Umatilla High School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Umatilla High School

320 N TROWELL AVE, Umatilla, FL 32784

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

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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	
Dickson, Donald	Instructional Coach	
Campbell, Donna	Graduation Coach	
Todd, Renee	Teacher, K-12	
Rogers, Tonya	Assistant Principal	
Nash, Benjamin	Teacher, K-12	
Weber, Glenda	Reading Coach	
Tyrell, Kimberly	Teacher, K-12	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All Stakeholders in the school leadership team are a part of the development of the SIP. Input of all stakeholders is gathered and evaluated by the school leadership team. The input is gathered using

surveys and a variety of other methods is to determine priority focus areas. Once the focus areas are identified the leadership team develops the action steps to be implemented.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each action step will be monitored by a member of the leadership team. Regular meetings will be held to discuss progress and steps needed to achieve the said goal. Data will be regularly monitored and used to drive interventions or adjustments.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	24%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	58
Course failure in Math	0	0	0	0	0	0	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	237
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	237

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	579

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	112
Students retained two or more times	0	0	0	0	0	0	0	0	0	8

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	45	50	40	45	51	30		
ELA Learning Gains				45			27		
ELA Lowest 25th Percentile				36			21		
Math Achievement*	53	40	38	45	33	38	24		
Math Learning Gains				48			12		
Math Lowest 25th Percentile				56			13		
Science Achievement*	59	62	64	76	38	40	42		
Social Studies Achievement*	62	62	66	59	41	48	62		
Middle School Acceleration					38	44			
Graduation Rate	93	90	89	89	59	61	91		
College and Career Acceleration	65	61	65	49	64	67	53		
ELP Progress		56	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	89

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	39	Yes	2	
AMI				
ASN				
BLK	35	Yes	2	
HSP	65			
MUL	71			
PAC				
WHT	63			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL	23	Yes	1	1
AMI				
ASN				
BLK	21	Yes	1	1
HSP	56			
MUL	71			
PAC				
WHT	55			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			53			59	62		93	65	
SWD	17			34			41	39		38	6	
ELL	10			67							2	
AMI												
ASN												
BLK	26			44			36				3	
HSP	40			55			62	59		82	6	
MUL	71										1	
PAC												
WHT	46			53			60	60		64	6	
FRL	39			47			55	58		60	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	45	36	45	48	56	76	59		89	49	
SWD	13	28	32	34	34	46	58	37		70	12	
ELL	18	27										
AMI												
ASN												
BLK	9	30		25	20							
HSP	36	43	31	39	49	79	73	71		90	47	
MUL	75	67										
PAC												
WHT	41	46	39	45	49	52	74	59		89	51	
FRL	37	47	31	41	46	53	78	59		87	44	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	27	21	24	12	13	42	62		91	53	
SWD	22	24	17	15	14	13	26	53		81	45	
ELL	0	18		0	17							
AMI												
ASN												
BLK												
HSP	27	27	18	18	14	15	30	52		96	56	
MUL	70											
PAC												
WHT	29	27	23	24	11	9	43	63		89	56	
FRL	25	25	26	21	14	11	42	66		87	44	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	50%	44%	6%	50%	0%
09	2023 - Spring	39%	44%	-5%	48%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	51%	-7%	50%	-6%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	49%	8%	48%	9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	60%	-4%	63%	-7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	60%	1%	63%	-2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

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.

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

Biology Proficiency showed the largest decline. We had new staff teaching Biology. The new staff were new to teaching and new to the course content.

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

ELA proficiency had the largest gap from the state average. Our male students performed considerably lower than our female students. A lack of interesting reading materials and a low student engagement are the contributing factors that led to this gap.

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

Math Proficiency showed the largest increase. We added additional MAVID classes to help students master concepts that they were struggling with during the school day.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

ELA proficiency an students with excessive attendance are two areas of concern.

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

1. ELA lower quartile gains
2. Math lower quartile gains
3. SWD performance
4. Biology proficiency
5. Acceleration opportunities

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

Currently only 12% 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 form 12% to 50%. We will also increase our graduation rate from 93% to 95%.

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:

Tonya Rogers (rogerst@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and IXL 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.

6. Use Bulldog time to provide enrichment activities associated with electives such as Art, Culinary, and Agriculture.

7. Increase science elective opportunities by adding forensic science and anatomy and physiology where students will be engaged in hands on activities.

Person Responsible: Tonya Rogers (rogerst@lake.k12.fl.us)

By When: End of the year

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 53% to 56% 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 form outside tutors during class.

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

By When: End of the Year

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 in 21-22 to a 60%/B as shown by the 2023-2024 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collective teacher efficacy or the belief that our actions together as a school will improve student outcomes is by fair 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

By When: End of the Year

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 for ELA lower quartile gains from 31% in the 21-22 school year to 55% in the 23-24 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 EOC results.

Person responsible for monitoring outcome:

Glenda Weber (weberg@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Work with Powerhouse through Beyond the Book classes to bring in outside trainers to help students identify and relate content learned to career opportunities.

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

By When: Ongoing throughout the year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Feedback from all stakeholders is solicited prior to making decisions regarding the used of allocated resources. Parent, staff, and student surveys are sent out to help identify areas of need. Data is used as the primary source to identify areas of concern. Data from previous and historically trends is analyzed and suggestions are made from all stakeholders.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Copies of the SIP and UniSIG budget will be disseminated to stakeholders via a link on the school's website and social media platforms (Facebook and Twitter). Copies will be placed in the front office, parent resource center, public libraries and disseminated during the Title I Annual meeting. To ensure goals are met, components of the SIP will be reviewed at monthly scheduled SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Umatilla High School is committed to high levels of communication. We are committed to building positive relationships with all stakeholders by partnering with parents and local businesses to provide opportunities and experiences for our students. Business owners and local professionals frequently work with our students to help them identify potential career pathways. We utilize all available communication types to convey key information to all stakeholders. The family engagement plan is available on the school website at www.uhs.lake.k12.fl.us.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We utilize Bulldog time which is a student choice period offered three times per week as time for acceleration and enrichment activities. Bulldog time is held on Tuesday, Thursday, and Friday for forty minutes. Students use a program called Flextime manager to see what is available and make the choice that is appropriate for them.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination with parents, community partners, staff and students. To gather input, we will send an end of the year survey to parents, community partners, staff, and students. Stakeholders also give input during SAC meetings and parent events held at the school.
Suggestion: Have your Title I budget handy to answer #3 with specifics based on the decisions you made about using Title I funds based on your school's individual performance data.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

UHS has a mental heath specialist who meets with students on a regular basis. Every year she coordinates and supervises the implementation of the mandatory mental health training that is held throughout the year for all students and staff. In addition to mental health we also have a student ambassador program called Believing in U. This program provides a upperclassman as a mentor for every 9th grade student. The mentors check in daily with their mentees to provide a point of contact to help with the transition to high school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

UHS offers many CTE programs and our counselors work diligently to identify student interest and ensure that they have a pathway to earn industry certifications.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

UHS using restorative practices to address and prevent behavior problems. RTI for behavior is also used that includes many aspects depending on the behavior being shown. PASS is also available to students who need additional behavior modification.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

District PD days are available three times a year and training is provided on a variety of topics identified by the school leadership team for instructional personal. In the summer teachers and staff have the opportunity to attend a variety of trainings based on need.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No