

Yankeetown School



2016-17 Schoolwide Improvement Plan

Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

<http://www.levyk12.org/schools>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	8%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Levy County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Yankeetown School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

A commitment to continuous growth

b. Provide the school's vision statement.

Cultivating a college or career ready community

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Saturday and Tuesday prior to the first day of school we have planned an Orientation and Back to School Bash for all students and parents. This not only allows and encourages parents and students to come out to the school, meet the teachers, receive community-donated backpacks and supplies, become oriented to the school and staff, but provides them with a flexible time to receive valuable information about services and data relevant to their school and student achievement. During the first couple weeks of school, teachers will have their students participate in class and team building activities while teaching procedures and expectations. This practice will be carried out throughout the year as a means of teachers and students building a positive climate and culture on campus. Teachers are also encouraged to make positive phone calls for every student in their class to begin the school year on a positive note.

During the month of August, we hold our first SAC meeting, where we invite anyone and everyone, as well as make multiple posts on social media sites that reach our parents and community leaders to try and get as many people out for our first meeting in order to explain the purpose and truly get more parents on board to join SAC.

Another activity that we implement is an Open House on September 8th where parents and students are invited to come to the school, learn about Title I information, go to their child's classroom and learn about class expectations, and goals for the year.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

All K-8 students have the opportunity to sign up for an after school program of some sort or participate in our sports program. In these programs students are provided with a supervised and structured opportunity to come in and receive extra practice and application of skills with a multitude of modalities.

At the official beginning to a school day, all students are greeted by staff members as they step on campus. Whether a student is a walker, a car rider, sandgnat superstar, or a bus rider; a staff member acknowledges their presence on campus. Staff members are visible throughout the campus on a regular basis. Students are able to approach a staff member at any time if they feel threatened, need assistance, or just want to talk. When students are dismissed for the day, staff members are also visible at all exit points on the campus to help students safely exit the campus. In addition, the leadership team can be seen in the cafeteria, hallways, breezeways, and classrooms on a daily basis. The school has an open line of communication between the students, the faculty, and the staff.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school has implemented PBS as our Tier 1 behavior system. All staff members were trained prior to the first day of school on our school PBS model. The rules and expectations of the school were reviewed. A PBS committee has been established and is led by the ESE Coordinator and Administrative Assistant. This

committee meets on a monthly basis to review the school wide implementation of PBS. Using a token economy, students can earn sandgnat dollars throughout the school day that can be cashed in for various items and activities.

During the first week of school students were reminded of the rules and expectations of the school. All students participated in a PBS orientation that went over the expectations for various areas on campus. The students receive sandgnat dollars from various staff members for following the school wide expectations.

Teachers are expected to implement our Tier 1 behavior plan with fidelity. If a disciplinary need arises,

our administrative/leadership team can be contacted. Teachers are expected to try various behavior interventions in their classroom, as well as contact parents for disciplinary concerns. When a member of

leadership is contacted, the expectation is that the teacher manages the discipline concern, while the member of the leadership team continues the classroom instruction depending on the severity of the situation.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school has a Guidance Counselor that works closely with our Parent Liaison to assist students and

families in need. Also all K-5 students are taught monthly lessons that coincide with the PBS expectations and character traits dictated by DOE.

The School Leadership team meets weekly as a problem solving team, to discuss varying needs of groups of students, as well as individual students. Based on needs, the group will determine how best to assist students and families.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We monitor student attendance and send letters home after 5 absences and 9 absences. Our guidance counselor also schedules attendance meetings with families when a student is approaching 9 absences in a 9 week period or when their absences are approaching 10%.

We monitor in and out of school suspensions and meet with families of students with two or more out of school suspensions.

Course failures are monitored and students receive intense intervention in reading and math.

Level 1 and 2 students are tracked and receive intense interventions for reading and/or math.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	8	6	3	6	7	5	4	6	2	0	0	0	0	47	
One or more suspensions	0	2	4	5	8	13	15	12	6	0	0	0	0	65	
Course failure in ELA or Math	1	1	1	0	0	0	0	0	0	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	9	7	6	3	4	1	0	0	0	0	30	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	1	1	2	2	3	3	2	1	1	0	0	0	0	16	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

For students exhibiting 2 or more early warning indicators, the Leadership team watches these students closely. If attendance is an issue, the Guidance Counselor intervenes to work with the family to try and ensure the attendance improves. For students exhibiting course failures, or who scored a Level 1 on the previous year's statewide assessment, intense interventions are built into those students' daily schedules in order to try and provide necessary academic interventions. In the case of students with warning indicators related to discipline and suspensions, Leadership Team, Parents, and Teacher will convene to determine if a Tier II or III plan needs to be established to provide support in the area of behavior for individual students.

Our School also provides after school tutoring for students identified as a Tier II or III student. These students receive intensive remediation of standard based curriculum through our progress monitoring system of iReady and the iReady teacher toolbox.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314921>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We currently have long standing supportive relationships with the local Women's Club and the Lion's Club. These organizations have provided both teachers and students with rewards, supplies, food, and clothing on a regular basis. The local VFW and Am Vets have also supported our students by offering local, state, and national competitions around a patriotic theme. The Masonic Lodge gives an award annually for citizenship, recognizing two students.

Recently, we have partnered with the Women's Club to rally the community to support a small food program, sending food home on the weekend to our neediest students.

In the past three years, we have strengthened our relationship with the Knott's River Foundation. They have increased their funding for science based projects and activities.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mills, Jeannine	Principal
Prescott, Candy	Administrative Support
Holt, Cara	Paraprofessional

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The School Leadership Team consists of the Principal, Guidance Counselor/Administrative Assistant, Instructional Coach, and Librarian. They meet once per week reviewing school-wide data to determine on-going needs of our school. The Principal monitors overall student achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The Principal also monitors overall student achievement focusing in on our Level 3 and above students, ensuring their enrichment needs are appropriate, as well as developing Professional Development courses that align with the school-wide Professional Development plan. The Administrative Assistant pull monthly discipline and attendance data to determine if we have students struggling in our Tier I Behavior and Attendance Support System. The Librarian focuses on the data from reading instruction, reading assessments, and reading interventions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All teachers and instructional para-professionals utilize their time working with students during student time on campus, with the exception of one 50 minute block per day, for teachers, that is devoted to instructional grade level and content specific planning. Instructional para-professionals have had training this year with research based reading interventions that are being implemented on a daily basis. These interventions range from 30 to 60 minutes per day depending on the needs of the students.

Title I (part A Improving the Academic Achievement of the Disadvantaged) and Title VI (Part B, Subpart 2

Rural & Low Income Schools Program) funds are used to purchase 1 additional para-professional to assist in the delivery of these research based interventions. These funds are also used to purchase supplemental materials that aid in student achievement. Leadership meetings occur on the first Monday of each week to monitor programs and other school wide data. These funds also provide students with the opportunity to be involved in a tutoring program if they meet the qualifications dictated by our Child Studies and MTSS team.

Title I (part C Migrant Education Program) funds are used by the district to provide migrant tutors that come to campus and pull identified students to work on material that supports their grade level appropriate, standards based, daily instruction.

Title II (part A Teacher and Principal Training and Recruiting Fund) funds are used to provide PD for staff that align to the state assessments as well as student engagement and writing across the curriculum. These funds are also being utilized this year to provide professional development to teachers in Cooperative Learning, Writing Across the Curriculum, Lesson Design, and High Yield Instructional Strategies. Leadership meetings occur on the first Monday of each week to monitor programs and other school wide data

IDEA (Part B Preschool and K-12) funds are used to fund 2 Pre-K units that ensure student development at a young age as well as support for all students identified with disabilities through the use of supplemental curriculum and manipulatives.

K-12 Reading Grant funds are used to support the hire of a Reading Coach

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Janeen Mathews	Teacher
Melissa Clarke	Parent
Chuck Gatton	Teacher
Annjanette Kint	Education Support Employee
Mechelle Harmon	Teacher
Jeannine Mills	Principal
Joshua Mathews	Education Support Employee
Chuck Gatton	Teacher
Denise Dillon	Teacher
Janette Beal	Teacher
Trisha Lewis	Parent
Theresa Mulligan	Parent
Mindy Tiesmeyer	Parent
Susanna Seamen	Parent
Cathleen Collins	Parent
Chris Badukawikz	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC committee met and was provided a form outlining the previous year's goals. The form identified the verbiage from the SIP as well as look fors from our campus. Members were given examples of how each goal looked in each classroom across subjects and grades. The committee was then given time to identify and discuss plus and deltas for how they perceived the effectiveness of the goals. The team decided to continue moving forward with those goals with more emphasis placed in the math classrooms as we saw significant gains in reading but not math.

b. Development of this school improvement plan

Based on the data gathered from the above process (The SAC committee met and was provided a form outlining the previous year's goals. The form identified the verbiage from the SIP as well as look fors from our campus. Members were given examples of how each goal looked in each classroom across subjects and grades. The committee was then given time to identify and discuss plus and deltas for how they perceived the effectiveness of the goals. The team decided to continue moving forward with those goals with more emphasis placed in the math classrooms as we saw significant gains in reading but not math the SAC committee was offered numerous plans of action to address the majority of the deltas. The SAC then voted on which action plans to implement.

c. Preparation of the school's annual budget and plan

The SAC is presented with draft budgets and plans. They ask questions, make suggestions, and vote to approve.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We do not receive these funds.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mills, Jeannine	Principal
Sullivan, Natalie	Teacher, K-12
Watson, Sandra	Teacher, K-12
	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy is promoted by using complex text, full implementation of LAFS (K-8), close reading process, writing across the curriculum, DBQ's, and STEM projects. Professional development in the form of instructional workshops, vertical team planning based on instructional/content needs, as well as literacy implemented in every aspect of non-academic practice. The LLT meets once monthly and we analyze data from core reading instruction, assessments, and interventions to determine needs. We also discuss the AR program paired with the Red Hot Reading Parent Involvement piece to determine the best use to promote reading and literacy

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

This year our school is incorporating a bi-monthly 50 minute session of collaborative PD sessions for 3 different groups of teachers: Pre-K through 1st grade; 2nd through 4th grade; and 5th through 8th grade. During these planned and structured sessions the teachers will be involved in PD's learning how to unwrap new FL Standards; begin using collaborative and cooperative learning structures; utilize and facilitate close readings, cumulative and performance writing activities; as well as effectively design and plan for meaningful instruction.

Teachers will also plan and write lessons together and as the year progresses we will begin to utilize the Learning Focus Model to plan with mastery in mind to create the most effective engagement strategies for students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Retaining and recruiting are a constant goal for Yankeetown School. During the screening process we look for Highly Qualified and in-field candidates before interviewing and do our best to not hire anyone

out of field. As a staff we complete conduct team builders and school builders to keep up morale among staff as a method of retention, as well as develop grade level teams that work together and are provided with time to share responsibilities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All brand new teachers receive a mentor to try and give them someone to go to in the area they teach. We also pair teachers that may not be brand new, but new to our school with a mentor. These groups met at the beginning of the school year and participated in an orientation and getting to know each other activities. They also meet on a monthly basis to discuss upcoming events as well as planning for instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Our school utilizes core instructional programs that were state approved and went through the adoption process. We also utilize resources that were created and vetted by the State of Florida, such as CPLAMS.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data from state assessments is our initial identifier for students that are not at a proficient level. We also use data from iReady, and local district assessments to determine the needs of our students. Based on the data and specific areas of weakness, students will receive interventions in ELA, Math, and Writing. Teachers differentiate instruction in their ELA and Math block based on the student data and document this in their lesson plans.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 28,860

Students will be provided with extra time to practice achievement level skills and standards on iReady and Discovery Phonics

Strategy Rationale

With extra achievement level practice students will be able to close current gaps between achievement level and grade level requirements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mills, Jeannine, jeannine.mills@levy.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Tutoring sessions will be monitored by student gains in iReady. Baseline data will be obtained and monthly meetings where data is analyzed for positive trends by the leadership team will determine effectiveness for students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All students are fully integrated into the school thus helping them transition to multiple grade levels. Teachers are required to complete monthly vertical alignment of student work to support classroom instruction in preparing student for the next year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Once a semester students participate in a day where they come to school dressed as their future self - on this day students present to the class their future career and plans for achieving it.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

5th and 6th grade students are participating in the CTE assessment this year. Students in grades 5 and 6 are working through their computer classes to become fluent in word processing, spreadsheets, publishing, presentation, and data collection software.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of need are the following:

Vocabulary

Phonics

Quality of Teaching

Numbers and Operations

Algebra and Algebraic Thinking

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

KG readiness; Performance at grade level; Student engagement and collaboration; Problem-based learning, Participation and high performance in classrooms

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By implementing Cooperative Learning strategies and Extended Thinking strategies, we will see an increase in student achievement and engagement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By implementing Cooperative Learning strategies and Extended Thinking strategies, we will see an increase in student achievement and engagement. 1a

G087448

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Collaboration Time
- Teacher Effectiveness and PD time to Practice

Resources Available to Help Reduce or Eliminate the Barriers 2

- Research-based reading interventions
- Effective Tier I instruction and plan for implementing Tier II & III instruction in reading
- Cross-Curricular Writing Expectations
- FSA Portal with questioning/writing resources

Plan to Monitor Progress Toward G1. 8

Gather and extrapolate summative and progress monitoring data

Person Responsible

Jeannine Mills

Schedule

Monthly, from 7/28/2016 to 5/27/2017

Evidence of Completion

Possible available data: FSA, iReady, Interventions

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. By implementing Cooperative Learning strategies and Extended Thinking strategies, we will see an increase in student achievement and engagement. **1**

 G087448

G1.B1 Collaboration Time **2**

 B232431

G1.B1.S1 Provide additional time throughout each month for teachers to examine student data and collaboratively plan so that Cooperative Learning structures and Extended Thinking Strategies are incorporated into lesson plans. **4**

 S245329

Strategy Rationale

Additional time for teachers to lesson plan together will improve plans and therefore improve instruction and teacher effectiveness.

Action Step 1 **5**

Develop a common planning time for grade level teams to meet and collaborate

Person Responsible

Jeannine Mills

Schedule

Daily, from 7/28/2016 to 5/27/2017

Evidence of Completion

Master schedule with common planning times

Action Step 2 **5**

Create PD session agenda in the form of an action plan for teachers to use during scheduled collaborative planning time.

Person Responsible

Jeannine Mills

Schedule

Biweekly, from 7/28/2016 to 5/27/2017

Evidence of Completion

Action plan from first meeting and all subsequent meetings

Action Step 3 5

Implement Collaborative Planning twice per month for vertical teams

Person Responsible

Jeannine Mills

Schedule

Every 3 Weeks, from 7/28/2016 to 5/27/2017

Evidence of Completion

Agenda and sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership team will review the schedules for Collaborative Planning.

Person Responsible

Jeannine Mills

Schedule

Weekly, from 7/28/2016 to 5/27/2017

Evidence of Completion

Completed agendas, Sign in sheets, Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

During data meetings, teachers will be asked to bring in student samples of work to be reviewed as teams from previous PD sessions in order to determine if the additional planning time supports the goal.

Person Responsible

Jeannine Mills

Schedule

Monthly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Student work and data

G1.B2 Teacher Effectiveness and PD time to Practice 2

 B232432

G1.B2.S1 Creating 50 minute blocks, weekly, for teachers to preview, practice, and review teaching practices and instructional structures that should implemented in the classroom daily 4

 S245330

Strategy Rationale

This will allow teachers to experience and learn the expected strategies and structures in a non-threatening and supportive setting with school leadership who can provide tiered interventions for those that need extra assistance

Action Step 1 5

Plan dates for Professional Development days and modeling opportunities

Person Responsible

Jeannine Mills

Schedule

Monthly, from 7/28/2016 to 5/27/2017

Evidence of Completion

Training dates placed on school calendar

Action Step 2 5

Plan for carry out PD sessions with instructional staff with whole group and small groups

Person Responsible

Jeannine Mills

Schedule

Weekly, from 7/27/2016 to 5/27/2017

Evidence of Completion

Instructional Staff sign-ins and 3-2-1 Learning Evaluation Forms

Action Step 3 5

District Professional Development Opportunities assigned for teachers with areas of need

Person Responsible

Jeannine Mills

Schedule

Monthly, from 7/28/2016 to 5/27/2017

Evidence of Completion

District PD sign-ins

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

E-mail to Mrs. Mills to ensure planning for PD sessions has been completed.

Person Responsible

Candy Prescott

Schedule

Every 3 Weeks, from 7/27/2016 to 5/27/2017

Evidence of Completion

Action Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walk through data

Person Responsible

Jeannine Mills

Schedule

Monthly, from 7/28/2016 to 5/27/2017

Evidence of Completion

By Dec., 50% of teachers will be implementing Cooperative Learning strategies effectively with content appropriate material. By Feb., 100% of teachers will be implementing Cooperative Learning strategies effectively with content appropriate material.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M330584	Gather and extrapolate summative and progress monitoring data	Mills, Jeannine	7/28/2016	Possible available data: FSA, iReady, Interventions	5/27/2017 monthly
G1.B1.S1.MA1 M330580	During data meetings, teachers will be asked to bring in student samples of work to be reviewed as...	Mills, Jeannine	8/10/2016	Student work and data	5/27/2017 monthly
G1.B1.S1.MA1 M330581	Leadership team will review the schedules for Collaborative Planning.	Mills, Jeannine	7/28/2016	Completed agendas, Sign in sheets, Lesson plans	5/27/2017 weekly
G1.B1.S1.A1 A317558	Develop a common planning time for grade level teams to meet and collaborate	Mills, Jeannine	7/28/2016	Master schedule with common planning times	5/27/2017 daily
G1.B1.S1.A2 A317559	Create PD session agenda in the form of an action plan for teachers to use during scheduled...	Mills, Jeannine	7/28/2016	Action plan from first meeting and all subsequent meetings	5/27/2017 biweekly
G1.B1.S1.A3 A317560	Implement Collaborative Planning twice per month for vertical teams	Mills, Jeannine	7/28/2016	Agenda and sign in sheet	5/27/2017 every-3-weeks
G1.B2.S1.MA1 M330582	Classroom walk through data	Mills, Jeannine	7/28/2016	By Dec., 50% of teachers will be implementing Cooperative Learning strategies effectively with content appropriate material. By Feb., 100% of teachers will be implementing Cooperative Learning strategies effectively with content appropriate material.	5/27/2017 monthly
G1.B2.S1.MA1 M330583	E-mail to Mrs. Mills to ensure planning for PD sessions has been completed.	Prescott, Candy	7/27/2016	Action Plans	5/27/2017 every-3-weeks
G1.B2.S1.A1 A317561	Plan dates for Professional Development days and modeling opportunities	Mills, Jeannine	7/28/2016	Training dates placed on school calendar	5/27/2017 monthly
G1.B2.S1.A2 A317562	Plan for carry out PD sessions with instructional staff with whole group and small groups	Mills, Jeannine	7/27/2016	Instructional Staff sign-ins and 3-2-1 Learning Evaluation Forms	5/27/2017 weekly
G1.B2.S1.A3 A317563	District Professional Development Opportunities assigned for teachers with areas of need	Mills, Jeannine	7/28/2016	District PD sign-ins	5/27/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By implementing Cooperative Learning strategies and Extended Thinking strategies, we will see an increase in student achievement and engagement.

G1.B1 Collaboration Time

G1.B1.S1 Provide additional time throughout each month for teachers to examine student data and collaboratively plan so that Cooperative Learning structures and Extended Thinking Strategies are incorporated into lesson plans.

PD Opportunity 1

Implement Collaborative Planning twice per month for vertical teams

Facilitator

Jeannine Mills and Candy Prescott

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 7/28/2016 to 5/27/2017

G1.B2 Teacher Effectiveness and PD time to Practice

G1.B2.S1 Creating 50 minute blocks, weekly, for teachers to preview, practice, and review teaching practices and instructional structures that should be implemented in the classroom daily

PD Opportunity 1

Plan dates for Professional Development days and modeling opportunities

Facilitator

Jeannine Mills

Participants

Curriculum Facilitators

Schedule

Monthly, from 7/28/2016 to 5/27/2017

PD Opportunity 2

Plan for carry out PD sessions with instructional staff with whole group and small groups

Facilitator

Jeannine Mills, Candy Prescott, Curriculum Facilitators

Participants

Instructional Staff

Schedule

Weekly, from 7/27/2016 to 5/27/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Develop a common planning time for grade level teams to meet and collaborate				\$0.00
2	G1.B1.S1.A2	Create PD session agenda in the form of an action plan for teachers to use during scheduled collaborative planning time.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0111 - Yankeetown School			\$0.00
			Notes: Reading coach spends roughly 2 hours per week (at \$23.26 hourly rate) creating agendas and finding, printing, organizing agendas and resources for collaborative planning			
3	G1.B1.S1.A3	Implement Collaborative Planning twice per month for vertical teams				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0111 - Yankeetown School			\$0.00
			Notes: Reading Coach spends roughly 1 hour per week for 36 weeks (at \$23.26 hourly rate) facilitating collaborative planning			
4	G1.B2.S1.A1	Plan dates for Professional Development days and modeling opportunities				\$0.00
5	G1.B2.S1.A2	Plan for carry out PD sessions with instructional staff with whole group and small groups				\$3,164.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0111 - Yankeetown School			\$3,164.00
			Notes: Each instructional staff member receives \$23 an hour for 8.5 hours outside of contracted day for participating in extended professional development designed to introduce and practice instructional structures for student engagement.			
6	G1.B2.S1.A3	District Professional Development Opportunities assigned for teachers with areas of need				\$0.00
Total:						\$3,164.00