

Lake County Schools

# Umatilla High School



## 2022-23 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: 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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2021-22 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>	2021-22: B (54%) 2018-19: C (45%) 2017-18: C (48%)
<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>	ATSI

\* 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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# 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>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">99%</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;">24%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B	C	C	C

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## 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Frazier, Brent	Principal	
Archer, Rachel	Teacher, ESE	
Camp, Theresa	Assistant Principal	
Campbell, Donna	Graduation Coach	
Royal, Kim	Teacher, K-12	

### Demographic Information

**Principal start date**

Thursday 7/1/2021, Brent Frazier

**Number of teachers with a 2022 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 2022 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.*

4

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

46

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

875

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

4

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

13

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	275	248	209	145	877
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	52	58	42	195
One or more suspensions	0	0	0	0	0	0	0	0	0	14	11	4	5	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	29	20	9	58
Course failure in Math	0	0	0	0	0	0	0	0	0	0	20	19	1	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	72	70	65	30	237
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	36	0	0	0	36
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	72	70	65	30	237

**Using the table above, complete the table below with the number of students by current grade level who have 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	155	123	157	144	579

**Using current year data, complete the table below with the number of students identified as being "retained.":**

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	41	27	28	16	112
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	2	0	3	8

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

Thursday 8/11/2022



**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	244	222	180	181	827
Attendance below 90 percent	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	20	9	11	5	45
Course failure in ELA	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	18	49	31	22	120
Level 1 on 2019 statewide FSA ELA assessment	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	56	91	19	22	188
Number of students with a substantial reading deficiency	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	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	30	34	23	27	114
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	3	0	8

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

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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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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	30	34	23	27	114
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	3	0	8

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	45%	51%				42%	50%	56%
ELA Learning Gains	45%						43%	46%	51%
ELA Lowest 25th Percentile	36%						30%	33%	42%
Math Achievement	45%	33%	38%				27%	44%	51%
Math Learning Gains	48%						28%	45%	48%
Math Lowest 25th Percentile	56%						27%	36%	45%
Science Achievement	76%	38%	40%				49%	68%	68%
Social Studies Achievement	59%	41%	48%				59%	69%	73%

**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

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
2022					
2019	49%	66%	-17%	67%	-18%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	67%	-7%	70%	-10%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	52%	-32%	61%	-41%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	49%	-21%	57%	-29%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	13	28	32	34	34	46	58	37		70	12
ELL	18	27									
BLK	9	30		25	20						
HSP	36	43	31	39	49	79	73	71		90	47
MUL	75	67									
WHT	41	46	39	45	49	52	74	59		89	51
FRL	37	47	31	41	46	53	78	59		87	44
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
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

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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%	0

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

Students who are in the lower quartile for ELA in 9th and 10th grade are not performing as well as Math. Also, students with disabilities are consistently not performing up to school, district, or state averages.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

ELA Proficiency; ELA Lower Quartile Growth; Math Proficiency; and all areas with students with disabilities need 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?**

Consistent engagement by our students especially those with disabilities is needed. We are changing Intensive Reading in 9th and 10th grade to Beyond the Book. Better monitoring and more timely intervention by our ESE VE teachers is needed to improve student learning.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

We showed huge improvement in all areas!!!!

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

New Staff; Addition of MAVID class for Math Lower Quartile; Use of Bulldog time to provide real time intervention during the school day.

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

We need to increase the acceleration opportunities that will be available through Bulldog Time.

**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.**

Teachers will have ongoing training with the new BEST standards; New textbook training for all Math teachers. Ongoing 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 have increased the amount of time designated for Bulldog Time from 30 minutes to 40 minutes; Friday's will be used for Acceleration opportunities during Bulldog time.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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.

**Measurable**

**Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

UHS will improve its Math Proficiency rate from 45% to 50% as shown on EOC results.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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.

**Person responsible for monitoring outcome:**

Brent Frazier (frazierb@lake.k12.fl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Utilizing data through common assessments to drive instruction including reteaching opportunities for mastery.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 from 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:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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, Dual Enrollment, or Industry Certification.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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%. We will also increase our graduation rate from 89% to 96%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

We will monitor closely student enrollment in AP, AICE, Dual 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:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

We will utilize common assessments and the PLC process to closely monitor student performance in AP, AICE, Dual 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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor and encourage student enrollment among students with disabilities in AP, AICE, Dual 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.
5. Add additional recognition for the academic achievements of the senior class.

**Person Responsible** [no one identified]

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

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

UHS will increase the overall school grade for a 54%/B to a 58%/B as shown by the 2022-2023 school grade calculations.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will participate in professional development around the PLC process and utilizing the instructional framework from the district.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

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.

**selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.
5. Purchase curriculum and provide training for a student mentorship program.

**Person Responsible** Theresa Camp (campt@lake.k12.fl.us)

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

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We will improve the ESSA subgroup data from the current 51% to 55% according to subgroup data released by the state for the 2022-2023 school year.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

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

**Person responsible for monitoring outcome:**

Theresa Camp (campt@lake.k12.fl.us)

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Train staff/students on Flextime manager.
2. Create time in bell schedule for Bulldog time three 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.
6. Provide additional attempts on the SAT/ACT for students in need.

**Person Responsible**

Brent Frazier (frazierb@lake.k12.fl.us)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

#### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2: Measureable Outcome(s)

n/a

#### Grades 3-5: Measureable Outcome(s)

n/a

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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n/a

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 school culture and environment.

All students, staff, parents, and community leaders share the responsibility for promoting our school culture and maintaining a positive environment.