

Lake County Schools

Umatilla Elementary School



2018-19 Schoolwide Improvement Plan

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Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

<https://uel.lake.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	B*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Dwyer, Dianne	Principal
Schichtel, Andrea	Instructional Coach
Cole, Cheryl	School Counselor
Six, Alice	Administrative Support
McCarraher, Kimberly	Instructional Coach
Myers, Lori	Assistant Principal
Caldwell, Susan	Instructional Media

Duties

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

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

Dianne Dwyer, Principal: Establishes a school wide vision of commitment to high standards and the success of all students. Ensures teachers' and students' performance aligns with district policies and procedures. Supports and encourages continual professional learning to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Looks for ways to improve students' experiences at school by implementing and evaluating programs within our school (ie. Reading Horizons). Builds and nurtures relationships with parents and the community. Ensures our teachers know what is expected when it comes to student discipline, handles student discipline, makes fair decisions, and informs parents when necessary.

Lori Myers, Assistant Principal: Helps the principal implement the school's vision, ensures high

standards and rigorous learning goals are implemented in the classrooms. Builds and nurtures relationships with parents and the community. Handles and documents discipline issues, makes fair decisions, and informs parents when necessary.

Kimberly Jo McCarraher, Literacy Coach: Provides guidance on the K-12 ELA plan, facilitates and supports data collection; assists in data analysis; encourages and supports teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction; provides professional learning based on data results; facilitates Student Teams Achieving Reading Success (STAR); supports the implementation of the Multi-Tiered System Support (MTSS).

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

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

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

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

Early Warning Systems

Year 2017-18

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	7	13	9	10	13	14	0	0	0	0	0	0	0	66
One or more suspensions	0	2	0	0	2	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	7	2	6	7	1	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	15	15	15	0	0	0	0	0	0	0	45

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	26	33	26	52	60	39	0	0	0	0	0	0	0	236

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	6	1	2	1	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	2	2	1	2	1	0	0	0	0	0	0	0	0	8

Date this data was collected

Friday 8/17/2018

Year 2016-17 - As Reported

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	15	8	15	11	6	9	0	0	0	0	0	0	0	64	
One or more suspensions	0	1	0	0	0	3	0	0	0	0	0	0	0	4	
Course failure in ELA or Math	5	7	3	14	6	1	0	0	0	0	0	0	0	36	
Level 1 on statewide assessment	0	0	0	12	17	12	0	0	0	0	0	0	0	41	
Level 1 on statewide assessment-math	0	0	0	8	14	11	0	0	0	0	0	0	0	33	

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	0	

Year 2016-17 - Updated

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	15	8	15	11	6	9	0	0	0	0	0	0	0	64	
One or more suspensions	0	1	0	0	0	3	0	0	0	0	0	0	0	4	
Course failure in ELA or Math	5	7	3	14	6	1	0	0	0	0	0	0	0	36	
Level 1 on statewide assessment	0	0	0	12	17	12	0	0	0	0	0	0	0	41	
Level 1 on statewide assessment-math	0	0	0	8	14	11	0	0	0	0	0	0	0	33	

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	1	0	2	0	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our Students with Disabilities perform the lowest in state wide assessments (29% at or above the achievement level in ELA). Yes this is a trend.

Which data component showed the greatest decline from prior year?

The data component with the greatest decline from the prior year was the learning gains of our white subgroup within the lowest 25% (they dropped from 64% to 48%).

Which data component had the biggest gap when compared to the state average?

The biggest gap was in fourth grade, ELA and Math. Both areas were 10% higher than the state.

Which data component showed the most improvement? Is this a trend?

The Hispanic subgroup showed the most improvement in math with an increase of 13 percentage points. (From 51% to 64%).

Describe the actions or changes that led to the improvement in this area.

Teachers more consistently implemented ESOL strategies, engagement strategies from our PLC book study, and authentic literacy. In addition, efforts were made to increase parent communication with our Hispanic population.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	66%	59%	56%	55%	55%	52%
ELA Learning Gains	61%	54%	55%	53%	52%	52%
ELA Lowest 25th Percentile	51%	46%	48%	38%	43%	46%
Math Achievement	70%	63%	62%	66%	60%	58%
Math Learning Gains	62%	54%	59%	66%	57%	58%
Math Lowest 25th Percentile	50%	41%	47%	38%	42%	46%
Science Achievement	58%	55%	55%	47%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (15)	13 (8)	9 (15)	10 (11)	13 (6)	14 (9)	66 (64)
One or more suspensions	0 (0)	2 (1)	0 (0)	0 (0)	2 (0)	2 (3)	6 (4)
Course failure in ELA or Math	5 (5)	7 (7)	2 (3)	6 (14)	7 (6)	1 (1)	28 (36)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (12)	15 (17)	15 (12)	45 (41)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	61%	2%	57%	6%
	2017	64%	63%	1%	58%	6%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	66%	59%	7%	56%	10%
	2017	67%	56%	11%	56%	11%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
05	2018	62%	55%	7%	55%	7%
	2017	61%	53%	8%	53%	8%
Same Grade Comparison		1%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	65%	1%	62%	4%
	2017	74%	66%	8%	62%	12%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	72%	60%	12%	62%	10%
	2017	69%	61%	8%	64%	5%
Same Grade Comparison		3%				
Cohort Comparison		-2%				
05	2018	69%	58%	11%	61%	8%
	2017	72%	54%	18%	57%	15%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	54%	4%	55%	3%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	46	41	25	33	26	24				
ELL	52	65	60	62	55						
BLK	46			46							
HSP	55	61	65	64	57	50	50				
WHT	69	62	48	73	64	47	61				
FRL	61	58	48	67	61	50	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	39	45	29	36	35	25				
ELL	43	67	60	50	50						
HSP	44	60	54	51	52	40	33				
WHT	69	66	64	78	64	57	59				
FRL	59	62	62	67	56	47	50				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	With high expectations, Umatilla Elementary teachers will plan and deliver standards based instruction and authentic literacy experiences in all content areas for all students.
Rationale	If we implement, monitor and support common planning, then we will have a scheduled time for teachers to plan quality lessons and evaluate student products.
Intended Outcome	Increase reading, thinking, talking and writing across the curriculum and independent reading with conferring during the ELA block. We also want to increase student ELA proficiency on the FSA from 66% to 68%. And proficiency in Math will increase from 70% to 73%.
Point Person	Dianne Dwyer (dwyerd@lake.k12.fl.us)
Action Step	
Description	We will create and establish a common planning schedule with identified facilitators (administration and coaches), clearly defined protocols and expected products. Within the first four weeks of school a schedule and list of norms per grade level will be developed, and resources will be provided.
Person Responsible	Dianne Dwyer (dwyerd@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Develop and utilize administrative schedule for attending and supporting weekly common planning. Leadership team will conduct weekly Learning Walks to ensure plans developed during common planning are being implemented.
Person Responsible	Lori Myers (myersl@lake.k12.fl.us)

Activity #2	
Title	All students will participate in daily targeted instruction where they will receive interventions/enrichment based on academic need.
Rationale	If we provide a dedicated intervention time with appropriate instructional support, then students will have the necessary tools to apply their learning to all content areas.
Intended Outcome	Increase the number of students who meet overall achievement. Increase level of proficiency among our lowest 25th percentile from 51% to 55%. Increase our overall learning gains in ELA FSA from 61% to 63%.
Point Person	Dianne Dwyer (dwyerd@lake.k12.fl.us)
Action Step	
Description	Designate time for intervention instruction. Assign appropriate personnel. Use data to determine student individual needs. Leadership Team and teachers will conduct collaborative time and review data to develop intervention plans. Evidence includes schedules and ongoing data.
Person Responsible	Lori Myers (myersl@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Leadership will conduct CWTs and review lesson plans. Grade level weekly reviews and data chats/collaborative time with leadership will be used to monitor the effectiveness of the intervention time.
Person Responsible	Dianne Dwyer (dwyerd@lake.k12.fl.us)

Activity #3	
Title	Teachers will provide engagement strategies and action steps to promote a positive school culture for all students to include music and movement.
Rationale	If teachers offer more authentic tasks, music and movement and individual choices, then students will be more engaged in academics, which will increase attendance.
Intended Outcome	Reduce the number of students meeting the EWS indicator for absences to less than 75 students and maintain 5% or less each quarter. Increase academic achievement in all grade levels.
Point Person	Lori Myers (myersl@lake.k12.fl.us)
Action Step	
Description	Participate in monthly collaborative discussions where teachers share effective engagement strategies, music and movement stimuli and authentic tasks. Participants to include Leadership Team, Teachers, and Teacher Assistants. Evidence will be sign in sheets/agendas.
Person Responsible	Lori Myers (myersl@lake.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Administration will attend and support collaborative discussions, incorporate various engagement strategies, provide musical instruments. Leadership team will conduct weekly CWTs to measure impact of engagement strategies.
Person Responsible	Dianne Dwyer (dwyerd@lake.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

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

PFEP Link

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

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

UES ensures the social-emotional needs of all students are being met through counseling services by our guidance counselor by incorporating small group sessions based on teacher recommendation and parent permission. Progress is monitored through participant notebooks and teacher reports. A diverse group of mentors and the Leadership Team members support students who have specific needs in behavior and/or academic and emotional areas. UES partners with Life Stream for individual counseling based on parent/teacher referrals and results are monitored by teacher/parent reports. Depending on the needs of our students, some of our programs include Peer Tutoring based on lower quartile reports and teacher/parent referrals; Power Team- counselor led for students who incur chronic behavior office referrals; Kids Character Club- based on high student achievement, character and grades who are responsible for leading, mentoring, and serving in various capacities monitored by Skyward grades and teacher reports. Student of the Month-highlights students representing monthly targeted character traits and supporting character development, and; News Team- promoting confidence and communication with UES students and staff. The staff at Umatilla Elementary is also engaging in a book study "Engaging Students with Poverty in Mind" to learn and implement strategies within our practice to meet the needs of all our students academically, socially and emotionally. Assessment scores, grades, teacher reports, parent reports, behavior data are reviewed systematically by the Leadership Team to monitor all students and any needs, improvements, enrichments that may be needed and revisions are made based on the results of these reports.

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

UES has one Pre-K unit on sight. Children who are part of this unit participate in school activities, helping them to make an easy adjustment to kindergarten.

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

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

Articulation meetings between ESE Pre-K to Kindergarten are arranged as needed. If further testing is needed, a testing tool is decided upon and other ESE services are added if necessary.

Vertical articulation is provided for our teachers through the use of Student Data Sheets and meetings to discuss instructional practices to support upcoming students from one grade to another.

UES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students.

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

The school's MTSS team meets every four to six weeks to discuss data relating to specific students. The MTSS team consists of administrators, guidance counselor, academic coaches, school social worker, school psychologist, and selected teachers. This team reviews ongoing data related to the instructional needs of targeted students through assessments, interventions, grades, parent and teacher input. The team also meets as needed to identify students in need of interventions based on i-Ready reading and math scores, STAR Reading and grades.

Administrators and instructional coaches meet frequently to conduct data chats with all teachers at all grade levels. The purpose is to align the curriculum with the needs of the students based on current data. The data drives the Intervention Program for all students whether remedial or enrichment. The groups are fluid depending on the success and needs of the students. Interventions are held outside the 90 minute reading block, five days a week for thirty minutes.

The lower quartile, as identified by FSA, and students identified by data from LSAs, STAR Reading, I-Ready are given a variety of interventions to meet their specific needs and maximize the desired student outcomes. Persons responsible for implementing these interventions are our Counselor, ESE Specialist, Literacy Coach, Curriculum Resource Teacher, classroom teachers, and specials teachers.

Supplemental Academic Instruction (SAI), Title 1, Title II, Title III, and Title IX funding is used to provide extended services for students beyond the regular school day. Monies are also used to fund personnel allocations and other materials.

UEL has 3 support facilitation teachers for kindergarten through 5th grade. There is a teacher allocated for a self contained unit and a Pre-Kindergarten exceptional student unit. A speech/language pathologist is on campus for support. There are 5 teacher aides to assist the aforementioned teachers.

IDEA funds are used to purchase Chrome books, flexible seating, writing supplies, and testing protocols. These resources meet the academic and social emotional needs of our students who receive individualized education plans.

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

UEL facilitates Career Day and partners with Kiwanis and other local businesses to assist with school functions. STEAM program has been added as an enrichment course for our students and promote careers in these fields.

Part V: Budget

Total:

\$0.00