

School Board of Levy County

Yankeetown School



2017-18 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)	2016-17 Title I School	2016-17 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	5%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 was approved by the Levy County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Yankeetown School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Yankeetown School is to collaborate with all stakeholders (community, staff, educators, families and students) to promote rigorous academics and social growth in order to prepare students to be career or college ready.

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.

Teachers meet parents at Annual Parent Title 1 Meeting and Orientation in August or September. Parents and students visit classrooms and meet their child's teacher. Teachers schedule two Parent Teacher Conferences each year, one in the fall semester and one in the spring. Data chats take place when progress reports are distributed. Teachers/Reading Coach spend time with each child reviewing current data and setting goals for improvement. The School Counselor meets with students regularly to discuss academic progress and as needed to discuss personal issues. Teachers sponsor academic and athletic clubs which also builds relationships. The small community setting offers many opportunities for teachers and students to interact outside of the school day. SAC and PTO meetings are held monthly. All parents, students, teachers and community members are invited to attend.

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

The school environment is characterized by teachers and staff members who genuinely care for the students. Supervision is provided in all areas of the campus before, during and after school. Students know that an adult is always within eyesight and willing to help at all times. We have a zero tolerance policy for drugs, weapons, and bullying at Yankeetown. Students are encouraged to report issues, and do so regularly and anonymously. YTS has clear behavior expectations at each level (elementary and middle). Both rewards and consequences built in. Discipline is handled consistently and in a timely manner. Teachers meet regularly to discuss individual students who might be struggling academically, behaviorally, or socially and create an action plan to work with those students to help them cope and or come up with a plan to correct the problem. We have a full time school counselor, a part-time resource officer, and a staff full of compassionate leaders willing to notice and help children. The school also works with multiple agencies to provide additional support to students and families who are struggling. Safety drills are practiced monthly with students and staff.

At the official beginning to a school day, all students are greeted by staff members as they step on campus. Whether a student walks to school, is driven by personal car, or transported by bus; 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. We also have a School Counselor and part-time School Resource Officer on campus.

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. We have our 3 Sandgnat expectations of responsibility, safety and respect. 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 school counselor. 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 which include privilege passes to be used at lunch time.

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. Class Dojo is used daily to give feedback to both students and parents on behavior. Students also have a daily communication folder and planner. If a disciplinary need arises, our administrative/leadership team can be contacted. Teachers have been trained in classroom managed vs. office managed behaviors and are expected to try various behavior interventions in their classroom, as well as contact parents for disciplinary concerns. Teachers can track behavior as well on a classroom intervention report which documents when and where the behaviors are occurring so that a plan for intervention can be made through our child study meetings. 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.

Through frequent organized meetings (faculty meetings weekly, Facilitator bi-weekly, PST meetings bi-weekly, Data Chats every 9 weeks and MTSS every 6 weeks). In addition, all of our students have someone (a teacher, administrator, school counselor, para-professional, etc.) they feel comfortable talking to when problems arise. We call this our 'Relationship Challenge'. When a student is identified as needing additional social-emotional support, guidance and administration are both informed so that a plan of action can be put into motion. Although "mentoring" happens on an informal level, it does continue to happen particularly with students in great need. Our school counselor has small groups and individual counseling sessions with students in need. The district also employs a behavior specialist who often helps when we are struggling with how to help a child. When we find that our services are not adequate, we have multiple other community resources available to help such as Department of Children and Families, Guardian ad Litem, District Social Worker and other community organizations who provide additional services.

Our school has a School 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 Administrative 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. Students are recognized daily on school announcements

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school identifies at risk students in two ways. One, we meet on a regular basis (as described previously) to discuss students and any concerns we might have for them. We then follow through with some type of intervention appropriate to the student's situation. Two, the district provides Performance Matters (a data storage/analysis program) to help us track students with multiple indicators that might flag a student as "at risk". Performance Matters includes the following Early Warning Indicators: truancy events, absence events, course failures, GPA target, academics/state testing, behavior by level, behavior, and multiple warnings, We can create a list of students who have one specific indicator or use the "multiple warnings" indicator to create a list of students who have more than one indicator. The system identifies students according to the indicators listed above the recommended by the state.

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	8	11	8	4	6	2	0	0	0	0	39

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.

Behavior Plans - We have a myriad of behavioral plans ranging from school-wide to classroom-wide to individual student plans. We ensure that behavior plans have positive rewards, consequences, and clear expectations. We use these plans to minimize distractions in the classroom, which allows for more productive learning time.

Attendance/Problem Solving Team - We understand that students must be present to be successful in school. Furthermore, we understand that attendance problems can have a negative impact on the academic performance of students. Therefore, we monitor attendance weekly to help students create positive attendance habits. We send letters, meet with students, and meet with parents as needed to monitor attendance. If our school-level approaches aren't effective, we hold a formal problem solving team meeting where we invite our district truancy officer and/or a resource officer to meet with the student and parent. If this does not yield more positive attendance records, and notify the district for further intervention.

Interventions - At the elementary level (K-5), every teacher has a set aside time for interventions. This time is 20 minutes for all elementary grade levels. Interventions take place five days per week. Teachers plan intervention groups to target individual deficits and/or to target students in need of enrichment. Teachers meet with the reading coach and/or administration every 6-8 weeks to review intervention groupings, curriculum, and data. Adjustments are made when the need arises. These interventions are considered Tier II within the MTSS process.

Intensive Reading - All middle school students who scored a level 1 on the FSA Reading are in intensive reading using Read 180 curriculum. All students have 2 blocks of English Language Arts with a Reading Endorsed Teacher. This teacher provides intensive reading strategies to students scoring a level 1 or 2 on FSA and show the need for more intervention based on their iReady data.

MTSS (Multi Tiered Support System) - We employ a system to help identify students who are struggling in grade level curriculum and have a significant performance gap separating them from their peers. This system allows for Tier I instruction in the core curriculum for all students, Tier II interventions for those who need additional support, and then Tier III interventions for those who still do not begin to close the gap with Tier II support. This is a clearly defined process involving teachers, administrators, and parents to help the student be successful on grade level material.

During problem solving team meetings, we meet regularly to discuss students and possible interventions. We brainstorm ideas for interventions and then monitor those interventions to see if it has helped support the student over a 6-8 week period of time.

For students exhibiting 2 or more early warning indicators, the Leadership team watches these students closely. If attendance is an issue, the School Counselor intervenes to develop a plan with the family to 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. Students needing behavior interventions are assigned a mentor through our 'Relationship Challenge' that checks in on the student daily.

Our School also provides after school tutoring for students in the bottom quartile or on the bubble of being successful. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/407510>.

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.

Partnerships are built and sustained with the Yankeetown community in various ways. The community is extremely helpful in assisting YTS in securing and utilizing resources to support the school and student achievement. The local community supports the school through participation in fund raising activities, sponsoring events and generous donations. 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 for example the 2017 project which involved middle schools students engaged in science inquiry. These students researched the effects of radiation on seeds by launching seeds in outer space and comparing them to a control group. The foundation has also provided materials for cross-curricular learning using literature in science instruction.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hurst, Denee	Principal
Watson, Sandra	Teacher, K-12
Prescott, Candy	School Counselor
Holt, Cara	Instructional Coach
Sullivan, Natalie	Teacher, K-12

b. Duties

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

The Principal helps set goals and meets with teachers to plan strategies to meet the goals recorded in the SIP. She reviews student data along with the instructional coach and monitors curriculum and observes teachers. The principal helps in the MTSS decision making and oversees the review of progress in meeting school goals through data chats twice a month and Differentiated Accountability Report and the Mid-Year Narrative. The MTSS Team coordinates working within a problem solving team, to identify students with gaps in learning and to decide on interventions. They monitor and

document the progress of Tier 2 and 3 students. The Instructional Coach monitors data and participates in the decision making progress and the need for interventions in all subjects. She provides curricular support to teachers and plans professional development based on needs decided by the administrative and facilitator teams. She conducts coaching cycles as set by the University of Florida Instructional Coaching Certification with every teacher every nine weeks in order to ensure personal professional development on each teacher's level. She models best practices and assists in the analysis of data and tracking of student progress. The ESE teacher provides support to the classroom teachers in providing interventions and continuing Tier 3 interventions. The team facilitators help communicate school-wide needs and problem solve for solutions. The School Counselor oversees ESOL and provides counseling to individual students and classes as needed or as written in their IEP. She also works with the leadership team on the MTSS process with students that need Tier 2 or Tier 3 supports. She helps to facilitate students moving through Tier 3 to provide further student services if needed. Together all team members work closely to monitor student learning and to provide support to students who do not show mastery of skills.

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.

The MTSS Leadership team review data and helps set goals in Reading, Writing, Math and Science in the School Improvement Plan. The team looks closely at data to determine why a student is not meeting expected goals. It examines the Core program to determine its effectiveness and if changes need to occur. The team helps design specific strategies, UDL practices, and behavior management practices, to be included in the teachers lesson plans or into the SIP for interventions to improve the performance of students who scored Levels 1 or 2 on FSA and iReady Diagnostics, or learning gains on Interim Assessments. Researched-based interventions are assigned to students when gaps in learning as compared to the peer group are identified.

A Title I Part A budget has been established based on an annual data-based School Needs Assessment. Services are provided for students needing additional interventions through pull out and push in programs provided by a Title aide, Reading Coach and Reading Teachers. Title funds are used to purchase technology equipment to support classroom instruction and supplemental curriculum to support intervention. Funds are also used to provide professional development for principal and teachers. After-School Tutoring programs are offered using Title funds. Students scoring 1 or 2 on FSA or demonstrating at-risk performance in reading or math are eligible.

Title I Part C provides migrant services, which are administered by a Migrant Aide and Migrant Tutor provided by Alachua County. Students receive services during and after school.

Title II Part A is used for teacher and administrator professional development. Cambridge training is also being provided by the district for principals and lead teachers so that everyone better understands the Danielson evaluation instrument. Monitoring and use of the funds is done by the district but as a school we do discuss instructional trends that are noted from the principals classroom walk-through visits in an effort to continually focus on the importance of the instruction in the classroom.

Title III supports ESOL teachers to support English Language Leaders in the classroom setting as needed. Our teacher do participate in ESOL Professional Development. YTS currently has 2 ESOL students.

Title IX helps children that are homeless under the McKinney-Veto Act. Our homeless students

receive support for housing, curriculum, and tutoring through Title X.

Elementary students are provided nutritional instruction by the physical education teacher and classroom teachers with the support of IFAS through the University of Florida.

Carl D. Perkins Secondary and Rural and Sparsely Populated grants provide additional support for Career and Technical Education. YTS offers middle school students the opportunity to explore careers through instruction in the middle school Agriscience Course. Our Agriscience teacher submits to the district coordinator a request for equipment and supplies in March for the upcoming Perkins Grant. A Cyber Stalking Program are provided by the State Attorney's Office and local police department.

The district has a Title VI grant which will provide funding for a Teacher Induction program that will assist in training any new (or fairly new) teachers.

IDEA (Part B Preschool and K-12) provides funding for 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.

Our Reading Coach's position is partially funded by the K-12 Reading Grant.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Denee Hurst	Principal
Annjanette Kint	Education Support Employee
Theresa Mulligan	Parent
Mindy Tiesmeyer	Parent
Chris Badukawikz	Business/Community
Garrett Caizza	Student
Steven Mulligan	Parent
LeeAnne Rohrer	Parent
	Parent
Janell Caizza	Education Support Employee
Greg Dristillaris	Teacher
Sandy Watson	Teacher
Candy Prescott	Parent
Rebecca Henderson	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

SAC members were invited, and participated, in goal setting and deciding on strategies to meet desired academic improvements. The SAC members will work to complete plan and approve it the final SIP.

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

At the first SAC meeting of the year, we will review the school house budget with the SAC to acquire their input and approval. The instructional expenditures plan will also be shared with the SAC in an effort to acquire their input and approval. We also seek their input on the Title 1 plan and share the usage of those funds.

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
Hurst, Denee	Principal
Watson, Sandra	Teacher, K-12
	Teacher, K-12
Holt, Cara	Instructional Coach

b. Duties

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

The major initiative of the LLT is to implement the Florida Standards throughout the school using the state's model of full implementation. Great emphasis is placed on the amount of high level, complex text the students read and interact with, as well as writing in all content areas for multiple purposes. The LLT provides professional development in each of these areas. Multiple literacy projects take place through the media center which functions as the hub for literacy at school. Professional development opportunities include: Writing Structure, Universal Design for Learning (UDLs), Standards Driven Instruction, High Expectations, Core Connections, Accelerated Reader Data and Implementation, iReady, and Data Chats.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school teams meet weekly in either a faculty meeting or a "cluster" meeting. Clusters are grade level groups K-3 and 4-8. We use clusters to facilitate our collaborative planning since we do not have multiple teachers teaching the same grade level/courses. Our teachers also have the opportunity to collaborate across the district with teachers in their same grade level through district provided professional development and cadre meetings.

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

The principal works to recruit, develop, and retain highly qualified, certified-in-field teachers. The principal collaborates with other administrators in nearby schools/districts when searching to fill a certain position. When non-highly qualified or out of field teachers are hired, the principal works to ensure those teachers are following the appropriate curriculum at a pace that will ensure all material is covered prior to testing. Those teachers are also expected to complete certification requirements in a timely manner so they are not teaching out of field for more than one year. All new teachers (whether new to the profession and/or new to Levy County) are given a mentor that will meet with them monthly, model lessons and observe teaching providing feedback. All teachers are involved in Coaching Cycles with our Instructional Coach providing one on one professional development for them every semester. Our Instructional Coach also provides monthly professional development sharing research-based practices and covers classes to allow for teachers to observe other teachers on campus.

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

New teachers to the district and/or the profession are provided an experienced mentor to help guide them through the school year. Teacher serving as mentors must complete a Critical Education training. Our district has a mentoring program/calendar that is provided to the mentor and the mentee that provides a detailed description of mentoring activities throughout the school year. It includes observations/feedback, assistance in writing individualized professional development plans, grading discussions, goal setting, professional development opportunities, setting grade scales, etc. In addition, it provides the new teachers with a "go to" person for all the teaching expectations encountered during the year. The two teachers meet weekly throughout the year. The mentor reports to the principal as needed on the progress of the new teacher. At the conclusion of the year, the mentor works with the principal to ensure the new teacher met the required competencies.

Cara Holt (Reading Coach) is mentoring Krystal Thomas (ESE), Amy Shook (3rd grade)
Sandy Watson (Kindergarten) is mentoring Raven Dorminey (1st grade) and Paula Smith (Kindergarten)
Natalie Sullivan (6-8 ELA) is mentoring Kerry Blood (4-5 ELA) and Teresa Viles (4-5 Math)
Melody Carson is mentoring Todd Schrader (6-8 PE/Social Sciences)

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.

Teachers train and work closely with the district instructional team and cadres to map their curriculum using the standards as a guide and their "textbooks" as resources. During this process, the standards, item specifications, text content focus charts, and course descriptions are read, reread, dissect and reviewed to ensure the maps as aligned to the standards. Curriculum mapping is an ongoing process; teachers are encouraged to make notes throughout the year so that changes can be made each summer to the maps. The Principal and Reading Coach ensure that teachers are following their ,maps by reviewing lesson plans, conducting walk throughs, and meeting with teachers.

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.

The school uses data to differentiate instruction in multiple ways. First, teachers use individual student data to determine the pace at which they will teach. For example, if a large portion of a class is unable to master a certain skill or standard, the teacher may reteach the skill during small groups and/or intervention time. Second, students are placed into intervention groups and/or intensive courses according to data. In these groups/classes, students are taught at their own level and by identifying deficits to focus on. These courses also utilize a small group format so that individual can be taught in a different manner or a different skill as needed. Third, our ESE team provides assistance to students in various settings throughout the school. For example, the ESE teacher and/or para professional pulls some students out of the regular classroom to provide instruction in a small group setting in the resource room, while she may push in to other students' classrooms to help differentiate within groups there.

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

Additional time learning and/or practicing skills in a small group setting has proven to help students better master the material.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hurst, Denee, teiko.hurst@levyk12.org

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. Students and their data are tracked when they enter the tutoring program and then continue to be tracked through the program's duration. Local assessments are used to determine effectiveness, but state assessments are used at the end of the year as a summative assessment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

There are no day cares in the community. Yankeetown School is a Title I school that offers a Voluntary Pre-Kindergarten (VPK) program. The state pays for children, who turn 4 on or before Sept. 1, to attend the VPK program full time. . When students begin kindergarten they are assessed on their readiness skills. Our VPK program receives a readiness rate depending on how well students in kindergarten perform as a result of the experience received the previous year. Research has proven that children who attend VPK score much higher on kindergarten readiness assessments than those who do not attend VPK at all. Florida DOE has created standards of what Pre-K children are expected to learn prior to entering kindergarten. These standards help guide teachers as they work with students to lay a foundation for future academic success. Also included in this program are 3 and 4 year old children with special needs. In the Spring of each school year the PreK Coordinator along with the ESE department and FDLRS meet with all of the parents of students who will be going to kindergarten. Parents are encouraged to ask any questions. At the conclusion of the presentation all parents receive a goodie bag of items to work on with their children during the summer to prepare them for the first day of kindergarten. YTS offers several opportunities for parents to learn about Kindergarten. Each year in May we offer a "Kindergarten Round Up" for the upcoming school year. This is advertised in all local newspapers and on social media. In the beginning of the school year a open house/orientation is offered for all parents as well. 8th grade students begin their transition to high school at the beginning of the school year. The

importance of the PSAT, which is administered in October of each year, is explained to students at the beginning of the year. Students are made aware that the results of the PSAT will be used by their high school of choice to create high school schedules, which will also lead to a college and career path. At the end of the school year, the school counselor organizes high school orientation at four local high schools: Dunnellon, Crystal River, Cedar Key, and Williston. Students may attend one or all orientations of their choice to make the best decision for their educational career.

The gifted program at YTS also works with gifted 8th grade students on career research paths. Students research different careers, colleges that focus on those careers, and high school courses that would compliment the path to college and career.

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.

YTS follows instructional curriculum in all content areas that are based on College and Career Readiness standards for grades K-8, therefore building the foundation for students to achieve success. The College of Central Florida STEPS scholarship awards two scholarships at the end of the year. Teachers of 5th grade students nominate a boy and a girl that have potential but not financial means to attend college to be awarded these scholarships. The School Counselor has middle school students conduct Interest Inventories where students research careers and evaluate what they want to be in the future. From there, the English Language Arts Teacher and the Reading Coach work with these students to develop long-term and short-term goals based on student research of future careers. The Supervisor of Elections will come to visit Civics. 8th grade students will learn the voting process and what careers in politics require. 8th grade students will also take the PSAT which prepares them for advanced placement in high school.

At the end of the year a Career Fair will be held where community members comes to share careers with all students based on age-appropriateness and content standards.

YTS has established a collegiate culture throughout the campus. Teachers and students are encouraged to wear collegiate shirts or Sandgnat Pride on Fridays. Teachers are encouraged to talk about the college shirt that they are wearing, including where the college is located. In addition, most teachers post outside of their classroom doors or in their rooms signage of the college/university they attended, and the degree they earned.

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

Yankeetown school is implementing their first Career and Technical Education Agriculture Courses in the 2017-2018 school year. The goal is to add a new course to the middle school each year so that there will be a full middle school program ending with 8th graders taking Agriculture Foundations. The Agriculture Foundations course does have a FLDOE approved industry certification called Agriculture Associate Certification. It will be the 2019 year before this certification will be available.

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

The middle school Science teacher is also the Agriscience teacher and works to integrate career and technical education into the Science class by bringing in real world lessons tied the the Agriscience industry.

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

As a whole, students are struggling most with the Craft and Structure cluster of standards (RL.2.4-2.6 and RI.2.4-2.6). These standards directly interact with vocabulary from determining word meaning to analyzing the impact of an author's word choice on characters, tone, and mood. While our achievement within these standards is increasing (71% below grade level to 60%), there is still room to grow.

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.

Lack of vocabulary instruction is a school-wide area of need for our students. Since YTS is located in a predominately indigent area with families of limited education, YTS needs to provide parent workshops with tips/strategies/information in the area of reading. Parents need to know how to become their childrens' first educator. YTS is providing parents with fluency and vocabulary skills to broaden students' exposure to a larger range of words and meaning.

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.** During the 2017-2018 school year, at least 65% of students will show growth of the FSA Reading (grades 4-8) and 65% of students will make a years worth of growth on iReady Reading (grades K-3) to achieve an "A" school rating.

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. During the 2017-2018 school year, at least 65% of students will show growth of the FSA Reading (grades 4-8) and 65% of students will make a years worth of growth on iReady Reading (grades K-3) to achieve an "A" school rating. 1a

G098833

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
FSA ELA Achievement	65.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Bottom Quartile students need action plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduling Committee continually analyzes the needs of students to adjust schedules as needed
- Putting a more rigorous MTSS process in place school-wide that all teachers and stakeholders are involved
- ESE Teacher, Guidance Counselor and Principal all work together to form the best schedule and make sure the needs of all students are being met
- Monthly Professional Development sessions for teachers based on research based reading interventions

Plan to Monitor Progress Toward G1. 8

Gather and extrapolate summative and progress monitoring data

Person Responsible

Deneé Hurst

Schedule

Monthly, from 9/1/2017 to 9/1/2017

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. During the 2017-2018 school year, at least 65% of students will show growth of the FSA Reading (grades 4-8) and 65% of students will make a years worth of growth on iReady Reading (grades K-3) to achieve an "A" school rating. 1

G098833

G1.B3 Bottom Quartile students need action plan 2

B266024

G1.B3.S1 Target the bottom quartile students with research based interventions, double blocks of reading in grades 6-8, 120 minute ELA blocks in K-5 and an improved MTSS process. 4

S281969

Strategy Rationale

Bottom quartile students had no targeted interventions or plan last year.

Action Step 1 5

Identify bottom quartile students and share with teachers at the start of school.

Person Responsible

Denee Hurst

Schedule

On 5/25/2018

Evidence of Completion

Agenda and roster of PD

Action Step 2 5

Data chats with teachers

Person Responsible

Cara Holt

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Action Step 3 5

Data chats with students

Person Responsible

Cara Holt

Schedule

Evidence of Completion

Reading Coach Log

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walk-through forms, observation forms, and/or lesson plans will be reviewed that they are happening in a timely and consistent manner. (once/month)

Person Responsible

Denee Hurst

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walk through forms, observation forms and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Once each quarter, a school-wide data review will be held with all instructional staff.

Person Responsible

Denee Hurst







Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Agenda and roster

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.A3  A380484	Data chats with students	Holt, Cara	5/25/2018	Reading Coach Log	No End Date one-time
G1.MA1  M412770	Gather and extrapolate summative and progress monitoring data	Hurst, Denee	9/1/2017	Possible available data: FSA, iReady, Interventions	9/1/2017 monthly
G1.B3.S1.MA1  M412768	Once each quarter, a school-wide data review will be held with all instructional staff.	Hurst, Denee	9/1/2017	Agenda and roster	5/25/2018 quarterly
G1.B3.S1.MA1  M412769	Classroom walk-through forms, observation forms, and/or lesson plans will be reviewed that they are...	Hurst, Denee	8/14/2017	Classroom walk through forms, observation forms and lesson plans	5/25/2018 monthly
G1.B3.S1.A1  A380482	Identify bottom quartile students and share with teachers at the start of school.	Hurst, Denee	8/7/2017	Agenda and roster of PD	5/25/2018 one-time
G1.B3.S1.A2  A380483	Data chats with teachers	Holt, Cara	8/7/2017		5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. During the 2017-2018 school year, at least 65% of students will show growth of the FSA Reading (grades 4-8) and 65% of students will make a years worth of growth on iReady Reading (grades K-3) to achieve an "A" school rating.

G1.B3 Bottom Quartile students need action plan

G1.B3.S1 Target the bottom quartile students with research based interventions, double blocks of reading in grades 6-8, 120 minute ELA blocks in K-5 and an improved MTSS process.

PD Opportunity 1

Identify bottom quartile students and share with teachers at the start of school.

Facilitator

Dennee Hurst

Participants

Teachers

Schedule

On 5/25/2018

PD Opportunity 2

Data chats with teachers

Facilitator

Cara Holt

Participants

Teachers

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Identify bottom quartile students and share with teachers at the start of school.	\$0.00
2	G1.B3.S1.A2	Data chats with teachers	\$0.00
3	G1.B3.S1.A3	Data chats with students	\$0.00
Total:			\$0.00