Umatilla Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Umatilla Middle School

305 E LAKE ST, Umatilla, FL 32784

https://ums.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.

It is the mission of Umatilla Middle School that all students will grow and learn to become life long learners in a positive atmosphere where faculty, staff, parents, and students are enthusiastic about the teaching and learning process utilizing data-driven instruction and research-based materials and programs.

Provide the school's vision statement.

Umatilla Middle School strives to empower all students to be college and career ready by providing a positive, safe, and supportive community.

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
Pyatt, Andrea	Principal	Ms. Pyatt is responsible for coordinating and managing all middle school campus and academic activities. Ms. Pyatt works to develop, administer, and monitor all educational programs, optimize academic opportunities, and promote the safe and successful development of all students. Additionally, she enforces and ensures academic integrity, all facets of compliance, and fosters achievement of academic objectives through instructional programs in part with District Leadership and the School Board goals, initiatives, polices and practices.
Fielder, Amanda	Assistant Principal	Ms. Fielder assists in the administration, coordination and management of all middle school campus and academic activities. Ms. Fielder assists the Principal with the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting the safe and successful development of each student. Additionally, Ms. Fielder assists the Principal with enforcing academic integrity, all facets of compliance, and supports the achievement of academic objectives through instructional programs in part with District Leadership and School Board goals, initiatives, policies and procedures.
Feld, Charles	Assistant Principal	Mr. Feld assists in the administration, coordination and management of all middle school campus and academic activities. Mr. Feld assists the Principal with the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting the safe and successful development of each student. Additionally, Mr. Feld assists the Principal with enforcing academic integrity, all facets of compliance, and supports the achievement of academic objectives through instructional programs in part with District Leadership and School Board goals, initiatives, policies and procedures.
Avramidis, Laura	Teacher, ESE	Ms. Avramidis is responsible for the coordination of the educational placement and appropriate services for students with disabilities. She works with closely with the administrative team and all teachers assigned to service our students with disabilities.
Yates , Jeffrey	Dean	The Dean position serves the school by designing and maintaining a proper reward and consequence system that pertains to discipline. Mr. Yates serves as the lead for PBIS and supports our lower quartile students in a variety of capacities.
Noland, Patsy	School Counselor	Ms. Noland's responsibilities include advocating for students to reach their educational goals. Ms. Noland facilitates student entrance into the educational system and establishes a suitable course of academics based on identified goals and abilities of each individual student.
Howard, David	Teacher, Career/ Technical	Mr. Howard serves in an educator capacity through course delivery, appropriate assessment, administration of tests that include identified

Name	Position Title	Job Duties and Responsibilities
		industry certification exams and the tabulation and submission of students' final course grades.
McLaughlin, Kerry	Teacher, K-12	Ms. McLaughlin serves in an educator capacity where she provides instruction and guidance of students in the Math classrooms. She is responsible for adhering to established curriculum standards for her designated courses and complying with instructional guidelines as outlined by the School District.
Logan, Emily	Teacher, K-12	Ms. Logan serves in an educator capacity where she provides instruction and guidance of students in the Science classrooms. She is responsible for adhering to established curriculum standards for her designated courses and complying with instructional guidelines as outlined by the School District.
Kiefer, Suzanne	Administrative Support	Ms. Kiefer provides administrative support to School Administration.
Crangle, Lisa	Reading Coach	Ms. Crangle is responsible for student achievement in the area of Literacy. She assists in the facilitation and implementation of K-12 authentic literacy instruction across all content areas at our school.

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 process for involving stakeholders in the development of the School Improvement Plan has many facets. The input of the school leadership team, teachers, staff, parents, students, families, and business and community leaders has a great impact on the overall growth of the school. The involvement of all stakeholders is crucial to the development, implementation and overall success of the School Improvement Plan for Umatilla Middle.

At Umatilla Middle School, the leadership team meets regularly to address the needs of the school. Our district and our school utilizes survey data to determine areas of need and improvement. This survey data is analyzed and reported to all stakeholders. Additionally, state progress monitoring data and the most recent summative FAST Testing data is also used to plan, and to narrow our focus. Our focus may be broad within specific academic areas such as ELA and Math but narrow within subgroups in order to close achievement gaps. Our state assessment data is disaggregated by our leadership team in order to communicate effectively where we are as a school and where are targets are for ELA, Math and our subgroups. This information was reviewed by all stakeholders which included our leadership team, teachers, our School Advisory Council, our Student Government Association and our parents. Our School Advisory Council is made up of parents, students, teachers, administration and community partners. Our Student Government Association is made up of students in grades 6, 7, and 8.

As a school, we communicate all of our information and allow for collaborative feedback and input

through our scheduled meeting times and data chats. The Principal and administration conducted data chats with teachers who then conducted data chats with students. Administration also presented information to our SAC and SGA in order to gain feedback and input on needs of the school, focus areas surrounding academic indicators and school-wide behavioral expectations. Through this gathering of information with a focus on what is best for our students, our leadership team was able to put a School Improvement Plan in place with goals and strategies that will allow our students to succeed and all of us to be Great by Choice!

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))

The School Improvement Plan for Umatilla Middle School will be regularly monitored for effective implementation. It will be reviewed to ensure that we are working to increase the achievement of our students as they meet the State's academic standards. Our plan will include a focus on those students with the greatest achievement gap. We will revise the plan as necessary to continuously improve as expected by all of our stakeholders.

The goals of the School Improvement Plan will be reviewed weekly in our Leadership Meetings to ensure the team is staying focused on our plan. The goals will be reviewed and the action steps that are in place to meet those goals will be addressed through discussion and evidence. The state has put in place Progress Monitoring testing and the data that is generated from testing will be utilized to measure effective implementation of our work. Additionally, administration will be pushing into collaborative planning to assist with standards-based instruction, effective high-yield strategies for teaching and learning and overall structured lesson planning. Furthermore, administration is tasked with classroom learning walks to look for effective implementation of the work within our School Improvement Plan.

Through this effective progress monitoring, our leadership team will be able to revise our School Improvement Plan as necessary to meet the needs of our learners. The work will be on-going as continuous improvement is on-going. We will continue our learning with our district teams, learn with one another through the Professional Learning Community Process and learn independently so that our plan continues to be robust and our impact is positive for all of our students.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	25%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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: C 2019-20: B 2018-19: B 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	68	88	89	245
One or more suspensions	0	0	0	0	0	0	28	31	29	88
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	18	1	22
Course failure in Math	0	0	0	0	0	0	1	6	2	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	41	62	139
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	28	24	78
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	97	124	122	343

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	1	3	4

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	79	88	104	271
One or more suspensions	0	0	0	0	0	0	27	37	25	89
Course failure in ELA	0	0	0	0	0	0	1	6	1	8
Course failure in Math	0	0	0	0	0	0	0	3	1	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	24	29	53	106
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	45	28	109
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	91	124	130	345

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

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	79	88	104	271
One or more suspensions	0	0	0	0	0	0	27	37	25	89
Course failure in ELA	0	0	0	0	0	0	1	6	1	8
Course failure in Math	0	0	0	0	0	0	0	3	1	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	24	29	53	106
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	45	28	109
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	91	124	130	345

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

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*	42	43	49	44	45	50	46		
ELA Learning Gains				41			43		
ELA Lowest 25th Percentile				30			29		
Math Achievement*	63	52	56	56	33	36	58		
Math Learning Gains				56			49		
Math Lowest 25th Percentile				55			49		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	45	42	49	50	50	53	48		
Social Studies Achievement*	61	64	68	68	54	58	68		
Middle School Acceleration	74	70	73	72	45	49	70		
Graduation Rate					47	49			
College and Career Acceleration					67	70			
ELP Progress	46	44	40		71	76			

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	9
Percent Tested	98
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	26	Yes	4	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	47			
HSP	46			
MUL	28	Yes	1	1
PAC				
WHT	61			
FRL	52			

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	35	Yes	3	
ELL	45			
AMI				
ASN				
BLK	44			
HSP	49			
MUL	52			
PAC				
WHT	53			
FRL	47			

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	42			63			45	61	74			46
SWD	22			37			20	26			4	
ELL	14			50							3	46
AMI												
ASN												
BLK	43			59			27	60			4	
HSP	29			57			32	47	54		6	55
MUL	12			42				31			3	
PAC												
WHT	46			66			51	66	77		5	
FRL	37			60			42	56	73		6	42

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	44	41	30	56	56	55	50	68	72			
SWD	20	32	23	29	53	53	23	48				
ELL	19	35	42	39	68	64	31	64				
AMI												
ASN												
BLK	40	54		38	43							
HSP	35	45	44	43	62	57	32	74	50			
MUL	43	43		60	60							
PAC												
WHT	46	40	26	60	56	55	53	70	75			
FRL	36	36	31	48	54	49	38	62	67			

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	46	43	29	58	49	49	48	68	70			
SWD	20	24	16	26	46	48	21	46				
ELL	21	32	33	46	36			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	18	7		35	27							
HSP	34	43	36	52	52	45	45	54	47			
MUL	64	55		73	55							
PAC												
WHT	49	45	28	60	50	51	50	69	74			
FRL	37	40	27	45	46	46	36	55	54			

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
07	2023 - Spring	34%	43%	-9%	47%	-13%
08	2023 - Spring	41%	46%	-5%	47%	-6%
06	2023 - Spring	38%	46%	-8%	47%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	55%	8%	54%	9%
07	2023 - Spring	56%	47%	9%	48%	8%
08	2023 - Spring	57%	56%	1%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	44%	1%	44%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	51%	36%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	49%	51%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	67%	-8%	66%	-7%

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.

The data component that showed the lowest performance overall was ELA. This is all grade levels. Even though our students improved from baseline PM1 to summative PM3, our student gains were not as comparable as our district gains and the gains of the state. Additionally, our Grade 7 Civics data did also declined.

Our baseline PM1 data for Grade 6 ELA was 31% with a PM3 ending data point of 38%. This is a 7 point increase for Grade 6. Our district ending data point was at 46% and the state was at 47%. The district overall had an 11 point gain and the state a 9 point gain. Both the district and state had higher gains from baseline to summative than our students. Our baseline PM1 data for Grade 7 ELA was 26% with a PM3 ending data point of 34%. This is a 8 point increase for Grade 7. Our district ending data point was at 43% and the state was at 47%. This district overall had an 11 point gain and the state a 12 point gain. Again, the district and state had higher gains from baseline to summative than our students. For Grade 8, our baseline PM1 data was 27% with a PM3 ending data point of 41%. This is a 14 point increase for Grade 8. Our district ending data point was at 46% and the state was at 47%. The district had an 13 point gain and the state a 15 point gain. We did show a higher gain from baseline to summative for Grade 8 comparable to the district but we were still under the state expectation.

There is a declining trend for our ELA data and this is concerning. There are a few contributing factors that may have played a key role in the decline. We are looking at continuing to strengthen the knowledge of the standards for ELA and Reading with our teachers through the Professional Learning Community Process. We will continue to provide support for the district curriculum as we move into year three of implementation. Our new teachers will have a stronger support system in place. And we will get books in

the hands of children to increase their background knowledge, foster a culture where our students love to read and show students that we read to learn.

Regarding Civics data, our school was at 59% and our district was at 67% and the state at 66%. There is a trend downward for our Civics data. A contributing factor for a decline in the data surrounding Civics is ensuring that there is a focus on the standards taught daily. Collaborative planning must be monitored to maintain the expectation of standards-based teaching and learning in the Civics classrooms.

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

The data component that showed the greatest decline from the prior year is our ELA for Grade 7 with a 5 point decrease. Secondly, our Civics data also had a 5 point decline from previous year. Civics is taught in the 7th grade. Looking back on previous data from Elementary for this particular cohort, there is not any significant outliers.

There are a number of factors that contributed to this decline in both areas. Both Civics and ELA grade 7 are taught in the 7th grade. We did not have a support system or plan in place for our 7th graders. Students transitioned from grade 6 to 7 without any intervention for that transition. Attendance for students must be monitored more closely and action steps taken for those who show early warning signs. For both ELA and Civics, collaborative planning must be in place for teachers and the culture embedded where the work that is occurring in planning transfers to the classroom. New teachers and seasoned teachers must be supported through the coaching cycle to ensure best practices and high-yield strategies are in place in the classroom.

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.

The data component that had the greatest gap when compared to the state average was ELA Grade 7. UMS continues to show a downward trend in ELA data for student achievement for Grade 7. We are now at 34% proficiency whereas the state is at 47% proficiency. This shows a gap of 13 points.

The factors that are contributing to this gap are potentially a lack of a support system or transition plan for students in Grade 7. We also did not specifically target or focus on grade 7 Early Warning Signs. We focused on the entire school but will look closer at each grade level and then additionally those subgroups. Attendance for students must be monitored more closely and action steps taken for those who show early warning signs. For ELA, collaborative planning must be in place for teachers and the culture embedded where the work that is occurring in planning transfers to the classroom. Support for both new teachers and seasoned teachers must be routine to ensure best practices and high-yield strategies are in place in the classroom. Our priority must be on reading and getting books in the hands of kids.

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 continues to our overall performance in Math. This is all grade levels. Our students showed significant improvement from baseline PM1 to summative PM3. We outperformed the district and the state in some areas. Additionally, our Algebra I and Geometry scores are strong. Grade 8 Science stayed on track above the district and the state.

Our baseline PM1 data for Grade 6 Math was 18% with a PM3 ending data point of 63%. This is a 45 point increase for Grade 6. Our district ending data point was at 55% and the state was at 54%. The district overall had an 40 point gain and the state a 36 point gain. Our students had a similar baseline as the district and the state but outperformed both significantly. Our baseline PM1 data for Grade 7 Math

was 5% with a PM3 ending data point of 56%. This is a 51 point increase for Grade 7. Our district ending data point was at 47% and the state was at 48%. This district overall had an 32 point gain and the state a 28 point gain. Even though our baseline was much lower than the district and state, our students significantly outperformed both from baseline to summative. For Grade 8, our baseline PM1 data was 6% with a PM3 ending data point of 57%. This is a 51 point increase for Grade 8. Our district ending data point was at 56% and the state was at 55%. The district had an 47 point gain and the state a 43 point gain. We did show a higher gain from baseline to summative for Grade 8 comparable to the district and the state.

There is an increasing trend for our Math data and this is rewarding. We did not take any new actions this school year. We stayed focused on our instructional priorities and strengthened the work we are already doing. We coupled our work with the district work to ensure a strong implementation of our District Instructional Framework. We also continued to strengthen the knowledge of the new BEST standards for Math, Algebra and Geometry with our teachers through the Professional Learning Community Process. We provided support for the district curriculum as well as solidified the use of our supplemental materials. We strategically utilized our intervention block to close learning gaps. This department is a demonstration department in all aspects of Math.

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

As a team, reflecting on the EWS data, student attendance at Umatilla Middle is a concern. Another concern is school suspensions. Both areas are focus areas for the upcoming school year. Umatilla Middle plans to address attendance and discipline through our plans and the through the use of PBIS. Our PBIS program will reward students for their attendance and for making the right choices on campus. We look forward to strengthening our expectations for students throughout the 23-24 school year.

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

The priorities for Umatilla Middle School for the upcoming school year are the following:

1. Improve student achievement in ELA in all grade levels.

2. Improve student achievement in Civics in Grade 7.

3. Improve school-wide attendance.

4. Decrease the number of suspensions in all grade levels.

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

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

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.

Umatilla Middle School teachers will plan grade appropriate assignments using the District Instructional Framework and provide benchmark/standards aligned strong instruction in all content areas while purposefully incorporating reading, writing, thinking and talking every class, every day.

This Area of Focus was identified as a critical need based on the overall ELA data for the 22-23 School Year. Other data points were also identified as critical and with this Area of Focus, those components will also be addressed and impacted.

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

Umatilla Middle School will increase student achievement in ELA by 7 points by end of the 23-24 school year.
We will increase student achievement from 38% to 45% in ELA.
Learning Gains and Lower Quartile will increase by 15% in ELA.

Umatilla Middle School will increase student achievement in Math by 5 points by end of the 23-24 school year.
We will increase student achievement from 58% to 63% in Math.
Learning Gains and Lower Quartile will increase by 15% in Math.

Umatilla Middle School will increase student achievement in Algebra by 5 points by end of the 23-24 school year.
We will increase student achievement from 87% to 92% in Algebra.

Umatilla Middle School will maintain 100% proficiency in Geometry.

Umatilla Middle School will increase student achievement in Civics by 6 points by end of the 23-24 school year.
We will increase student achievement from 59% to 65% in Civics.

Umatilla Middle School will increase student achievement in Science by 5 points by end of the 23-24 school year.
We will increase student achievement from 45% to 50% in Science.

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

This Area of Focus will be monitored for the desired outcome by collecting data from Learning Walks, Collaborative Planning, Progress Monitoring Student Achievement Data, and Professional Learning Days.

Person responsible for monitoring outcome:

Andrea Pyatt (pyatta@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 evidence-based interventions being implemented for this Area of Focus is Collaborative Planning structures, District Instructional Framework, PLC Process, Essential Standards work, Common Formative Assessments, and teamwork to achieve success.

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

The rationale for selecting these specific strategies include the work our school participates in with the district. The District Instructional Framework is our common vision for instruction and that work is to be achieved by planning during collaborative planning guided by the PLC process. This is the work our district is focused on and our school supports.

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 and establish a collaborative planning schedule.
2. Define norms and protocols for collaborative planning.
3. Review with teacher leads and support team the PLC process.
4. Review with teacher leads and support team the District Instructional Framework.
5. Review with teacher leads and support team how to define Essential Standards, Common Formative Assessments, and reviewing student work as evidence for grade appropriate standards-aligned teaching and learning.
6. Analyze data from student work and assess collaborative learning of teachers and students.
8. Provide on-going feedback to teacher teams and leadership team.

Person Responsible: Andrea Pyatt (pyatta@lake.k12.fl.us)

By When: August 11, 2023 and then on-going throughout the 23-24 school year.

#2. Instructional Practice specifically relating to Small Group Instruction

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.

Umatilla Middle School teachers will plan standards-aligned intervention lessons using the District Instructional Framework to be implemented in small group during Intervention/Acceleration Block to identified lower quartile students.

This Area of Focus was identified as a critical need based on the overall ELA, Math, Civics, and Science data for the 22-23 School Year. Other data points were also identified as critical and with this Area of Focus, those components will also be addressed and impacted.

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

Umatilla Middle School will increase student achievement in ELA by 7 points by end of the 23-24 school year.
We will increase student achievement from 38% to 45% in ELA.
Learning Gains and Lower Quartile will increase by 15% in ELA.

Umatilla Middle School will increase student achievement in Math by 5 points by end of the 23-24 school year.
We will increase student achievement from 58% to 63% in Math.
Learning Gains and Lower Quartile will increase by 15% in Math.

Umatilla Middle School will increase student achievement in Algebra by 5 points by end of the 23-24 school year.
We will increase student achievement from 87% to 92% in Algebra.

Umatilla Middle School will maintain 100% proficiency in Geometry.

Umatilla Middle School will increase student achievement in Civics by 6 points by end of the 23-24 school year.
We will increase student achievement from 59% to 65% in Civics.

Umatilla Middle School will increase student achievement in Science by 5 points by end of the 23-24 school year.
We will increase student achievement from 45% to 50% in Science.

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

This Area of Focus will be monitored for the desired outcome by collecting data from Learning Walks, Collaborative Planning, Progress Monitoring Student Achievement Data, and Professional Learning Days.

Person responsible for monitoring outcome:

Andrea Pyatt (pyatta@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 evidence-based interventions being implemented for this Area of Focus is Collaborative Planning structures, District Instructional Framework, PLC Process, Essential Standards work, Common Formative

Assessments, and teamwork to achieve success.

For ELA, the use of the strategies within the book "When Kids Can't Read" by Kyleen Beers is evident in small group lessons.

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

The rationale for selecting these specific strategies include the work our school participates in with the district. The District Instructional Framework is our common vision for instruction and that work is to be achieved by planning during collaborative planning guided by the PLC process. This is the work our district is focused on and our school supports.

Additional resources used are part of the school-based learning team to identify and support best practices within small group instruction cycles.

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 and establish an intervention/acceleration block (Tiger Time) in the Master Schedule four days a week.
2. Analyze and use data from PM3 to determine need for Tiger Time Kick Off and to inform on content needs.
3. Create small group instruction clusters for teams of teachers with the School Counselor.
4. Create cycles of Lessons (Literacy Coach and Math Lead Teacher).
5. Review with teacher teams the Tiger Time Plan including prescribed, open teacher determined and acceleration.
6. Populate Flex Time for implementation.
7. Teachers teach lessons using Presentations Screens, other resources and materials (Scholastic, Magazines, ALEKS, CommonLit)
8. Provide on-going feedback to teacher teams and leadership team.
9. Use PM data and LSA data to inform new cycles of learning. This is on-going throughout the school year.

Person Responsible: Andrea Pyatt (pyatta@lake.k12.fl.us)

By When: August 1, 2023 to be ready for roll-out for Pre-Planning beginning on August 3, 2023.

#3. 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.

Umatilla Middle School teachers will work collaboratively to plan grade appropriate assignments using the District Instructional Framework and provide benchmark/standards aligned strong instruction support in all content areas for students with disabilities.

This Area of Focus was identified as a critical need based on the overall subgroup data for the 22-23 School Year. Other data points were also identified as critical and with this Area of Focus, those components will also be addressed and impacted.

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

Umatilla Middle School will increase student achievement in subgroup Students with Disabilities by 6 points by the end of the 23-24 school year.

We will increase student achievement from 35% to 41% in our subgroup Students with Disabilities.

Umatilla Middle School will increase student achievement in ELA by 7 points by end of the 23-24 school year.
We will increase student achievement from 38% to 45% in ELA.
Learning Gains and Lower Quartile will increase by 15% in ELA.

Umatilla Middle School will increase student achievement in Math by 5 points by end of the 23-24 school year.
We will increase student achievement from 58% to 63% in Math.
Learning Gains and Lower Quartile will increase by 15% in Math.

Umatilla Middle School will increase student achievement in Algebra by 5 points by end of the 23-24 school year.
We will increase student achievement from 87% to 92% in Algebra.

Umatilla Middle School will maintain 100% proficiency in Geometry.

Umatilla Middle School will increase student achievement in Civics by 6 points by end of the 23-24 school year.
We will increase student achievement from 59% to 65% in Civics.

Umatilla Middle School will increase student achievement in Science by 5 points by end of the 23-24 school year.
We will increase student achievement from 45% to 50% in Science.

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

This Area of Focus will be monitored for the desired outcome by collecting data from Learning Walks, Collaborative Planning, Progress Monitoring Student Achievement Data, and Professional Learning Days.

The use of the IEP for each student will be monitored through tracking sheets. The tracking sheet will

monitor academic indicators for student success. These tracking sheets will be implemented by the support facilitator and or case manager of each student.

Person responsible for monitoring outcome:

Charles Feld (feldc@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 evidence-based interventions being implemented for this Area of Focus is Collaborative Planning structures, District Instructional Framework, PLC Process, Essential Standards work, Common Formative Assessments, and teamwork to achieve success.

For Students with Disabilities, the use of the students IEP will be utilized.

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

The rationale for selecting these specific strategies include the work our school participates in with the district. The District Instructional Framework is our common vision for instruction and that work is to be achieved by planning during collaborative planning guided by the PLC process. This is the work our district is focused on and our school supports.

Additional resources used are part of the school-based learning team to identify and support best practices within instruction and monitoring for our 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. Create and establish an intervention/acceleration block (Tiger Time) in the Master Schedule four days a week.
2. Analyze and use data from PM3 to determine a baseline for all students with disabilities.
3. Students with disabilities are included in the prescribed Tiger Time Plan and our ESE Support Facilitators are part of that plan to support students.
4. ESE Support Facilitators will track student academic indicators for their case load.
5. All teachers including ESE Support Facilitators will work with students with disabilities and other students who may need additional support in Science and Social Studies on the programs Generation Genius and Progress Learning to support student achievement.
6. ESE Support Facilitators will participate in on-going collaborative planning with Gen Ed teachers in order to provide strategies and best practices to meet the needs of learners.
7. Provide on-going feedback to teacher teams and leadership team.
8. Use PM data and LSA data to inform new cycles of learning for Tiger Time for Students with Disabilities and to support best practices during collaborative planning with Gen Ed teacher. This is on-going throughout the school year.

Person Responsible: Charles Feld (feldc@lake.k12.fl.us)

By When: All systems and expectations will be in place by September 5, 2023.

#4. Positive Culture and Environment specifically relating to Early Warning System

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.

Umatilla Middle School will foster a healthy school culture and learning environment by increasing attendance and positive student behaviors using the effective strategies for attendance and embracing restorative practices.

This Area of Focus was identified as a critical need based on the overall indicators of EWS data for the 22-23 School Year. Other data points were also identified as critical and with this Area of Focus, those components will also be addressed and impacted.

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

Umatilla Middle School will decrease student absenteeism by 15% per grade level by the end of the 23-24 school year.

Umatilla Middle School will decrease the number of school suspensions by 10% overall by the end of the 23-24 school year.

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

The Umatilla Middle School Attendance Plan will be reviewed and monitored for effectiveness. There are checkpoints throughout the plan and this work connects to our Multi-Tiered System of Supports.

Attendance reports will be ran weekly and student attendance will be monitored.

Umatilla Middle School will monitor discipline using Restorative Practices. This structure is aligned with the district work to reduce the number of out of school suspensions and promote positive behaviors throughout the school campus.

Person responsible for monitoring outcome:

Amanda Fielder (fieldera@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 Attendance Plan that is based on the work of the district, Student Code of Conduct, district policies, principles, and guidelines. PBIS is also a program that parallels our Attendance work.

Restorative Practices will be utilized as an intervention for discipline.

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

The rationale for selecting these specific strategies include the work our school participates in with the district. The Attendance Plan is the work of UMS but is based and founded on district policies, principles, and guidelines. The Student Code of Conduct is also a resource that is used to enhance our Attendance Plan.

Restorative Practices will be utilized with all students and teachers. This is a student-centered strategy that allows for all voices to be evident when dealing with conflict.

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. Review all plans with teachers, faculty and staff.
2. Review all plans with key leadership members.
3. Work to provide a healthy culture and learning environment where students take pride in the school and want to be on campus. Update safety mats to provide UMS log.
4. Train in Restorative Practices for successful implementation and monitoring.
5. Implement Attendance Plan
6. Implement Restorative Practices as necessary to combat discipline.
7. Provide on-going feedback and adjustments as necessary.

Person Responsible: Amanda Fielder (fieldera@lake.k12.fl.us)

By When: Implementation is on-going but plan to start August 28, 2023.

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 to review school improvement funding allocations and ensure that resources are allocated based on needs involves our UMS stakeholders. Through collaborative work with faculty, staff, parents, students and community members a budget is constructed to ensure that learner needs are met. End of year survey information and student achievement data is also utilized to determine resource allocation. Allocations and resources are key to the success of our School Improvement Plan.

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 method for dissemination of the Umatilla Middle School Improvement Plan and Schoolwide Program Plan to stakeholders includes both electronic access via links on our school's website and social media pages and in person access by way of our front office area, our family resource center or The Rock, and our UMS library. The information is also disseminated at our annual Title I meeting. As a way of monitoring and ensuring that our school stays focused on our goals and we are on track, components of the School Improvement Plan will be reviewed at our scheduled School Advisory Council meetings, our faculty meetings, and leadership team 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))

The faculty and staff of Umatilla Middle School believe that positive relationships and engaging parents, families and community stakeholders in the education process is essential to improved academic success for all students. We will foster and support active parent and family engagement so that the school and parents work together as partners in the education process resulting in the education of students.

The School Improvement Plan builds 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 through regularly scheduled School Advisory Council meetings. Regular use of social media platforms will notify and invite families and other key stakeholders to school-wide events and activities. Information is shared via the following platforms - our website - www.ums.lake.k12.fl.us, our Facebook - facebook.com/UMSLake/, our Twitter - @UMSLake, and Peachjar.

We will have the following events to foster partnerships.

Open House/Data Night/Evening Events - Teachers will discuss each child's assessment results, expectations for the class and goals for the school year.

The Rock - This is a link between the school and home. It is a way in which the school and community can provide needed information, assistance, and resources for families to support their children to ensure academic success.

Title I Annual Meeting - This meeting will explain the Title I Program and the rights of parents to be involved in the school.

School-Teacher-Parent Compact - This document outlines how parents, students and school staff will share the responsibility for improving student achievement, and describes two parents and teachers communicate.

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))

Umatilla Middle School plans to strengthen the academic program in the school, to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum through various ways. Our strategic acceleration plan involves utilizing advanced coursework in our core classes. Additionally, our Tiger Time Plan or Intervention and Acceleration Block is 32 minutes long, four days per week. This time provides students the right intervention and or enrichment at the right time.

Specifically for enrichment, our Media Center houses a room that we are working to convert into a STEM Lab where our students can engage with a variety of electronics that is provided by Title I funding. We are focused on robotics, drone application, coding and other tech related aspects that will help children accelerate and enrich their access to STEM fields. Through the advanced coursework and access to the STEM lab, our students have opportunities to access enriched curriculum.

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 Umatilla Middle School Improvement Plan is developed in coordination with parents, community partners, faculty, staff and students. To gather input, we utilize surveys and meeting notes with all stakeholder groups. Stakeholders also give input during School Advisory Council meetings, parent events held at school, and other communicative messages to the Principal.

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: Instructional Practice: Benchmark-aligned Instruction				$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				$7,255.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	5100	0571 - Umatilla Middle School	Other		$7,255.08
			Notes: Presentation Screens for Teachers to deliver grade appropriate, standards-aligned instruction to students.			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$2,048.15
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	3690	0571 - Umatilla Middle School			$2,048.15
			Notes: Generation Genius and Progress Learning Programs to support students during Tiger Time (Intervention/Acceleration) in Science and Social Studies. These programs allow the flexibility for teachers to target specific needs for students with disabilities and for Gen Ed students.			
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
					Total:	$9,303.23

Budget Approval

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

No