teacher use, 2 labs for technology classes, and several laptop and iPad carts for checkout.

Person Responsible

David Howard

Schedule

On 8/10/2017

Evidence of Completion

Sign in sheets will be used to document scholar / teacher use of labs.

Action Step 2 5

Add Introduction to Technology CTE classes for student electives

Person Responsible

Kelly Sanders

Schedule

On 8/10/2017

Evidence of Completion

Lesson Plans from certified CTE teacher

Action Step 3 5

Add a full Intensive Math Allocation for level 1 Math students. Use Moby Math as part of the instruction in addition to direct instruction and workbook practice on standards and standard gaps.

Person Responsible

Kelly Sanders

Schedule

On 8/10/2017

Evidence of Completion

Lesson Plans for Intensive Math Teacher

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

Continue to use a computer lab log that will be used to ensure the labs are being used for remediation / enrichment.

Person Responsible

Debbie Seabrook

Schedule

Daily, from 8/10/2017 to 8/10/2017

Evidence of Completion

Computer lab logs be will maintained for review. Learning Walks will indicate the lab usage and that educational programs are being utilized. Lesson Plans will indicate the specific use of the computer labs.

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

Lesson Plans will be monitored to ensure labs and technology resources are being used for specific educational purposes.

Person Responsible

Tes Rogers

Schedule

Quarterly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Lab logs, lesson plans, Learning Walks

G3.B1.S2 Make computers available for home use. 4

S250985

Strategy Rationale

If parents are given the opportunity to check computers out for scholar use, they will be able to use installed software to help their children.

Action Step 1 5

Supply Parent Resource Room with computers for parent check out. Provide parent trainings on the use of technology with Title I assistance, Family School Liason.

Person Responsible

Kimberly Kang

Schedule

On 10/3/2017

Evidence of Completion

Newsletters, call out, flyers home; FSL Portal; sign-in sheets, Destiny report of technology checkouts.

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

The FSL will develop a log of computer check out.

Person Responsible

Kimberly Kang

Schedule

On 9/1/2017

Evidence of Completion

Destiny will be maintained and monitored for each computer checked out to parents.

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

The FSL will check in with students who have checked out a computer to ensure use and provide technical support when needed.

Person Responsible

Kimberly Kang

Schedule

Monthly, from 8/10/2016 to 5/22/2017

Evidence of Completion

The FSL will maintain a log of student interactions and parent contact.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S2.MA1 M343717	The FSL will check in with students who have checked out a computer to ensure use and provide...	Kang, Kimberly	8/10/2016	The FSL will maintain a log of student interactions and parent contact.	5/22/2017 monthly
G2.B1.S1.A2 A327866	Train all faculty during preplanning in PBS and classroom expectations. UMS non-negotiables will...	Seabrook, Debbie	8/9/2017	Faculty Agenda, Lesson Plans & BTS documentation as well as proof of Tiger Dollar usage.	8/9/2017 one-time
G3.B1.S1.A1 A327869	Maintain an additional computer lab on campus for student use and monitor computer lab usage....	Howard, David	8/10/2017	Sign in sheets will be used to document scholar / teacher use of labs.	8/10/2017 one-time
G3.B1.S1.MA1 M343716	Continue to use a computer lab log that will be used to ensure the labs are being used for...	Seabrook, Debbie	8/10/2017	Computer lab logs be will maintained for review. Learning Walks will indicate the lab usage and that educational programs are being utilized. Lesson Plans will indicate the specific use of the computer labs.	8/10/2017 daily
G3.B1.S1.A3 A352513	Add a full Intensive Math Allocation for level 1 Math students. Use Moby Math as part of the...	Sanders, Kelly	8/10/2017	Lesson Plans for Intensive Math Teacher	8/10/2017 one-time
G3.B1.S1.A2 A352489	Add Introduction to Technology CTE classes for student electives	Sanders, Kelly	8/10/2017	Lesson Plans from certified CTE teacher	8/10/2017 one-time
G1.B2.S4.MA1 M343702	Zero Period Observation	Cosden, Craig	8/21/2017	Evidence of students reading independently; Tier III remediation.	8/25/2017 weekly
G1.B1.S1.A1 A327851	Develop a calendar of professional development.	Cosden, Craig	8/15/2017	Calendar of Professional Development demonstrating weekly professional development.	9/1/2017 one-time
G3.B1.S2.MA1 M343718	The FSL will develop a log of computer check out.	Kang, Kimberly	8/10/2017	Destiny will be maintained and monitored for each computer checked out to parents.	9/1/2017 one-time
G1.B2.S4.A1 A327862	The master schedule / bell schedule will include a zero period that is intended only for Tier III...	Cosden, Craig	8/15/2017	Administration as well as the Literacy Coach will visit classrooms to ensure that ALL students are reading independently. Tier III students will be pulled out (or pushed in) for 1:1 or small group intervention. Walk-through data will ensure that all Tier III students are receiving daily remediation.	9/1/2017 one-time
G3.B1.S2.A1 A327870	Supply Parent Resource Room with computers for parent check out. Provide parent trainings on the...	Kang, Kimberly	8/10/2017	Newsletters, call out, flyers home; FSL Portal; sign-in sheets, Destiny report of technology checkouts.	10/3/2017 one-time
G2.B6.S1.MA1 M343712	Attendance reports should show a reduction in students who have less than 90% attendance.	Mathis, Elizabeth	10/2/2017	Daily sign in sheets, the number of rewards given out for improved attendance & the number of Child Study Team meetings for students who have not improved.	5/31/2018 quarterly
G2.B1.S1.MA1 M343711	Administration will monitor lesson plans to ensure teachers are teaching the Bully-Proofing...	Sanders, Kelly	8/29/2017	Lesson Plans, Social Studies PLC agenda's and discussions and recording template with documentation of strategies taught, Discipline referrals, Climate Survey	5/31/2018 quarterly
G2.B1.S1.A3 A352463	Implement an In-School Suspension Classroom. An Academic Intervention Teacher will work with these...	Rogers, Tes	8/10/2017	Pull discipline reports to verify that the number of Out of School Suspensions have reduced. Pull grades for those students who served ISS to verify that their grades have improved throughout the year since Intervention.	5/31/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 🔑 A327865	All staff members will be trained in the implementation of the curriculum. Social Studies and ESE...	White, Andrea	8/21/2017	Faculty Agenda, Lesson Plans & BTS documentation of incidents of bullying	5/31/2018 monthly
G2.B6.S1.MA1 🔑 M343713	Once attendance reports are pulled, those students who are not improving will be referred 1st to...	Mathis, Elizabeth	10/2/2017	Child Study Team documentation.	5/31/2018 quarterly
G2.B6.S1.A1 🔑 A327868	Pull attendance reports to identify students with a high absence rate. Identify students who...	Mathis, Elizabeth	10/2/2017	Attendance reports will show an increase in the student attendance rate.	5/31/2018 quarterly
G3.B1.S1.MA1 🔑 M343715	Lesson Plans will be monitored to ensure labs and technology resources are being used for specific...	Rogers, Tes	8/31/2017	Lab logs, lesson plans, Learning Walks	5/31/2018 quarterly
G1.MA1 🔑 M343703	Common assessments will be collected and analyzed during collaborative planning and teacher data...	Sanders, Kelly	9/1/2017	Student work samples and student grades	5/31/2018 biweekly
G2.B1.S1.MA1 🔑 M343709	Effectiveness will be noticed through the reduction in scholar discipline referrals and out of...	Rogers, Tes	8/22/2017	Student referrals	5/31/2018 daily
G2.MA1 🔑 M343714	Monitor discipline reports to verify reduced Discipline Referrals; Incident Reports; and visibility...	Mathis, Elizabeth	10/2/2017	Problem Solving Team meetings will be held to discuss individual students and review their specific data both academic as well as behavioral. Average daily attendance reports should show an increase in student attendance.	5/31/2018 weekly
G1.B1.S1.A2 🔑 A327855	Marzano Framework with focused elements will be used to monitor classrooms when classroom learning...	Rogers, Tes	9/1/2017	Administration will document learning walks and meet with teachers to discuss findings. Feedback will be documented and shared. Increased competency of Marzano indicators should result from this feedback as well as student academic performance.	5/31/2018 quarterly
G1.B1.S1.MA1 🔑 M343696	Progress will be monitored through the collection and analysis of participant outside investigative...	Cosden, Craig	9/1/2017	Completed investigative activities, documented coaching observations of classroom implementation, and attendance records will be utilized.	5/31/2018 every-3-weeks
G1.B1.S1.MA1 🔑 M343695	Classroom observations will be used to monitor understanding and implementation of skills. Student...	Cosden, Craig	9/1/2017	Documentation in lesson plans will be used in order to collect student products and monitor for demonstration of rigor. Student grades will be reviewed.	5/31/2018 every-3-weeks
G3.MA1 🔑 M343719	Specific student data will be monitored to ensure student academic growth.	Neal, Shannon	8/31/2017	Specific assessment / grade reports indicating student achievement. Data sources will include those specific computer-based (web or software) programs teachers use in the computer labs including FSAssessments.org, CIW for our IT classes, ICT for other technology classes, typing.com, Achieve 3000 in Reading, Moby Max in Intensive Math, Khan Academy, Math Nation, Algebra Nation and others provided by teachers.	5/31/2018 quarterly
G1.B2.S4.MA1 🔑 M343701	Students will independently read daily in zero period; Tier III students will receive daily...	Cosden, Craig	9/1/2017	Graphs indicating improvement in reading skills for Tier III students; Student Reading Logs	5/31/2018 daily
G1.B1.S1.A3 🔑 A352458	Strive For A 5 Review Lessons will be implemented in science class based on annual standards tested...	Logan, Emily	9/4/2017	Each student will have a Strive for A 5 packet / folder with completed lessons as well as a Strive for A 5 Rate and Reflection handout for each standard covered.	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA3 M343710	Lesson plans will be monitored to ensure that all teachers "teach" the school-wide expectations to...	Rogers, Tes	8/3/2017	Lesson Plan documentation	8/10/2018 one-time

V. Professional Development Opportunities

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

G1. UMS teachers will utilize student data to plan and deliver instruction and tailor interventions and accelerations with a focus on authentic literacy in all content areas.

G1.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas. This barrier will be addressed through blue print trainings as well as district and site based professional learning opportunities.

G1.B1.S1 Provide professional development on best practices for Standards Based Instruction. Weekly professional learning opportunities will be provided for core content areas with a strong focus on literacy and Triad Reading. IPD and Thinking Maps will continue in all content. In addition, Gradual Release Methodology will continue school wide. ELA will receive specific professional development through Engage (Pathways).

PD Opportunity 1

Develop a calendar of professional development.

Facilitator

Craig Cosden

Participants

Math, Science, Social Studies, Language Arts Departments

Schedule

On 9/1/2017

G2. Umatilla Middle School's fundamental task is to provide a safe, secure environment for every scholar. Using Early Warning Signs data for monitoring, we will increase student attendance, positive student behaviors and maintain a safe, supportive environment for all students.

G2.B1 Lack of Scholar Behavioral Background Knowledge

G2.B1.S1 UMS will teach Bully-Proofing Your School Curriculum to all students through the Social Studies classes.

PD Opportunity 1

All staff members will be trained in the implementation of the curriculum. Social Studies and ESE teachers will teach Bully-Proofing Your School to all students throughout the school year.

Facilitator

Andrea White

Participants

All Instructional

Schedule

Monthly, from 8/21/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop a calendar of professional development.				$2,820.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0571 - Umatilla Middle School			$2,820.00
			Notes: The 2017-2018 Collaborative funds will be used primarily for substitutes for collaborative planning. ELA will be planning 5 days this year with other school cohorts. While the district will be paying for the half day substitutes, we will be use collaborative funds to pay for half day substitutes for collaborative planning for math and science. The remaining funds will be used for writing teams throughout the year as needed for department collaborative planning. The time will be used to strengthen the curriculum, create mini tasks, analyze data and or plan additional academic activities.			
2	G1.B1.S1.A2	Marzano Framework with focused elements will be used to monitor classrooms when classroom learning walks are conducted by administration. Feedback will be provided to teachers focusing on specific needs developed by the teachers and administration.				$0.00
3	G1.B1.S1.A3	Strive For A 5 Review Lessons will be implemented in science class based on annual standards tested on Science FCAT 2.0. Standards will be unpacked with mini lessons designed to reteach the target standard. Science teachers will collaborate to design lessons.				$0.00
4	G1.B2.S4.A1	The master schedule / bell schedule will include a zero period that is intended only for Tier III reading intervention and independent reading by the rest of the students. All faculty will be trained in the expectations of Zero Period and the UMS Non-Negotiables.				$0.00
5	G2.B1.S1.A1	All staff members will be trained in the implementation of the curriculum. Social Studies and ESE teachers will teach Bully-Proofing Your School to all students throughout the school year.				$0.00
6	G2.B1.S1.A2	Train all faculty during preplanning in PBS and classroom expectations. UMS non-negotiables will be provided.				$0.00
7	G2.B1.S1.A3	Implement an In-School Suspension Classroom. An Academic Intervention Teacher will work with these students in an attempt to increase academic success through behavior modification and self monitoring. The intent is to keep students at school so they can learn.				$60,549.41
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	1200-STATE FEES-CONTINUED	0571 - Umatilla Middle School	Title, I Part A		$60,549.41
			Notes: Academic Intervention Teacher			
8	G2.B6.S1.A1	Pull attendance reports to identify students with a high absence rate. Identify students who indicate attendance issues and monitor them closely. Each student will check in with a guidance counselor daily.				$0.00

9	G3.B1.S1.A1	Maintain an additional computer lab on campus for student use and monitor computer lab usage. Currently we have 3 computer labs for teacher use, 2 labs for technology classes, and several laptop and iPad carts for checkout.				$0.00
10	G3.B1.S1.A2	Add Introduction to Technology CTE classes for student electives				$0.00
11	G3.B1.S1.A3	Add a full Intensive Math Allocation for level 1 Math students. Use Moby Math as part of the instruction in addition to direct instruction and workbook practice on standards and standard gaps.				$47,992.84
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	1200-STATE FEES-CONTINUED	0571 - Umatilla Middle School	Title, I Part A		$47,992.84
			Notes: Intensive Math Teacher			
12	G3.B1.S2.A1	Supply Parent Resource Room with computers for parent check out. Provide parent trainings on the use of technology with Title I assistance, Family School Liason.				$0.00
					Total:	$111,362.25