

Lake County Schools

# Umatilla High School



## 2019-20 Schoolwide Improvement Plan

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# Umatilla High School

320 N TROWELL AVE, Umatilla, FL 32784

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

## Demographics

**Principal: Brent Frazier**

Start Date for this Principal: 8/28/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (48%) 2016-17: C (45%) 2015-16: D (39%) 2014-15: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Umatilla High School

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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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 High is to create a student centered experience by embracing high expectations, setting personal goals, using captivating and versatile curriculum within a collaborative community.

#### Provide the school's vision statement.

The vision statement is "Inspiring for a World yet IMAGINED."

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Gerds, Thomas	Principal	The Leadership team meets monthly to discuss overall school procedures, policies, and expectations of current events throughout the school.
Hepp, Amanda	Assistant Principal	
Crangle, Lisa	Other	
Campbell, Donna	Teacher, K-12	
Royal, Kim	Teacher, K-12	
Archer, Rachel	Teacher, ESE	
Pyatt, Andrea	Assistant Principal	
Brunson, Deta	Teacher, K-12	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	219	225	186	166	796	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	1	2	4	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	2	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	55	46	50	29	180	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	99	111	87	92	389	

**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	0	0	0	0	0	0	0	0	0	42	32	30	24	128	
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	6	6	6	22	

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Wednesday 8/28/2019

**Prior Year - 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	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	81	131	83	51	346	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	16	9	3	1	29

**Prior Year - 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	0	0	0	0	0	0	0	0	0	42	40	36	50	168
One or more suspensions	0	0	0	0	0	0	0	0	0	28	21	14	7	70
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	226	153	79	55	513
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	81	131	83	51	346

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	99	111	87	92	389

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	50%	56%	31%	46%	53%
ELA Learning Gains	43%	46%	51%	33%	45%	49%
ELA Lowest 25th Percentile	30%	33%	42%	28%	40%	41%
Math Achievement	27%	44%	51%	36%	44%	49%
Math Learning Gains	28%	45%	48%	37%	41%	44%
Math Lowest 25th Percentile	27%	36%	45%	38%	33%	39%
Science Achievement	49%	68%	68%	41%	63%	65%
Social Studies Achievement	59%	69%	73%	59%	69%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	219 (0)	225 (0)	186 (0)	166 (0)	796 (0)
Attendance below 90 percent	1 (0)	0 (0)	1 (0)	2 (0)	4 (0)
One or more suspensions	0 (1)	2 (0)	0 (0)	0 (0)	2 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	55 (81)	46 (131)	50 (83)	29 (51)	180 (346)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	43%	47%	-4%	55%	-12%
	2018	32%	46%	-14%	53%	-21%
Same Grade Comparison		11%				
Cohort Comparison						
10	2019	39%	48%	-9%	53%	-14%
	2018	37%	49%	-12%	53%	-16%
Same Grade Comparison		2%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	66%	-17%	67%	-18%
2018	53%	61%	-8%	65%	-12%
Compare		-4%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	67%	-7%	70%	-10%
2018	59%	69%	-10%	68%	-9%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	52%	-32%	61%	-41%
2018	15%	62%	-47%	62%	-47%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	49%	-21%	57%	-29%
2018	40%	50%	-10%	56%	-16%
Compare		-12%			

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	33	32	13	26	31	25	35		84	24
HSP	42	39	25	31	16		60	72		88	50
WHT	41	44	30	26	29	30	48	58		83	63
FRL	36	39	22	22	23	28	40	51		81	42
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	19	42	33	13	31	36	38	55		87	25
BLK	7	29		15	9						
HSP	31	52	62	26	11			55		82	56
WHT	38	48	43	28	26	28	61	64		88	65
FRL	32	47	44	24	20	23	55	56		86	53
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	8	23	20	11	25	18	14	37		63	7
BLK	36	18		40	60						
HSP	20	20		31	28		45	57		82	
WHT	33	36	33	38	39	40	41	58		87	61
FRL	29	31	26	31	32	30	36	59		84	50

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	448

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Our lowest data component was Algebra I. We did increase proficiency by five percent from the prior year. Algebra I from a historical perspective has been a low proficiency rate. Contributing factors to the low performance were low overall math proficiency numbers entering 9th grade and teacher turnover throughout the school year. I also believe that the late testing window being so close to graduation played a role in student apathy towards testing. Attendance rates are also a contributing factor.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the largest decline was Geometry. A contributing factor to this decline was 1st semester teacher turnover and a first year teacher taking over a large portion of our Geometry testers. We also had a much larger cohort of testers due to a course progression change at the school level. Attendance rates are also a contributing factor.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our overall math proficiency held a 24 point gap from the state average. Contributing factors are listed in part a and b above.

**Which data component showed the most improvement? What new actions did your school take in this area?**

9th grade English showed the most improvement last year. The main reasons that this area has steadily improved is teacher continuity and their familiarity with a rigorous, standards aligned, grade level appropriate curriculum instructed with fidelity.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The two areas of EWS that are of the most concern would be attendance and number of students along with the number of students with multiple EWS concerns.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math overall proficiency
2. English LQ and learning Gains
3. Math LQ and learning gains
4. Attendance
5. English overall proficiency

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Based on the needs assessment/analysis data, academic achievement of our students with disabilities and students who are economically disadvantaged.
<b>Rationale</b>	This area of focus was identified based on the needs assessment/analysis data along with school accountability data from state testing. Students with disabilities and students who are economically disadvantaged at our school are performing below 41% proficient.
<b>State the measurable outcome the school plans to achieve</b>	The measurable outcome that we anticipate to see would be a 3% gain in all scoring categories.
<b>Person responsible for monitoring outcome</b>	Thomas Gerds (gerdst@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	If we develop and implement an internal school-wide professional learning program we will provide standards based and highly rigorous instruction that will increase overall student proficiency in literacy.
<b>Rationale for Evidence-based Strategy</b>	Develop and utilize administrative and leadership team schedule for providing professional development. Leadership team will meet monthly with administration to discuss progress and solutions for implementation barriers. Administrative participation in common planning and classroom walkthroughs will provide evidence gathering opportunities to determine if professional development opportunities are translating to instructional practices and student learning.
Action Step	
<b>Description</b>	Who: Administration, Literacy Coach, Math Coach, Teacher Leaders, and district personnel. Frequency: Weekly When: 9/5/19-5/22/20 Evidence: Schedule, Agendas, PD Surveys, Sign-in Sheets, Classroom Walkthroughs
<b>Person Responsible</b>	[no one identified]

#2	
<b>Title</b>	School Culture
<b>Rationale</b>	Umatilla high school has 17 new instructional personnel this year. That makes up 43% of our classroom teachers and 34% of our overall instructional personnel. With this level of staff turnover it is critical that these individuals are supported and prepared to provide instruction that maximizes student learning.
<b>State the measurable outcome the school plans to achieve</b>	The measurable outcome that we anticipate to see would be a 3% gain in all scoring categories.
<b>Person responsible for monitoring outcome</b>	Andrea Pyatt (pyatta@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	If we develop and implement a new teacher mentoring program we will be able to ensure high expectations, build relationships, and develop collective efficacy.
<b>Rationale for Evidence-based Strategy</b>	New instructional personnel will be paired up with a veteran mentor for continuous support and guidance of best practices in planning for grade level appropriate lessons, implementing engaging methods of instruction, and following professional protocols.
Action Step	
<b>Description</b>	Who: Administration, Literacy Coach and Teacher Leaders Frequency: Monthly meetings and weekly check-ins. When: 8/20/2019-5/22/19 Evidence: Meeting Sign-in sheets, agendas, classroom walkthroughs, lesson plans.
<b>Person Responsible</b>	Thomas Gerds (gerdst@lake.k12.fl.us)

#3	
<b>Title</b>	Academic Intervention for Lower Quartile
<b>Rationale</b>	This area of focus was identified based on the needs assessment/analysis data along with school accountability data from state testing. Students in our lower quartile are in need of targeted interventions to close academic gaps in order to become proficient.
<b>State the measurable outcome the school plans to achieve</b>	The measurable outcome that we anticipate to see would be a 3% increase for our lower quartile students in both Math and English scoring categories.
<b>Person responsible for monitoring outcome</b>	Amanda Hepp (heppa@lake.k12.fl.us)
<b>Evidence-based Strategy</b>	If we provide integrated time for intervention during the school day we will implement targeted instruction driven by data collected from ongoing progress monitoring.
<b>Rationale for Evidence-based Strategy</b>	Students in our lower quartile will participate in a 31 minute intervention block four days a week. This intervention block will be with an ELA or Math teacher as needed to help students close their academic gaps through individualized interventions and small group supports. Surface pro computers will be used to help with data collection throughout the school year to determine progress and future lessons as well as support small group interventions with algebra nation and newslela. Avid tutors will also help support this intervention time providing extra support to teachers during this time.
<b>Action Step</b>	
<b>Description</b>	Who: Administration, Literacy Coach, Teacher Leaders
	Frequency: 4 days a week
	When: 8/12/2019-5/22/2020
	Evidence: U-time schedule, attendance, classroom walkthroughs, progress monitoring data.
<b>Person Responsible</b>	Thomas Gerds (gerdst@lake.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan 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.**

Umatilla High School welcomes parents to our school through multiple initiatives. Our SAC meetings are open to the public, held monthly and minutes are shared on the UHS website along with many other announcements. Additionally, the UHS Band Boosters and Athletic Boosters present opportunities for stakeholders to be involved in decision-making. During open house events, services that are provided to engage parents include setting up parent access to the online grading program, cohort graduation requirements, and the FAFSA presentation by the guidance department. The parent call out service is used for emergency notification along with special event bulletins. In addition, we utilize a school Twitter, Facebook, Instagram account to communicate with all stakeholders. The AP Academy will also hold informational meetings for parents and the community to address questions about Advanced Placement Programs. Guidance and teachers regularly call parents in regards to student progress. The Skyward grade program is accessible for students and parents to monitor academic progress through out the year. Our Parent Family Engagement Plan also provides for multiple scheduled events to meet and support families throughout the school year. Every effort is made for our parents to participate in our students with exceptionalities annual IEP process.

**PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

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

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

Administration and the Leadership Team conducts weekly classroom walkthroughs utilizing the TEAM components, curriculum documents and the district walkthrough tool. Data collected allows administration to align all available resources to meet the needs of students. UHS teachers utilize the data from FAIR, LSA, and anecdotal records to determine if additional support may be needed. A guidance counselor is assigned to monitor students who are within the Multi-Tiered System of Supports - Tier 2 and 3. The ESE School Specialist monitors IEP's and facilitates parent conferences. As part of the review process, if MTSS is required for an existing ESE student needing additional support then the ESE School Specialist will determine the level of MTSS the will need to be implemented while still serving the current IEP. UHS is working with F.I.T. to provide additional remediation services to our homeless population. This will allow additional support time after school in both the fall and summer terms. Administration will work with teachers to ensure that SAI money is being used to provide additional support services to all of our level 1 and level 2 students. These programs will be facilitated by highly qualified teachers in the area of content needed. Students will be identified by both teachers and progress monitoring data. SAI money will also allow for tutoring in the AVID classroom. Collaborative funds will provide the writing team an opportunity to continue curricular support and planning.

**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 offers students elective and vocational courses in art, business, technology, culinary arts, chorus, band, agriculture, and health sciences. Many of these courses focus on job skills, offer students internships or industry certification.

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

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

The Umatilla Chamber hosts a Career Fair that showcases career opportunities for students.

The UHS Graduating class walks through the halls of UMS in their cap and gown to celebrate their success and to encourage graduation.

The SAC committee will also support student needs by providing academic incentives to students, facility equipment needs to include portable sound system, teacher materials/supplies, technology (laptops, projectors, etc) and any other school need that would maximize student outcomes. The SAC committee meets monthly to discuss ways to support the school and its students.

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

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

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

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

The Educational Foundation hosts a Career Fair that showcases career opportunities for students.

The UHS Graduating class walks through the halls of UMS in their cap and gown to celebrate their success and to encourage graduation.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Based on the needs assessment/analysis data, academic achievement of our students with disabilities and students who are economically disadvantaged.	\$0.00
2	III.A.	Areas of Focus: School Culture	\$0.00
3	III.A.	Areas of Focus: Academic Intervention for Lower Quartile	\$0.00
Total:			\$0.00