

Lake County Schools

Umatilla Elementary School



2021-22 Schoolwide Improvement Plan

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Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

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

Demographics

Principal: Kimberly (Diane) Dwyer

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: B (56%) 2017-18: B (60%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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 Elementary School

401 LAKE ST, Umatilla, FL 32784

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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 every child, every day achieve success by providing high levels of learning for ALL students in a safe learning 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.

Collective Commitments:

1. We will provide a welcoming and safe learning environment for ALL.
2. We will provide an equitable, rigorous, and developmentally appropriate curriculum, which addresses individual student needs focused on academic growth, based on best practices.
3. We will collaborate and support each other in developing instructional strategies ensuring effective interventions and designing methods of assessments.
4. We will communicate with parents and the community on issues affecting the education of their students. We will encourage the parents to actively participate in a partnership with the school.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Gagnon, William	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.
Choy, Therese	School 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.
Caldwell, Susan	Curriculum Resource 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 MultiTiered System Support (MTSS); ensures students are receiving instruction and tools necessary to be successful in the classroom. Works with the principal under the Title 1 budget to procure student materials, technology, support family/student programs, and facilitate on site tutoring for students. Updates and uploads compliance data to Title 1.
Mann, Michele	Instructional 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 i-Ready Reading; supports the implementation of the Multi-Tiered System Support (MTSS).
Six, Alice	Other	Ms. Six serves as the ESE Specialist. She 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.
Vroman, Loretta	Instructional Media	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 i-Ready and other networked programs; sponsors book fairs, author days, and storytelling events; works

Name	Position Title	Job Duties and Responsibilities
		with students, teachers, parents, curriculum resource teacher, reading coach, and administrators to facilitate reading incentive programs, evaluate programs and computer-based instruction and research activities.
Dwyer, Dianne	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. Wit and Wisdom and Foundations). 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.

Demographic Information

Principal start date

Sunday 7/1/2018, Kimberly (Diane) Dwyer

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

567

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	79	75	99	101	94	98	0	0	0	0	0	0	0	546
Attendance below 90 percent	25	14	12	16	13	10	0	0	0	0	0	0	0	90
One or more suspensions	1	1	0	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	14	22	22	28	25	10	0	0	0	0	0	0	0	121
Course failure in Math	11	9	10	22	19	9	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	1	2	4	15	1	8	0	0	0	0	0	0	0	31

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	2	1	11	18	38	46	0	0	0	0	0	0	0	116

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	3	0	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/12/2021

2020-21 - 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	
Number of students enrolled	72	96	90	91	92	79	0	0	0	0	0	0	0	520
Attendance below 90 percent	15	11	9	18	12	7	0	0	0	0	0	0	0	72
One or more suspensions	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	15	13	13	17	7	0	0	0	0	0	0	0	0	65
Course failure in Math	7	3	18	16	21	3	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	19	31	31	38	48	39	0	0	0	0	0	0	0	206	

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	1	0	0	0	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

2020-21 - 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		
Number of students enrolled	72	96	90	91	92	79	0	0	0	0	0	0	0	520	
Attendance below 90 percent	15	11	9	18	12	7	0	0	0	0	0	0	0	72	
One or more suspensions	2	1	0	0	0	0	0	0	0	0	0	0	0	3	
Course failure in ELA	15	13	13	17	7	0	0	0	0	0	0	0	0	65	
Course failure in Math	7	3	18	16	21	3	0	0	0	0	0	0	0	68	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	19	31	31	38	48	39	0	0	0	0	0	0	0	206	

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	1	0	0	0	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	58%	57%	66%	59%	56%
ELA Learning Gains				53%	57%	58%	61%	54%	55%
ELA Lowest 25th Percentile				37%	49%	53%	51%	46%	48%
Math Achievement				68%	60%	63%	70%	63%	62%
Math Learning Gains				70%	56%	62%	62%	54%	59%
Math Lowest 25th Percentile				53%	39%	51%	50%	41%	47%
Science Achievement				56%	54%	53%	58%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	50%	60%	-10%	58%	-8%
Cohort Comparison		-56%				
05	2021					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	62%	-2%	62%	-2%
Cohort Comparison						
04	2021					
	2019	60%	61%	-1%	64%	-4%
Cohort Comparison		-60%				
05	2021					
	2019	77%	57%	20%	60%	17%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	56%	-1%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Diagnostic Reading and Math were used as the progress monitoring tool used for grades K-5.
Performance Matters- LSA Science was used as the progress monitoring tool for grade 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	46%	68%
	Economically Disadvantaged	20%	46%	68%
	Students With Disabilities	8%	33%	31%
	English Language Learners	11%	43%	56%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	38%	65%
	Economically Disadvantaged	14%	38	65
	Students With Disabilities	0	0	38
	English Language Learners	11%	13	44
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	45%	53%
	Economically Disadvantaged	24%	45%	53
	Students With Disabilities	12%	24%	35
	English Language Learners	0	25%	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	37%	50%
	Economically Disadvantaged	9%	37%	50
	Students With Disabilities	0	24%	18
	English Language Learners	0	50%	25

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51%	60%	74%
	Economically Disadvantaged	51%	60%	74
	Students With Disabilities	27%	54%	82
	English Language Learners	20%	40%	60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	32%	55%
	Economically Disadvantaged	11%	32%	55
	Students With Disabilities	0	18%	60
	English Language Learners	0	0	22
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	47%	60%
	Economically Disadvantaged	35%	47	60
	Students With Disabilities	11%	11	58
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	47%	67%
	Economically Disadvantaged	21%	47	67
	Students With Disabilities	6%	17	17
	English Language Learners	0	0	50

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	34%	
	Economically Disadvantaged	24%	34	
	Students With Disabilities	6%	6	
	English Language Learners	20%	0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	51%	
	Economically Disadvantaged	28%	51	
	Students With Disabilities	20%	31	
	English Language Learners	25%	20	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	53%	89%
	Economically Disadvantaged	44%	53%	89%
	Students With Disabilities	27%	42%	77%
	English Language Learners	20%	33%	86%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	54	60	43	79		43				
ELL	40			41							
BLK	27			45							
HSP	48			40							
MUL	8			20							
WHT	64	78	75	69	88	82	63				
FRL	50	70	54	50	78	73	51				
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	19	39	36	30	51	48	12				
ELL	28	26	30	65	74		48				
BLK	40	50		60	60						

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
HSP	34	32	31	56	68	38	42				
WHT	62	60	41	71	71	61	61				
FRL	45	45	36	61	67	48	46				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
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	43
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	14
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	74
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend we noticed was that 3rd grade did not make the gains expected. Hispanic and Students with disabilities were not making sufficient reading gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components used to demonstrate the greatest need was the FSA ELA pass percentage declined from 56% to 47%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

According the 2018-19 FSA data, contributing factors included learning gaps and school closures due to COVID. The steps needed are targeted small group intervention and utilizing the PLC process to improve instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for the learning gains were a in school tutor that used small group interventions and an improved writing process.

What strategies will need to be implemented in order to accelerate learning?

We will need to implement another in school tutor that can increase the number of small group interventions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will implement Number Talks PD, Writing Process PD, PLC at Work PD, Sanford Harmony, Youth Mental Health and curriculum PD.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will implement targeted walk throughs, targeted small group interventions with a tutor, the improved structured writing process, and growth centered data chats.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

This area was identified as a critical area of need because Umatilla Elementary demonstrated a 47% pass rate for third grade on FSA ELA and 45% pass rate for third grade FSA Math for 2020-21. This is a decrease in ELA and Math achievement as compared to both the district and state averages. By setting a purpose and increasing student engagement through instructional collaboration and provide an academic tutor during the school day to work with small groups for ELA and Math, Umatilla Elementary will improve learning and success by ensuring an overall increase in ELA and Math Achievement on the Florida Standards Assessment.

Measurable Outcome:

By focusing on these areas, utilizing FSA data from 2021, we expect to see increases in:

- *ELA Achievement from 56% to 60%
- *ELA Learning Gains from 72% to 75%
- *ELA Lowest 25th% from 63% to 65%.
- *MATH Achievement from 83% to 85%
- *MATH Lowest 25th% from 81% to 82%.
- *Science Achievement from 59% to 60%

Monitoring:

1. Schedule Collaborative Planning times with grade levels.
2. Weekly meet to identify focus standards and setting purpose, developing engaging lessons through interactive technology and monitor IReady and Wit and wisdom assessment data to determine academic tutor effectiveness.
3. Schedule leadership walkthroughs to monitor implementation of interventions
4. Review and analyze walkthrough data.
5. Share data/feedback with grade levels.
6. Leadership will assist teachers PLC process through regular PD

Person responsible for monitoring outcome:

Susan Caldwell (caldwells@lake.k12.fl.us)

Evidence-based Strategy:

Weekly collaborative planning, with a focus on setting purpose, increasing student engagement with interactive technology and academic small group interventions will be used to increase school wide achievement in ELA from 56% to 60%. To monitor this strategy, classroom walkthrough, iReady and Wit and Wisdom common assessment data will be analyzed twice a month by administration.

Rationale for Evidence-based Strategy:

If we implement, monitor, and support collaborative planning and provide small group interventions with an academic tutor throughout the day in addition to providing school wide intervention, there will be an increase in the ELA and Math achievement.

Action Steps to Implement

1. Schedule Collaborative Planning times with grade levels.
2. Weekly meet to identify focus standards and setting purpose, developing engaging lessons through interactive technology, provide targeted small group intervention and school wide intervention periods.
3. Schedule leadership walkthroughs to monitor implementation of purpose.
4. Review and analyze walkthrough, iReady, and common assessment data.

5. Share data/feedback with grade levels.
6. Leadership will assist teaches with the PLC process through PD.

Person Responsible Michele Mann (mannm1@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: School culture was identified as a critical area of focus because the number of students' failing grades increased in our EWS data. This area of focus will improve learning and success by ensuring students are engaged in interactive lessons and receiving necessary instruction. We are identifying student leaders through the school safety patrols, Blazing Bulldogs and K Kids to mentor students with failing grades through character building, Sanford Harmony lessons and Restorative Practices. Mentor teachers have been identified by their leadership skills and positive encouraging attitudes to assist with the aforementioned programs.

Measurable Outcome: By focusing on this area, we expect to reduce the percentage of students meeting the EWS indicator for D's and F's in a course from 22% to 10%.

Monitoring: To monitor this strategy, EWS data will be analyzed monthly by leadership team. Classroom walkthroughs will provide evidence of Sanford harmony and Restorative Practices.

Person responsible for monitoring outcome: Therese Choy (choyt@lake.k12.fl.us)

Evidence-based Strategy: Sanford Harmony and Restorative Practices will be used to decrease emotional conflict. Umatilla Elementary teachers and staff participated in the Youth Mental Health Training during pre-planning 2021-2022. Teachers will be presenting Sanford Harmony and Restorative Practice lessons during their school day. Sonic view TVs with chrome books will be used to increase engaging lessons and provide intervention and acceleration. To monitor this strategy, EWS data will be analyzed monthly by leadership team.

Rationale for Evidence-based Strategy: If we implement, monitor and support Sanford Harmony, Restorative Practices and engaging technology infused lessons, then student and teachers in classrooms will build rapport with one another, develop a culture of accountability, and course failures will decrease from 22% to 10%.

Action Steps to Implement

1. Social Emotional Support Team attend Sanford Harmony and Restorative Practice training.
2. Google Classroom and Sonic View Training
3. Team supports implementation in the classrooms by teachers throughout the year.
4. MHL pushes into classes to provides group lessons monthly on social emotional topics

Person Responsible Therese Choy (choyt@lake.k12.fl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus	Based on the 3rd Grade FSA ELA Assessment from the 20.21 school year, this area was identified as a critical need area of focus. This area of focus will improve learning by ensuring increased percentage of 3rd grade reading proficiency.
Description and Rationale:	
Measurable Outcome:	<p>By focusing on this area, we expect to see increases in our state FSA assessment data and our district iReady data from:</p> <ul style="list-style-type: none"> *47% to 51% proficient on 3rd grade FSA *56% to 57% proficient on 4th grade FSA *64% to 65% proficient on 5th grade FSA *27% to 30% proficient in Kindergarten IReady *8% to 12% proficient in 1st grade IReady * 22% to 25% proficient in 2nd grade IReady.
Monitoring:	By our Literacy Coach and CRT utilizing IReady data monthly to monitor 3rd grade progress they will be able to assign IReady Diagnostic assessments along with standards based assessments to adjust intervention groups throughout the year to increase 3rd grade reading proficiency from 47% to 51%
Person responsible for monitoring outcome:	Susan Caldwell (caldwells@lake.k12.fl.us)
Evidence-based Strategy:	IReady Tools for instruction, LLI and , Reading Horizons will be used to increase reading form proficiency form 47% to 51%.
Rationale for Evidence-based Strategy:	If we implement, monitor and support. IReady Tool, LLI and Reading horizons the there will be an increase in 3rd grade reading proficiency.

Action Steps to Implement

- 1.Create, intervention groups for 3rd grade students based on reading proficiency levels.
- 2.Schedule grade level Collaborative Planning times with a specific focus on 3rd grade reading to develop content rich assignments within core curriculum .
3. Provide a tutor to work with our 3rd grade lowest quartile.
- 4.Meet weekly to identify focus standards and setting purpose with 3rd grade teachers, developing engaging lessons through interactive technology.
5. Review and analyze walkthrough, iReady, and common assessment data with a specific focus on 3rd grade.
6. Share data/feedback with grade levels monthly. Hold quarterly data discussions with 3rd grade.
7. Leadership will assist teachers with the PD for evidence based intervention resources wiht a specific focus on 3rd grade.

Person Responsible Michele Mann (mannm1@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Data shows that UES discipline is minor compared to other schools. We will continue to teacher self regulation and character traits through Sanford Harmony and Restorative Practice.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. 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. Communication is sent home in students' home language when feasible. Teachers call parents regularly in regards to student progress. Report Card Nights are held throughout the school year. Translators are also available for parent meetings. 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 Advisory Committee (SAC), website, social media, weekly calls and emails through school messenger and monthly school newsletters. The parent call out service(School Messenger) is used for emergency notification along with special events.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3200	130-Other Certified Instructional Personnel	0561 - Umatilla Elementary School	Other Federal		\$5,000.00
			Notes: In School Tutor			
	7710	519-Technology-Related Supplies	0561 - Umatilla Elementary School	Other		\$5,000.00
	7410	140-Substitute Teachers	0561 - Umatilla Elementary School			\$3,000.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7710	500-Materials and Supplies	0561 - Umatilla Elementary School	Other		\$3,500.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$16,500.00