Umatilla Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

https://uel.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.

Mission Statement:
The Mission of Umatilla Elementary School is to help every child, every day, achieve success by providing high levels of learning for ALL students in a safe learning environment.

Provide the school's vision statement.

Vision Statement:
Our vision at Umatilla Elementary School is to ensure success for all students through inclusivity and equitable access to all learning experiences. We will make decisions based on the best interest of the students, provide a culture focused on collaborative learning, and actively engage the community's diverse perspectives to support our school.
Collective Commitments:
1. We will provide a welcoming and safe learning environment for ALL.
2. We will provide an equitable, rigorous, and developmentally appropriate curriculum, which addresses individual student needs focused on academic growth, based on best practices.
3. We will collaborate and support each other in developing instructional strategies ensuring effective interventions and designing methods of assessments.
4. We will communicate with parents and the community on issues affecting the education of their students. We will encourage the parents to actively participate in a partnership with the school.

School Leadership Team, 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
Gagnon, William	Assistant Principal	Helps the principal implement the school's vision, ensures high standards and rigorous learning goals are implemented in the classrooms. Builds and nurtures relationships with parents and the community. Handles and documents discipline issues, makes fair decisions, and informs parents when necessary.
Dwyer, Dianne	Principal	Establishes a school wide vision of commitment to high standards and the success of all students. Ensures teachers' and students' performance aligns with district policies and procedures. Supports and encourages continual professional learning to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Looks for ways to improve students' experiences at school by implementing and evaluating programs within our school (ie. Wit and Wisdom and Fundations). Builds and nurtures relationships with parents and the community. Ensures our teachers know what is expected when it comes to student discipline, handles student discipline, makes fair decisions, and informs parents when necessary.
Caldwell, Susan	Other	Provides guidance on the K-12 ELA plan, facilitates and supports data collection; assists in data analysis; encourages and supports teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction; provides professional learning based on data results; facilitates i-Ready Reading; supports the implementation of the Multi-Tiered System Support (MTSS).
Vroman, Loretta	Instructional Media	Provides and maintains a comprehensive and culturally diverse collection of books, magazines, AV materials, and electronic resources that support and enhance the school curricula; teaches research skills using a variety of references, literature appreciation and genres, media literacy, online search strategies and other library skills; maintains and services an inventory of audio-visual equipment, computers, and software for the school; instructs and assists teachers in a variety of teaching methods, resources and advanced technologies; inspires a love of reading and learning; operates and organizes a variety of software programs, such as i-Ready and other networked programs; sponsors book fairs, author days, and storytelling events; works with students, teachers, parents, curriculum resource teacher, reading coach, and administrators to facilitate reading incentive programs, evaluate programs and computer-based instruction and research activities.
McKinnie, Jessica	School Counselor	Maintains communication, knowledge of student progress toward established goals, and provides professional counseling services; supports and monitors student progress through MTSS;

Name	Position Title	Job Duties and Responsibilities
		provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students.
Six, Alice	Staffing Specialist	Ms. Six serves as the ESE Specialist. She serves as Local Education Agent at staffings and Individual Education Plan (IEP) meetings; conducts staff development activities designed to ensure appropriate education for all students with disabilities; facilitates team meetings focusing on the accomplishment of the reading and math standards. She assists the principal in managing all ESE functions within the school and ensures compliance in all areas of ESE.
Sellers, Sandra	Other	Provides a supervised and structured environment for students assigned to the in-school suspension program, working with classroom teachers to coordinate the academic activities of assigned students and support students in completing the assigned work along with the implementation of social, emotional learning, behavioral and academic support.

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.

The stakeholder involvement and SIP development includes SAC members, business partnerships and community leaders, PTA members, faculty/staff, and families. Each group is presented with a survey and voting ballot to determine what the school needs to improve student achievement.

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))

In order to ensure continuous improvement for all students, the SIP will be regularly monitored and updated through the student data analysis, the MTSS process and the PLC's.

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)	Elementary School PK-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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: B 2018-19: B 2017-18: B
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	39	40	24	21	31	22	0	0	0	177
One or more suspensions	5	3	11	3	15	0	0	0	0	37
Course failure in English Language Arts (ELA)	8	4	20	4	10	1	0	0	0	47
Course failure in Math	4	0	8	3	12	2	0	0	0	29
Level 1 on statewide ELA assessment	0	20	28	31	35	17	0	0	0	131
Level 1 on statewide Math assessment	0	12	24	34	37	22	0	0	0	129
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	22	31	35	17	0	0	0	119

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	4	23	42	68	42	0	0	0	179

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	1	0	1	2	1	0	0	0	0	5
Students retained two or more times	1	4	3	6	12	7	0	0	0	33

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	25	14	12	16	13	10	0	0	0	90
One or more suspensions	1	1	0	4	1	0	0	0	0	7
Course failure in ELA	14	22	22	28	25	10	0	0	0	121
Course failure in Math	11	9	10	22	19	9	0	0	0	80
Level 1 on statewide ELA assessment	0	0	0	32	24	14	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	23	19	27	0	0	0	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	3	10	23	19	27	0	0	0	89

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	1	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	25	14	12	16	13	10	0	0	0	90
One or more suspensions	1	1	0	4	1	0	0	0	0	7
Course failure in ELA	14	22	22	28	25	10	0	0	0	121
Course failure in Math	11	9	10	22	19	9	0	0	0	80
Level 1 on statewide ELA assessment	0	0	0	32	24	14	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	23	19	27	0	0	0	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	3	10	23	19	27	0	0	0	89

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	1	1	0	0	0	0	0	2
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*	44	47	53	55	50	56	56		
ELA Learning Gains				63			72		
ELA Lowest 25th Percentile				62			63		
Math Achievement*	49	55	59	61	46	50	61		
Math Learning Gains				65			83		
Math Lowest 25th Percentile				58			81		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	68	52	54	52	52	59	59		
Social Studies Achievement*					52	64			
Middle School Acceleration					42	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	69	61	59	45			43		

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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	268
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

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	14	Yes	4	1
ELL	44			
AMI				
ASN				
BLK	20	Yes	1	1
HSP	47			
MUL	27	Yes	2	1
PAC				
WHT	54			
FRL	45			

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	54			
AMI				
ASN				
BLK	46			
HSP	61			
MUL	32	Yes	1	
PAC				
WHT	62			
FRL	50			

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	44			49			68					69
SWD	11			18			27				4	
ELL	27			47			67				5	69
AMI												
ASN												
BLK	10			30							2	
HSP	37			46			59				5	68
MUL	27			27							2	
PAC												
WHT	48			52			76				4	
FRL	33			38			59				5	68

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	55	63	62	61	65	58	52					45
SWD	26	47	47	31	47	40	14					
ELL	43	68		54	71		42					45
AMI												
ASN												
BLK	64			27								
HSP	51	76	64	51	73	71	57					48
MUL	27			36								
PAC												
WHT	57	61	68	67	67	61	54					
FRL	43	59	64	47	54	50	45					39

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	56	72	63	61	83	81	59					43
SWD	26	54	60	43	79		43					
ELL	40			41								43

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
AMI												
ASN												
BLK	27			45								
HSP	48			40								43
MUL	8			20								
PAC												
WHT	64	78	75	69	88	82	63					
FRL	50	70	54	50	78	73	51					38

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
05	2023 - Spring	58%	52%	6%	54%	4%
04	2023 - Spring	44%	54%	-10%	58%	-14%
03	2023 - Spring	34%	50%	-16%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	62%	-15%	59%	-12%
04	2023 - Spring	51%	59%	-8%	61%	-10%
05	2023 - Spring	57%	55%	2%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	52%	13%	51%	14%

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.

According to the PM3 Progress Monitoring Assessment, the Third Grade ELA performance score was below the 50th percentile. Contributing factors are phonemic mastery and a lack of fluency which impedes comprehension ability. Our students with disabilities SWD did not make sufficient reading gains.

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

The data components used to demonstrate the greatest need was the FSA ELA pass percentage declined from 47% to 34%. According the 2022-23 data, contributing factors included learning gaps created by COVID absences, the lack of family support and students non fluent in the English language as well as general student absences. The steps needed are targeted small group intervention and utilizing the PLC process to improve instruction.

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.

3rd Grade as a whole had the most significant gap in reading, scoring 34% which is 16 points less than the sate average of 50%, and math, scoring 47% which is 12 points less than the state average of 59%. Subgroups that scored significantly lower than the state were SWD with 43%in ELA and 47% in Math, Multiracial with 27% in ELA and 36% in Math, and ELL with 43% in ELA.

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

The data component that showed the most improvement was our 5th grade Math component showed the most improvement. they scored 4% higher than the state with 54% in ELA, 2% higher than the state in Math with 57% and 14% higher than the state in Science with 65%. Utilizing Reading Interventions, Number Talks and Science Boot Camp contributed to this growth.

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

Our biggest concern based on the EWS data, would be the number of ELL, SWD and Multiracial students that scored below proficiency in Math and Reading.

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

Our focus areas for the 2023-2024 school year are as follows: 1. Increasing the proficiency of all of our level 1 students.2. Increase the level of proficiency of our ELL students. 3. Increasing the level of proficiency of our students with disabilities. 4. Increase proficiency level of Multiracial students. 5. We will implement our in-school tutor to increase the number of specific small group interventions.

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

#1. Positive Culture and Environment specifically relating to Other

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.

School culture was identified as a critical area of focus due to the socioeconomic demographics of our school population. The social and emotional learning is important to help students transition from this stress to the classroom environment. This area of focus will improve learning and success by ensuring students are engaged in interactive lessons utilizing technology and software to receive necessary instruction. We are identifying student leaders through the school safety patrols and K Kids to mentor students with failing grades through character building, Sanford Harmony lessons and Restorative Practices. Mentor teachers have been identified by their leadership skills and positive encouraging attitudes to assist with the aforementioned programs.

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

By focusing on this area, we expect to reduce the number of students who must attend in/out of school suspension due to emotional behaviors. By doing this, students will have more in class academic instructional time. Thus reducing the percentage of students falling into the EWS.

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

Teachers will implement daily restorative practices to provide and environment for students that is positive and safe for all students. By providing this type of environment, students become risk takers and more collaborative with their peers. By monitoring the progress on ongoing assessments as well as the number of students sent to in-school suspension.

Person responsible for monitoring outcome:

Jessica McKinnie (mckinniej@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.)

Restorative practices and Social and Emotional lessons using Sanford Harmony curriculum.

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

Based on the number of students that were having emotional instances during the school day and missing out on critical classroom instruction, this intervention gives students a way to communicate and express themselves in a positive manner.

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?

Yes

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.

Schedule collaborative planning with grade levels.

Person Responsible: Susan Caldwell (caldwells@lake.k12.fl.us)

By When: Teachers begin their collaborative plan during the summer prior to the school year. Teachers then meet weekly though out the school year.

#2. 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.

Our students with disabilities and ELL students did not meet grade level proficiency. We will be implementing an in-school daily tutor to work with these students in small groups to target their areas of need.

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

Students with disabilities raise their proficiency percentage to 40% and ELL students will raise their proficiency percentage to 50%, as they all move closer to meeting grade level proficiency on the final FAST PM 3 Assessment.

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

This area of focus will be monitored through data analysis and comparisons of academic performance on PM 1 and PM 2.

Person responsible for monitoring outcome:

Susan Caldwell (caldwells@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.)

The in-school Academic Tutor will focus evidence-based interventions within small groups as designated by the classroom teacher based on student performance and Progress Monitoring PM 1 and PM 2 data.

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

Our SWD students and ELL students need extra one-one help in order to meet grade level proficiency. The in-school Academic Tutor provides these students an opportunity to receive individualized help and specific interventions in order to remediate and fill in learning gaps.

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?

Yes

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. Identify students with SWD and ELL students
2. Collaborate with Teachers and Tutor to determine groups based on academic need.
3.Attend RTI@ Work Conference to acquire more background on developing interventions and improving the core to raise the level of proficiency.
Assign school day tutor to target specific skill remediation to close gaps for proficiency.

Person Responsible: Dianne Dwyer (dwyerd@lake.k12.fl.us)

By When: PM 3 Testing Period

#3. Instructional Practice specifically relating to Professional Learning Communities

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.

We noted that there was a high percentage of 3rd, 4th and 5th grade students not meeting grade level proficiency. Due to this data and the need to target specific skills, teachers will be trained through the PLC process on how to identify students with low performance levels.

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

The measurable outcome will be an increase in the percentage of students achieving proficiency level.

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

Through the PLC process this area of focus will be monitored by the grade level teachers and specific teams. These PLC groups will collaborate with one another to collectively determine if students are showing progress.

Person responsible for monitoring outcome:

Dianne Dwyer (dwyerd@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.)

Through the use of the PLC process teachers will identify the essential standards and target instruction towards skills that students lack proficiency.

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

The PLC lends itself to identifying what students need to learn, how will you know if they've learned it, and what will you do to reteach if they did not understand, how do you excel students that already know it? These guiding questions will help teachers to determine which students lack academic skills needed for proficiency.

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?

Yes

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.

Send teachers to PLC Conference Professional Development and Training.
Meet with Grade Level PLC Teams weekly.
Determine essential standards.
Plan Common Lessons and Assessments
Analyze data.
Use digital technology to make lessons more interactive and increase student engagement.

Person Responsible: Dianne Dwyer (dwyerd@lake.k12.fl.us)

By When: The summer proceeding the school year and weekly through out the school 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).

The process for reviewing funding allocations is to collaborate as leadership, preview it with the stakeholders and hold a vote by the SAC. Monthly leadership meets to review the needs and identify focus groups that should be targeted based on the current data.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Based on 2022-23 end of year screening, progress monitoring, and i-Ready data in grades K-2 were not on track to score Level 3 or above on the statewide, standardized ELA assessment. Kindergarten scored in the 50th percentile. First Grade STAR the students scored in the lower 10th percentile with 45% proficient, Second Grade scored in the lower 8th percentile with 38% proficient. Star Scores for K were proficient.

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

According to the PM3 Progress Monitoring Assessment, the Third Grade ELA performance score was below the 50th percentile. 34% of our Third Grade, 44% of 4th grade and 58% of 5th grade scored proficient on PM 3 Progress Monitoring. Contributing factors are phonemic mastery and a lack of fluency which impedes comprehension ability. Scoring 36% of our students with disabilities SWD did not make sufficient reading gains. This area of focus will improve learning by ensuring increased percentage of grades 3-5 on reading proficiency.

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 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 Measurable Outcomes

Our students with disabilities did not meet grade level proficiency. We will be implementing an in-school daily tutor to work with these students in small groups to target their areas of need.

Grades 3-5 Measurable Outcomes

By focusing on this area, we expect students with disabilities in our 3rd through 5th grades, will meet grade level proficiency on the final FAST PM 3 Assessment.

Monitoring

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 impact student achievement outcomes.

This area of focus will be monitored through data analysis and comparisons of academic performance on PM 1 and PM 2. Monitoring will also take place through the school-wide MTSS progress monitoring data, and Targeted Intervention and Enrichment block (TIE) time.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Dwyer, Dianne, dwyerd@lake.k12.fl.us

Evidence-based Practices/Programs

Description:
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. §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?

Grades K-3 are implementing and focusing evidence-based practices/programs through Fundations curriculum provided through the district. These practices/programs align to the B.E.S.T. ELA Standards. Grades K-5 are continuing to implement ELA Wit and Wisdom provided through the district. Wit and Wisdom is aligned to B.E.S.T. ELA Standards. These reading programs align with the district's K-12 Comprehensive Evidence based Reading Plan. Grades K-5 are implementing the i-Ready computer based ELA reading instruction programs. i-Ready is provided through the district and aligns with the B.E.S.T. ELA Standards and the district's K-12 Comprehensive Evidenced based Reading Plan.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The district has selected the i-Ready, Fundations and Wit and Wisdom ELA practices/programs. These programs align with the B.E.S.T. ELA Standards and have proven to be effective for the targeted population. "Fundations incorporates the principals of instruction that are identified by research as effective in increasing achievement for all students, whether struggling, accelerated, or English language learners."

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
Implementation and commitment to the PLC process for all teachers and leadership team. Ongoing PD to improve and embed the PLC process.	Dwyer, Dianne, dwyerd@lake.k12.fl.us
Grade levels will meet weekly to work collaboratively and set clear goals for all of their students. They will review and assess student work within their grade level team and determine systematic interventions. they will make sure struggling students are identified and provide support and ensure that these students receive additional time when needed. Teachers will review and analyze the results of their strategies on student performance. They will determine and implement common assessments for the students. Mrs. Emerick will participate in these meetings for guidance.	Caldwell, Susan, caldwells@lake.k12.fl.us
The Literacy Coach will provide classroom support as needed and keep teachers abreast of B.E.S.T practices along with available Professional learning opportunities and resources.	Caldwell, Susan, caldwells@lake.k12.fl.us
Literacy Leadership will be encouraged throughout the school community including the Media Specialist, Music, STEAM, Physical Education and Agriculture Program.	Dwyer, Dianne, dwyerd@lake.k12.fl.us
The principal will attend the RTI at Work Conference. The information will be disseminated through Professional Development and the ongoing MTSS process.	Dwyer, Dianne, dwyerd@lake.k12.fl.us

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.

The plan for dissemination is to send the information electronically and provide a publicized meeting for stakeholders to attend and provide feedback. Finally it is previewed and discussed at SAC and then a vote is held. All information is shared through weekly emails and phone calls. We hold several events and conference nights to disseminate information.

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))

The Mission of Umatilla Elementary School is to help every child, every day, achieve success by providing high levels of learning for ALL students in a safe learning environment. We will

engage families through Science Family Night, Donuts for Grownups, Literacy Week, Family Picnics, Chorus programs and Conference Nights. The Family Engagement Plan is provided on the website https://uel.lake.k12.fl.us/our-school/title-1 . Parents can track student progress in FOCUS and teachers hold a minimum of two parents conference each year. Progress reports are distributed quarterly.

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))

Our school has invested in a daytime tutor to provide intervention for students below proficiency. We have adjusted the master schedule to improve the use if time in an effort increase instructional minutes. We have embedded an intervention time into the master schedule to provide an opportunity to reteach and reassess skills.

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))

The plan is developed in coordination with parents, community partners, staff and students to gather input, we will send an end of year survey to parents, community partners, staff and students. Stakeholders also give input during SAC meetings and parent events held at the school.

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))

Our MHL provides monthly character development along with skills for dealing with social emotional issues. Our counselor holds small groups to address students with emotional turmoil due to outside forces.

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))

Our Steam Class prepares students for postsecondary opportunities by teaching CAD skills while building and launching rockets. We also provide an agriculture program that provides skills for secondary and post secondary opportunities.

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).

Our school provides a discipline ladder and PBIS to address behavior concerns. Students earn rewards for making the right choices and this allows then to remain in class an prevent the loss of instructional minutes, Students who need more one on one to recover from behavior issues will continue their learning in PASS so as to limit the number o f minutes they will be out of school.

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))

Teachers have attended a PBIS and Restorative Practices training. They have attended PD for building relationships to motivate students.

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))

We have pre-school children visit and tour the school by providing Kindergarten Round Up night and tours with private centers in the area.

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: Positive Culture and Environment: Other**				**$0.00**
2	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	7550	0561 - Umatilla Elementary School	Title, I Part A		$0.00
			Notes: Title 1 Tutor and ESE Funded Tutor for In school intervention time			
3	III.B.	**Area of Focus: Instructional Practice: Professional Learning Communities**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0561 - Umatilla Elementary School			$0.00
			Notes: Attend PLC Conference. Purchase technology to increase student engagement.			
					Total:	**$0.00**

Budget Approval

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

Yes