

Lake County Schools

# Umatilla High School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>24</b>

# 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: 7/1/2021

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2020-21 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%)
<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>	
<b>ESSA Status</b>	

\* 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](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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>24</b>

# Umatilla High School

320 N TROWELL AVE, Umatilla, FL 32784

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">88%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">21%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		C	C	C

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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.

Umatilla High School is committed to developing students for greatness. It is our mission to provide world class opportunities that allow students to thrive in a world not yet imagined.

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

Our philosophy is to provide the very best opportunities for every student we are privileged to encounter. We believe that every child can learn and achieve at the highest levels when pushed to their potential. We hold to the ideal that if you can Dream It, and Believe It, then you can Achieve It! We are committed to ensure that every student has access to opportunities for greatness. We understand that the greatest lessons in life are often learned only after hard work and struggle. At UHS we embrace that challenge without fear or regrets. We work to find joy in the journey knowing that everyday OUR actions help shape the future of society.

Robert Kennedy said "The future is not a gift, it is an achievement"

### 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
Frazier, Brent	Principal	
Camp, Theresa	Assistant Principal	
Archer, Rachel	Teacher, ESE	
Royal, Kim	Teacher, K-12	
Campbell, Donna	Graduation Coach	

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Brent Frazier

**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.*

0

**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.*

5

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

800

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

20

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

20

**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	0	0	0	0	0	0	0	0	0	0	244	222	180	181	827
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	78	82	70	65	295
One or more suspensions	0	0	0	0	0	0	0	0	0	0	20	9	11	5	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	18	49	31	22	120
Course failure in Math	0	0	0	0	0	0	0	0	0	0	18	49	31	22	120
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	66	84	62	42	254
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	56	91	19	22	188
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	66	84	62	42	254

**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	0	129	182	92	77	480

**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	0	30	34	23	27	114
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	3	3	0	8

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

Friday 8/6/2021

**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	0	0	0	0	0	0	0	0	0	0	195	168	162	132	657
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	34	39	33	62	168
One or more suspensions	0	0	0	0	0	0	0	0	0	0	22	17	9	9	57
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	49	42	38	5	134
Course failure in Math	0	0	0	0	0	0	0	0	0	0	49	42	37	4	132
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	49	45	42	31	167
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	24	96	91	58	269

**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	0	157	162	128	137	584

**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	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	4	0	3	10

**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	0	0	0	0	0	0	0	0	0	0	195	168	162	132	657
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	34	39	33	62	168
One or more suspensions	0	0	0	0	0	0	0	0	0	0	22	17	9	9	57
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	49	42	38	5	134
Course failure in Math	0	0	0	0	0	0	0	0	0	0	49	42	37	4	132
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	49	45	42	31	167
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	24	96	91	58	269

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	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	0	157	162	128	137	584

**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	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	4	0	3	10

## 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				42%	50%	56%	36%	49%	56%
ELA Learning Gains				43%	46%	51%	48%	49%	53%
ELA Lowest 25th Percentile				30%	33%	42%	45%	44%	44%
Math Achievement				27%	44%	51%	27%	50%	51%
Math Learning Gains				28%	45%	48%	23%	47%	48%
Math Lowest 25th Percentile				27%	36%	45%	28%	41%	45%
Science Achievement				49%	68%	68%	59%	65%	67%
Social Studies Achievement				59%	69%	73%	62%	72%	71%

### 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
09	2021					
	2019	43%	47%	-4%	55%	-12%
Cohort Comparison						
10	2021					
	2019	39%	48%	-9%	53%	-14%
Cohort Comparison		-43%				

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	49%	66%	-17%	67%	-18%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	60%	67%	-7%	70%	-10%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	20%	52%	-32%	61%	-41%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	28%	49%	-21%	57%	-29%

**Grade Level Data Review - Progress Monitoring Assessments**

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

ELA FSA and Algebra 1, Biology EOC results

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			47
	Economically Disadvantaged			
	Students With Disabilities			11
	English Language Learners			29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			78
	Economically Disadvantaged			
	Students With Disabilities			67
	English Language Learners			100
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			28
	Economically Disadvantaged			
	Students With Disabilities			8
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			25
	Economically Disadvantaged			
	Students With Disabilities			9
	English Language Learners			17
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			53
	Economically Disadvantaged			
	Students With Disabilities			33
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			23
	Economically Disadvantaged Students With Disabilities English Language Learners			15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			11
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			28
	Economically Disadvantaged Students With Disabilities English Language Learners			16
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**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	22	24	17	15	14	13	26	53		81	45
ELL		18			17						
HSP	27	27	18	18	14	15	30	52		96	56
MUL	70										
WHT	29	27	23	24	11	9	43	63		89	56

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
FRL	25	25	26	21	14	11	42	66		87	44
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

**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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	9
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Proficiency across grade levels is significantly below the district and state averages. Learning gains are also very low in ELA and Math.

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

Proficiency and learning gains in Math demonstrate the greatest need for improvement.

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

We believe that teachers were not exposing students to grade level rigor to effectively close achievement gaps. New teachers have been hired who have proven results in both Algebra and Geometry. Students who are struggling will have an additional math class called AVID with a certified math teacher to assist students with knowledge gaps.

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

The US History EOC showed the most improvement.

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

Teachers better understood the content.

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

Bulldog time which is the acceleration/remediation time will provide an additional 30 minutes four times per week for students to be able to accelerate their learning.

#### 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.

Flextime training, PLC training.

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

We hired a Math Coach to train teachers around the instructional framework and with a focus on grade level assignments and rigor. An AVID Math class was added to support Algebra and Geometry.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Standards-aligned Instruction

<b>Area of Focus Description and Rationale:</b>	Math proficiency and math learning gains are historically below the district and state averages for the students at UHS. We will be focusing on the planning process using all parts of the instructional framework to increase teacher understanding around modeling and collaborative learning.
<b>Measurable Outcome:</b>	UHS will improve its Math Proficiency rate from 20% to 50% as shown on EOC results. We will improve our overall learning gains from 13% to 50% and lower quartile learning gains from 12% to 50% as shown on EOC results.
<b>Monitoring:</b>	Teachers will develop and utilize common assessments. In addition, district created LSA's will be used to monitor student mastery of standards. Teachers share common planning and will meet regularly to plan and adjust lessons based on data. Teachers will plan lessons that include all elements of the district instructional framework. Administration will monitor the process by attending all PLC common planning times and by classroom walkthroughs.
<b>Person responsible for monitoring outcome:</b>	Brent Frazier (frazierb@lake.k12.fl.us)
<b>Evidence-based Strategy:</b>	Utilizing data through common assessments to drive instruction including reteaching opportunities for mastery.
<b>Rationale for Evidence-based Strategy:</b>	Using common assessments will allow all teachers to know what their students have and have not mastered. This will allow for collaboration during common planning as a part the the PLC process and inform reteaching strategies using the district framework as a guide.

#### Action Steps to Implement

1. Create common planning
2. Create common assessments
3. Schedule class time and Bulldog Time(intervention block) to reteach unmastered concepts.
4. Schedule PD from teacher leaders around modeling and collaboration during common planning time.
5. IXL, ALEKs, Kuta, will be used in math as tools to assist students with mastery of content.
6. Students who are in AVID will receive tutoring form outside tutors during class.

**Person Responsible** Brent Frazier (frazierb@lake.k12.fl.us)

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Students with disabilities historically perform much lower in the area of College and Career readiness. We plan to focus on these students to make sure they take and complete an AP, AICE, Duel Enrollment, or Industry Certification.

**Measurable Outcome:** Currently only 24% of our students with disabilities are college and career ready according to the State of Florida school grading category in 2019. We hope to increase this from 24% to 50%.

**Monitoring:** We will monitor closely student enrollment in and AP, AICE, Duel enrollment, and CTE programs to ensure that they are taking these courses. We will also monitor passing rates and common assessment results with a focus on students with disabilities.

**Person responsible for monitoring outcome:** Rachel Archer (archerr@lake.k12.fl.us)

**Evidence-based Strategy:** We will utilize common assessments and the PLC process to closely monitor student performance in AP, AICE, Duel enrollment and CTE programs. We will utilize Bulldog time to reteach concepts not mastered to students in need of remediation.

**Rationale for Evidence-based Strategy:** The data is clear that our students with disabilities are not college and career ready. By focusing on the strategies mentioned above we believe that we will create more opportunities for success with students with disabilities.

**Action Steps to Implement**

1. Monitor and encourage student enrollment among students with disabilities in AP, AICE, Duel Enrollment, and CTE programs.
2. Create common planning time with this area as a focus among teachers
3. Create common assessment and monitor the results to drive reteaching opportunities.
4. Purchase USA Test Prep to help students remediate un mastered standards in AICE, and AP courses related to Social Sciences.

**Person Responsible** Rachel Archer (archerr@lake.k12.fl.us)

**#3. Culture & Environment specifically relating to Early Warning Systems**

**Area of Focus Description and Rationale:** UHS has historically had high teacher turnover and poor student performance as compared to high schools across the state and in Lake County. Developing collective teacher efficacy will be key to recruiting and retaining high quality teachers, and increasing the overall effectiveness of the staff.

**Measurable Outcome:** UHS will increase the overall school grade for a 38%/D to a 54%/B as shown by the 2021-2022 school grade calculations.

**Monitoring:** The process will be monitored by administration using data from common assessments, classroom walkthroughs and Team evaluations.

**Person responsible for monitoring outcome:** Brent Frazier (frazierb@lake.k12.fl.us)

**Evidence-based Strategy:** Teachers will participate in professional development around the PLC process and utilizing the instructional framework from the district.

**Rationale for Evidence-based Strategy:** Collective teacher efficacy or the belief that our actions together as a school will improve student outcomes is by far the numbers one high effect strategy according to Hattie's research. The effect size is 1.54 or nearly 5 times the normal growth for a student. By focusing on the PLC process and the four questions we believe that teachers will develop a greater sense of ownership because of the collaborative nature required to be successful in PLC. The district instructional framework is a great guide for teachers to used when planning lessons.

**Action Steps to Implement**

1. Train teachers in the PLC process.
2. Create common planning time within the master schedule.
3. Schedule one day per week for the PLC process by department.
4. Develop a rotational schedule for administration to attend every PLC meeting.

**Person Responsible** Brent Frazier (frazierb@lake.k12.fl.us)

**#4. ESSA Subgroup specifically relating to Economically Disadvantaged**

**Area of Focus Description and Rationale:**

Economically disadvantaged students at UHS have historically performed below the average performance of other students at UHS.

**Measurable Outcome:** We will improve the ESSA subgroup data from the current 38% to 45% according to subgroup data released by the state for the 2021-2022 school year.

**Monitoring:** We will monitor the process by common assessment and LSA results and SAT/ACT results.

**Person responsible for monitoring outcome:** Brent Frazier (frazierb@lake.k12.fl.us)

**Evidence-based Strategy:** We will utilize an intervention/acceleration block called Bulldog time to provide additional time during the school day to remediate or accelerate students.

**Rationale for Evidence-based Strategy:** By providing additional time during the school day for students to get help from certified teachers students will have more opportunities to mastery standards that they have struggled in. The clearly defined process will increase student voice and choice in their learning and give teachers additional time during the regular school day to close the achievement gap.

**Action Steps to Implement**

1. Train staff/students on Flextime manager.
2. Create time in bell schedule for Bulldog time four days per week.
3. Create common assessments to assess student mastery of content.
4. Create common plan times and establish PLC meeting times one time per week for all teachers.
5. Provide resources for teachers to plan for additional enrichment activities to be done with students during this time.

**Person Responsible:** Theresa Camp (campt@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.

**UHS has 5.4 incidents per 100 students this is much higher than the state average which is 3.3 per 100 students. Supervision will be increased in all areas by creating a duty roster that provides for additional staff members to be in high traffic areas. Teachers will use restorative practices to increase student buy in and to reinforce the power of positive choices. The PASS program will be used to reduce out of school suspensions and to promote a school culture of learning from mistakes to produce quality citizens.**

## 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.

At UHS we work collaboratively as a team to build a positive school culture. We are mission and vision driven and instill in our staff, students and parents core values that represent who we are. The Philosophy of UHS is to provide the very best opportunities for every student we are privileged to encounter. We believe that every child can learn and achieve at the highest levels when pushed to their potential. We hold to the ideal that if you can Dream It, and Believe It, then you can Achieve It! We are committed to ensure that every student has access to opportunities for greatness. We understand that the greatest lessons in life are often learned only after hard work and struggle. At UHS we embrace that challenge without fear or regrets. We work to find joy in the journey knowing that everyday OUR actions help shape the future of society. Robert Kennedy said "The future is not a gift, it is an achievement"

Umatilla High School is committed to developing students for greatness. It is our mission to provide world class opportunities that allow students to thrive in a world not yet imagined.

Our Core values are: We believe it is our purpose to inspire and equip students to achieve greatness. Greatness at UHS is defined not solely by ones achievements but rather the effort put into the journey. Our goal is to prepare students to face any challenge life can throw their way without fear of failure or regrets. At UHS we believe that if you can Dream it, and Believe it, then you can Achieve it! We expect every staff and student to be...

Confident: Working with information and Ideas- their own and those of others

Responsible: Responsible for themselves, and respectful of others

Reflective: Evaluating the effort given and looking for ways to improve

Innovative: Thinking outside of the box to solve any problem

Engaged: Intellectually and socially, ready to make a difference

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

All Staff members are responsible for the above statements.

## 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	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
<b>Total:</b>			<b>\$0.00</b>