Yearling Middle School

2017-18 Schoolwide Improvement Plan

Yearling Middle School

925 NW 23RD LN, Okeechobee, FL 34972

http://yearlingmiddleschool.sites.thedigitalbell.com/

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)
Middle School 6-8	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

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 is pending approval by the Okeechobee 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 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.

Table of Contents

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 Yearling Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Yearling Middle School's mission is to empower, challenge and inspire all students to apply the knowledge and skills learned to become creative problem solvers with positive attitudes to achieve personal success and to contribute to our diverse world.

b. Provide the school's vision statement.

Achieving Excellence by Putting Students First

2. School Environment

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

As part of an effort to build strong relationships with students we have adopted a program called Capturing Kids Hearts. This program focuses on building relationships between the teachers and students and to help the students build relationships with each other. At the beginning of the year we do several team building exercises that help bond the teachers and students.

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

We use the Capturing Kids Hearts Behave in Behave Out model. This system along with high behavioral expectations allows the students to know that when they are not doing something right they have the chance to fix it before automatically getting a consequence. The Capturing Kids Hearts program is all about letting the students know you care about them, which in turn will have them feel safe on campus. We also have a School Resource Officer on campus that can be regularly seen at the bus loading zone, the halls, and the front office. The School Resource Officer helps deal with major offenses that would require law enforcement support. Having a School Resource Officer on campus creates an atmosphere that makes the students feel safe. In addition to Capturing Kids Hearts we have also adopted the CHAMPS Classroom Management Structure school-wide. This positive and proactive approach to setting classroom and school wide expectations is an effective way to motivate and encourage positive behavior, and it's vital to creating a learning environment where students feel safe.

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 YMS Discipline Plan includes setting clear expectations using the CHAMPS Classroom Management Structure, building positive relationships and culture with Capturing Kids Hearts, and providing timely positive reinforcement and corrective feedback to students with strategies from both Capturing Kids Hearts and CHAMPS.

Additionally, our plan provides a new structure for how we respond to students who exhibit minor violations of classroom and school-wide expectations. As violations occur students receive a warning

and an opportunity to correct their misbehavior. If the violations continue, the student receives a "mark" for the infraction and are asked to reflect on their actions. If the violation still continues within the same class period the student can be sent out of class to the "Thinkery" where the child is provided administrative counseling and parent contact is made. All this is in an effort to correct minor misbehavior, increase student time in the classroom and reduce the number of referrals and suspension.

All instructional staff were provided with training on the CHAMPS structure prior to the start of the school year and with an overview of Capturing Kids Hearts questions to use to redirect misbehavior from their team leaders. Administrators have been provided with Crisis Prevention Training and de-escalation training. Teachers in need of classroom management strategies are provided on-going support to improve classroom behavior.

We also have a school-wide behavior plan that is consistently enforced. Students receive "Steps" for infractions. The school uses a step system in order to minimize distractions that impede the learning environment. The school follows a progressive discipline plan and expectations for consistency, and they are communicated clearly with teachers and staff. In addition, Capturing Kids Hearts uses the PBIS model to reduce undesirable behaviors by focusing on rewarding positive behaviors. Students receive positive signatures in their agendas for positive behaviors which grants them access to fun events and drawings throughout the year.

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.

The school uses a check in/check out system in which students monitor their daily progress regarding assignment completion, grades and behavior. This provides mentoring and counseling to the students involved in this system. There are also counseling services that are contracted from outside agencies that provide counseling and mentoring services to students. The school-based guidance counselors communicate with the parents/guardians of students recommended for counseling programs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Yearling Middle School maintains two lists as a part of our Early Warning System. The first is the list of students currently identified for the current school year as being a part of the EWS. The second working list includes those students who exhibit risk factors associated with EWS or who have been identified as EWS in previous school years. The YMS EWS is targeting students who have attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or mathematics or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	0	0	0	0	0	0	5	10	5	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	3	5	4	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	85	99	103	0	0	0	0	287

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	0	0	0	0	0	0	8	15	9	0	0	0	0	32

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

We have revised the 2017-2018 master schedule to include 96 minutes of instruction for all student in ELA and Math. These extended blocks provided more time for teachers to reach the full-intent of the ELA and Math standards as well as provide additional time for differentiation and remediation of skills and standards.

The i-Ready program assigns leveled reading and math lessons to students based on their performance on diagnostic assessments given 3 times per year, as well as, teacher assigned lessons based on individual needs on grade level standards.

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/446483.

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.

Community members are represented on the School Advisory Council where they have opportunities to give input on the School Improvement Plan, as well as, how monies are spent to support student achievement. Additionally, the school sustains partnerships with the local community by publicly

recognizing their efforts to support the school. In order to build relationships, donations are sought from different organizations and businesses to support student clubs. The community is also invited to attend agriculture, music and athletic events hosted by the school.

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
Hays, Jody	Principal
Bandi, Lori	Dean
Campbell, Kellyann	Teacher, K-12
Goff, Jeremy	Instructional Coach
Borcherding , Lindsey	Teacher, K-12
Streelman, Emily	Assistant Principal
Carpenter, Cathleen	School Counselor
Caves , Walt	Teacher, K-12
Dickey , Theresa	Teacher, K-12
Gamez, Mariela	Teacher, K-12
Gray , Melinda	Teacher, K-12
Heineman, Carrie	Other
Keaton, John	Teacher, K-12
Kinty , Emma	Teacher, ESE
Letcher , Cindy	Teacher, K-12
Maxwell, Rebecca	Teacher, K-12
Medrano, Maria	School Counselor
Mulvey , Jennifer	Teacher, K-12
Stanley , Krista	Teacher, K-12
Starr , Ashely	Teacher, ESE
Tedders , Dana	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 leadership team carries the responsibility of reviewing the school's improvement plan and setting goals for the school. The team members assist in collaborating on the implementation of new initiatives. The members are also responsible for providing feedback on current and new initiatives and goals.

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.

In order to yield student achievement, the leadership team reviews the previous year's school improvement plan to discuss changes that should be made. The principal develops a budget for the school year based on the feedback provided from the leadership team.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jody Hays	Principal
Sylvia Bandi	Teacher
Jill Holcomb	Education Support Employee
Cathy Rucks	Parent
Pat Grant	Business/Community
Janette Pritchard	Teacher
Daisey Torres	Student
Elisabeth Torres	Education Support Employee
Jessica Sumner	Parent
Findencio Santamaria	Parent
Adrian Santamaria	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

As stated in the SAC meeting minutes, the SIP was presented by the principal. All members of the SAC Committee were encouraged to review the SIP thoroughly and bring any questions, concerns or ideas for revisions to the next SAC meeting.

b. Development of this school improvement plan

The SIP will be shared and reviewed with the SAC during the October 2017 meeting.

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

The school's annual discretionary budget and the Title I budget will be reviewed by SAC and the Parent Involvement Team.

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

The SAC will discuss how our school improvement fund will be spent.

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
Hays, Jody	Principal
Streelman, Emily	Assistant Principal
Goff, Jeremy	Instructional Coach

b. Duties

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

The Literacy Leadership Team meets weekly to plan professional development and teacher support surrounding how to promote reading, writing and talking about text.

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.

Positive working relationships among teachers are encouraged through the adoption of Capturing Kids Hearts by celebrating each other's strengths with recognition via positive affirmations and social contracts that guide the way in which we work together. Teachers also participate in Professional Learning Communities once per month in addition to their opportunity to collaborative plan as often as they like focusing on planning rigorous standards-based instruction. Quarterly department days also provide teachers with opportunities for a additional PD and collaborative planning.

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

The Principal and Assistant Principal work closely with the district's Human Resource department to recruit, develop and retain highly qualified teachers. The school also encourages and supports current teachers to achieve and maintain highly-qualified status. The district draws upon several resources to recruit new teachers. Administrators attend recruitment fairs both locally and out of state. Openings are advertised on social media. Networking and online job boards are also utilized. Recruitment incentives are available to current employees. Individual school site recruitment is handled by the administrator. Each new teacher to the district is placed with a mentor who helps the new teacher to develop the skills necessary to become effective in the classroom.

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

The school's mentoring program is a district-wide mentoring initiative. District mentors are trained and assigned teachers throughout the district based off of level- elementary or secondary. Teams of mentors are responsible for teams of mentees. Mentor teams are responsible for providing after-school PD on a monthly basis. In addition, each school is assigned a POST facilitator. (Project ONE Support Team) These facilitators are responsible for providing school-based leadership professional development after

school on a monthly basis as well. These two forms of support provide support at the classroom, school, and district level for all of our new educators. The rationale for this way of work is wanting to provide "professional development insulation" for our new teachers with a collective team approach to working together. The hope is this team-based work will sustain the support and assistance needed to retain teachers.

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.

The Okeechobee County School District reviews, selects, adopts, and implements high quality instructional materials aligned to the Florida Standards. The process of curriculum selection and/or development and implementation at OCSD is done in coordination with the Heartland Educational Consortium. OCSD's Instructional Services department and school leadership teams conduct an ongoing review of the curriculum and instructional materials implemented in each course in order to ensure alignment with the Florida Standards.

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.

Students take part in district interim assessments 2-3 times per year in Reading, English Language Arts, Math, Science and Civics. These assessments are used to track student progress toward mastery of state standards in these subject areas. Teachers use the results of these assessments to guide individual instructional needs of students and to plan for instruction and remediation. Through Professional Learning Communities and the collaborative planning processes, teachers work with the administrative team to unpack standards, build common assessments and identify differentiation of instruction based on available data.

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: Before School Program
Minutes added to school year:

Migrant Program Tutorial, 1-2 teachers begins in Oct 2016 - April 2017 2 days per week for 1 hour each day.

Strategy Rationale

To help support students of migrant families increase their achievement in core academics.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hays, Jody, jody.hays@okee.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students progress will be monitored using state and district assessments.

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, § 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.

Each year incoming 5th grade students visit YMS to learn what to expect in middle school. Similar opportunities are provided to 8th grade students through meetings to learn about high school graduation requirements and industry certification and elective programs.

Eighth graders participate in a Reality and Career Fair (held on the IRSC Campus) hosted by our local state college (Indian River State College). Reality Fair allows students to participate in a version of the game of "Life." Students are assigned a salary based on grade-point average. Students select a career based on their salary range. Students take a "chance" and wind up with children, and must provide for transportation (buying a car), a place to live (buy a house), expenses like insurance, taxes, etc. IRSC also runs a concurrent Career Fair based on the different career clusters offered on IRSC Main Campus.

This year, YMS would like to participate in CTE events which bring YMS eighth graders to Okeechobee High School to provide exposure and boost recruitment in district CTE program.

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.

YMS's AVID students visit various college campuses throughout the school year.

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

These programs are available once students begin 9th grade:
ADOBE010 Adobe Certified Associate (Dreamweaver) Adobe Systems Digital Design
ADOBE011 Adobe Certified Associate (Flash) Adobe Systems Digital Design
ADOBE021 Adobe Certified Associate (InDesign) Adobe Systems Digital Design
ADOBE021 Adobe Certified Associate (Photoshop) Adobe Systems Digital Design
ADOBE018 Adobe Certified Associate (Premiere) Adobe Systems Digital Design
MICRO069 Microsoft Office Specialist (MOS) Bundle Cert. Microsoft Corporation Digital Design
NIASE014 A4-Steering and Suspension ASE Automotive Maintenance & Light Repair
NIASE007 A5-Brakes ASE Automotive Maintenance & Light Repair
NIASE008 A6-Electrical/Electronic Systems ASE Automotive Maintenance & Light Repair
NIASE011 A7-Heating and Air Conditioning ASE Automotive Maintenance & Light Repair
NIASE076 G1-Maintenance and Light Repair ASE Automotive Maintenance & Light Repair
NCCER005 Level 1 Carpentry NCCER Building Construction Technologies
FLFBR004 Ag Mechanics Certification AEST Technical Ag Operations
FLFBR005 Animal Science Certification AEST Animal Science Services
FLFBR001 Agritechnology Certification AEST Animal Science Services
FDMQA002 Certified Nursing Assistant FL Dept of Health Nursing Assistant

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of the programs include:
The PSAT School Day test administration allows the opportunity for students to take the PSAT 8/9 on their own school campus during a school day.
Career Fairs are held at the middle school level to promote career awareness.
The AVID (Advancement Via Individual Determination) program promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. Guidance services work with schools to inform and support students and parents in graduation and college readiness goals.

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.

Students are placed in high school level classes beginning in seventh grade and are encouraged to take the most rigorous slate of classes they can handle successfully. Students participate in the PSAT 8/9 and those results are shared among the secondary school principals for course scheduling (AP Potential).

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

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"Â? 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.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. A positive school culture, clear expectations, and effective classroom management will lead to an increase in student success both academically and behaviorally.

G2. Reading, math, social studies and science instruction will be rigorous and standards-based.

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. A positive school culture, clear expectations, and effective classroom management will lead to an increase in student success both academically and behaviorally. `1a`

🔑 G099064

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	375.0

Targeted Barriers to Achieving the Goal `3`

- Classroom teachers are in need of additional strategies to manage student behavior and positively reinforce students

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Capturing Kids Hearts

- Positive Behavior Intervention and Support

- YMS Discipline Plan

- CHAMPS Classroom Management Structure

Plan to Monitor Progress Toward G1. `8`

Discipline, referral and suspension data will be tracked throughout the year.

Person Responsible
Jody Hays

Schedule
On 5/31/2018

Evidence of Completion
Discipline, referral and suspension data will be tracked throughout the year. It is expected that we will see a reduction in referrals and suspensions, both in and out of school.

G2. Reading, math, social studies and science instruction will be rigorous and standards-based. `1a`

🔑 G099065

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	55.0
Statewide Science Assessment Achievement	50.0
Civics EOC Pass	60.0

Targeted Barriers to Achieving the Goal `3`

- Teachers are still developing in their proficiency in consistently delivering rigorous, standards-based instruction that reaches the full intent of the standard.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Coaches for ELA, Math and Science Participating as part of the Middle School Coaching Pilot provided through support from Instruction Partners

Plan to Monitor Progress Toward G2. `8`

Benchmark assessment data will be collected and reviewed beginning, middle and end of the year to track student progress toward mastery of standards in reading, English language arts, science and social studies.

Person Responsible
Jody Hays

Schedule
Triannually, from 8/10/2017 to 5/31/2018

Evidence of Completion
The number of student scoring proficient on triannual benchmark assessments will increase and the number of students in the bottom quartile will on these assessments will decrease.

Plan to Monitor Progress Toward G2. `8`

The principal, assistant principal will conduct classroom walk-throughs and observations.

Person Responsible
Jody Hays

Schedule
Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion
The principal and assistant principal will conduct classroom walk-throughs and observations to monitor improvement in the alignment of instruction to the standards and student work and the increase in students baring the cognitive load during instruction.

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. A positive school culture, clear expectations, and effective classroom management will lead to an increase in student success both academically and behaviorally. 1

🔍 G099064

G1.B1 Classroom teachers are in need of additional strategies to manage student behavior and positively reinforce students 2

🔍 B266717

G1.B1.S1 The CHAMPS Classroom Management Structure was adopted school-wide and all teachers and instructional support staff were trained in CHAMPS 4

🔍 S282607

Strategy Rationale

Referral and observation data demonstrated that there was a need to develop a common language of establishing school-wide and classroom expectations.

Action Step 1 5

CHAMPs coaching provided by FDLRS

Person Responsible

Jody Hays

Schedule

On 7/31/2017

Evidence of Completion

All teachers and support staff are required to attend CHAMPS training prior to the start of school and develop a classroom management plan for the 17-18 school year. Plans must be turned in to the principal prior to the start of the school year.

Action Step 2 5

CHAMPS Classroom Management Structure

Person Responsible

Jody Hays

Schedule

Every 6 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

Classroom observation and feedback logs. Monthly classroom walk-throughs with CHAMPs coach to monitor progress and improvements.

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

Classroom Observations and Feedback

Person Responsible

Jody Hays

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Administration will conduct classroom walk-throughs to monitor fidelity of the implementation of CHAMPs and prioritize support needs of teachers.

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

The YMS Administrative Team will meet weekly to review Referral and Thinkery data

Person Responsible

Jody Hays

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Referral and Thinkery data will be reviewed weekly by the administrative team. The team will analyze each student referred to the Thinkery and/or dean and align appropriate interventions for students repeating infractions.

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

Behavioral MTSS plans and interventions will be put into place for students identified as needed tier 2 or tier 3 intervention using Thinkery and referral data.

Person Responsible

Schedule

Monthly, from 9/15/2017 to 5/25/2018

Evidence of Completion

Interventions will be monitored through: - weekly review of Thinkery and referral data - daily monitoring of check-in, check-out sheets - monthly MTSS meetings for identified students.

G1.B1.S2 Capturing Kids Hearts strategies for building positive relationships and correcting misbehavior will continue to be used. 4

🔑 S282608

Strategy Rationale

Developing positive relationships between teachers and students is a research proven way in order to increase student achievement and promote a positive learning and work environment.

Action Step 1 5

Teachers will participate in professional development at the beginning of the year on how to implement the program, and there will be refresher training throughout the school year.

Person Responsible

Jody Hays

Schedule

On 5/29/2018

Evidence of Completion

Sign-In sheets from professional development

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom Observations and Feedback

Person Responsible

Jody Hays

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Administration will conduct classroom walk-throughs to monitor fidelity of the implementation of CKHs and prioritize support needs of teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

    Person Responsible

    Schedule

    Evidence of Completion

G1.B1.S3 The YMS PBIS team works to reward students for positive behavior throughout the school year with events, drawings and monthly surprise rewards. `4`

🔑 S282609

Strategy Rationale

Positively reinforcing students for desired behavior is a research proven way decrease the occurance of negative behavior

Action Step 1 `5`

Monthly PBIS meeting to plan events and support discuss student and staff support needs.

    Person Responsible

    Emily Streelman

    Schedule

    Monthly, from 8/1/2017 to 5/31/2018

    Evidence of Completion

    Feedback from students and staff.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Ongoing CHAMPS Coaching and Support

Person Responsible

Jody Hays

Schedule

Monthly, from 8/25/2017 to 5/31/2018

Evidence of Completion

Classroom observations and data will be collected by administrative staff. Needs will be communicated to our CHAMPS trainer/coach. She will then provide coaching, feedback and support in order to improve teacher development and enhance the learning environment.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Classroom Observations and Walk-throughs

Person Responsible

Jody Hays

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom observations and data will be collected by administrative staff. Needs will be communicated to our CHAMPS trainer/coach. She will then provide coaching, feedback and support in order to improve teacher development and enhance the learning environment.

G2. Reading, math, social studies and science instruction will be rigorous and standards-based. `1`

🔑 G099065

G2.B1 Teachers are still developing in their proficiency in consistently delivering rigorous, standards-based instruction that reaches the full intent of the standard. `2`

🔑 B266718

G2.B1.S1 Professional development and coaching focusing on rigorous standards-based instruction will be provided to meet the individual needs of teachers, by subject area, on a monthly basis and through Professional Learning Communities and the collaborative planning process. `4`

🔑 S282610

Strategy Rationale

Administrators will serve as instructional leaders by working with the school's literacy coach to provide teachers with on-going coaching and support to plan and design assessment and instruction to the full depth of the Florida Standards.

Action Step 1 `5`

Professional development and coaching focusing on rigorous standards-based instruction will be provided to meet the individual needs of teachers, by subject area, on a monthly basis and through Professional Learning Communities and the collaborative planning process.

Person Responsible

Jody Hays

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

The administrative team will use observation data to track teachers' progress on the alignment of their instruction to the rigor of the standard and standards mastery data to track the progress of students toward mastery of their grade-level standards.

Action Step 2 `5`

Re-delivery of content from the UnBound Ed Standards Institute Conference

Person Responsible

Jody Hays

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

The administrative team will use observation data to track teachers' progress on the alignment of their instruction to the rigor of the standard and standards mastery data to track the progress of students toward mastery of their grade-level standards.

Action Step 3 `5`

Data Chats with teachers to monitor and track proficiency of their students

Person Responsible

Jody Hays

Schedule

Quarterly, from 10/27/2017 to 5/25/2018

Evidence of Completion

Teachers will use data to track student mastery of standards and can be observed using data to plan and inform instruction.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Ongoing classroom observation and support from the administrative team

Person Responsible

Jody Hays

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

The administrative team will use observation data to track teachers' progress on the alignment of their instruction to the rigor of the standard and standards mastery data to track the progress of students toward mastery of their grade-level standards.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Both formal and information observation data will be collected and analyzed to be used to drive for further professional development and support based on the unique needs of each teacher.

Person Responsible

Jody Hays

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans, execution of lessons taught, alignment of tasks and assessments given to student with the rigor called for in the standard.

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.B1.S2.MA1 🔑 M414225	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1 🔑 A381304	CHAMPs coaching provided by FDLRS	Hays, Jody	7/31/2017	All teachers and support staff are required to attend CHAMPS training prior to the start of school and develop a classroom management plan for the 17-18 school year. Plans must be turned in to the principal prior to the start of the school year.	7/31/2017 one-time
G2.MA2 🔑 M414233	The principal, assistant principal will conduct classroom walk-throughs and observations.	Hays, Jody	8/10/2017	The principal and assistant principal will conduct classroom walk-throughs and observations to monitor improvement in the alignment of instruction to the standards and student work and the increase in students baring the cognitive load during instruction.	5/25/2018 weekly
G1.B1.S1.MA1 🔑 M414222	The YMS Administrative Team will meet weekly to review Referral and Thinkery data	Hays, Jody	8/10/2017	Referral and Thinkery data will be reviewed weekly by the administrative team. The team will analyze each student referred to the Thinkery and/or dean and align appropriate interventions for students repeating infractions.	5/25/2018 weekly
G1.B1.S1.MA3 🔑 M414223	Behavioral MTSS plans and interventions will be put into place for students identified as needed...		9/15/2017	Interventions will be monitored through: - weekly review of Thinkery and referral data - daily monitoring of check-in, check-out sheets - monthly MTSS meetings for identified students.	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M414224	Classroom Observations and Feedback	Hays, Jody	8/10/2017	Administration will conduct classroom walk-throughs to monitor fidelity of the implementation of CHAMPs and prioritize support needs of teachers.	5/25/2018 monthly
G2.B1.S1.A2 🔑 A381309	Re-delivery of content from the UnBound Ed Standards Institute Conference	Hays, Jody	8/10/2017	The administrative team will use observation data to track teachers' progress on the alignment of their instruction to the rigor of the standard and standards mastery data to track the progress of students toward mastery of their grade-level standards.	5/25/2018 monthly
G2.B1.S1.A3 🔑 A381310	Data Chats with teachers to monitor and track proficiency of their students	Hays, Jody	10/27/2017	Teachers will use data to track student mastery of standards and can be observed using data to plan and inform instruction.	5/25/2018 quarterly
G1.B1.S2.MA1 🔑 M414226	Classroom Observations and Feedback	Hays, Jody	8/10/2017	Administration will conduct classroom walk-throughs to monitor fidelity of the implementation of CKHs and prioritize support needs of teachers.	5/25/2018 monthly
G1.B1.S2.A1 🔑 A381306	Teachers will participate in professional development at the beginning of the year on how to...	Hays, Jody	8/8/2017	Sign-In sheets from professional development	5/29/2018 one-time
G1.MA1 🔑 M414229	Discipline, referral and suspension data will be tracked throughout the year.	Hays, Jody	8/31/2017	Discipline, referral and suspension data will be tracked throughout the year. It is expected that we will see a reduction in referrals and suspensions, both in and out of school.	5/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 🔑 M414232	Benchmark assessment data will be collected and reviewed beginning, middle and end of the year to...	Hays, Jody	8/10/2017	The number of student scoring proficient on triannual benchmark assessments will increase and the number of students in the bottom quartile will on these assessments will decrease.	5/31/2018 triannually
G1.B1.S1.A2 🔑 A381305	CHAMPS Classroom Management Structure	Hays, Jody	9/1/2017	Classroom observation and feedback logs. Monthly classroom walk-throughs with CHAMPs coach to monitor progress and improvements.	5/31/2018 every-6-weeks
G2.B1.S1.MA1 🔑 M414230	Both formal and information observation data will be collected and analyzed to be used to drive for...	Hays, Jody	8/10/2017	Teacher lesson plans, execution of lessons taught, alignment of tasks and assessments given to student with the rigor called for in the standard.	5/31/2018 weekly
G2.B1.S1.MA1 🔑 M414231	Ongoing classroom observation and support from the administrative team	Hays, Jody	8/10/2017	The administrative team will use observation data to track teachers' progress on the alignment of their instruction to the rigor of the standard and standards mastery data to track the progress of students toward mastery of their grade-level standards.	5/31/2018 weekly
G2.B1.S1.A1 🔑 A381308	Professional development and coaching focusing on rigorous standards-based instruction will be...	Hays, Jody	8/10/2017	The administrative team will use observation data to track teachers' progress on the alignment of their instruction to the rigor of the standard and standards mastery data to track the progress of students toward mastery of their grade-level standards.	5/31/2018 biweekly
G1.B1.S3.MA1 🔑 M414227	Classroom Observations and Walk-throughs	Hays, Jody	8/10/2017	Classroom observations and data will be collected by administrative staff. Needs will be communicated to our CHAMPS trainer/coach. She will then provide coaching, feedback and support in order to improve teacher development and enhance the learning environment.	5/31/2018 weekly
G1.B1.S3.MA1 🔑 M414228	Ongoing CHAMPS Coaching and Support	Hays, Jody	8/25/2017	Classroom observations and data will be collected by administrative staff. Needs will be communicated to our CHAMPS trainer/coach. She will then provide coaching, feedback and support in order to improve teacher development and enhance the learning environment.	5/31/2018 monthly
G1.B1.S3.A1 🔑 A381307	Monthly PBIS meeting to plan events and support discuss student and staff support needs.	Streelman, Emily	8/1/2017	Feedback from students and staff.	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. A positive school culture, clear expectations, and effective classroom management will lead to an increase in student success both academically and behaviorally.

G1.B1 Classroom teachers are in need of additional strategies to manage student behavior and positively reinforce students

G1.B1.S1 The CHAMPS Classroom Management Structure was adopted school-wide and all teachers and instructional support staff were trained in CHAMPS

PD Opportunity 1

CHAMPs coaching provided by FDLRS

Facilitator

Caroline Redding

Participants

All instructional staff

Schedule

On 7/31/2017

G1.B1.S2 Capturing Kids Hearts strategies for building positive relationships and correcting misbehavior will continue to be used.

PD Opportunity 1

Teachers will participate in professional development at the beginning of the year on how to implement the program, and there will be refresher training throughout the school year.

Facilitator

Jody Hays

Participants

Teachers

Schedule

On 5/29/2018

G2. Reading, math, social studies and science instruction will be rigorous and standards-based.

G2.B1 Teachers are still developing in their proficiency in consistently delivering rigorous, standards-based instruction that reaches the full intent of the standard.

G2.B1.S1 Professional development and coaching focusing on rigorous standards-based instruction will be provided to meet the individual needs of teachers, by subject area, on a monthly basis and through Professional Learning Communities and the collaborative planning process.

PD Opportunity 1

Professional development and coaching focusing on rigorous standards-based instruction will be provided to meet the individual needs of teachers, by subject area, on a monthly basis and through Professional Learning Communities and the collaborative planning process.

Facilitator

Principal, Assistant Principal and Literacy Coach

Participants

All English language arts, math, science and social studies teachers.

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

PD Opportunity 2

Re-delivery of content from the UnBound Ed Standards Institute Conference

Facilitator

Jeremy Goff and Britani Bryner

Participants

All English Language Arts and Math Teachers.

Schedule

Monthly, from 8/10/2017 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.B1.S1.A1	CHAMPs coaching provided by FDLRS	$0.00
2	G1.B1.S1.A2	CHAMPS Classroom Management Structure	$0.00
3	G1.B1.S2.A1	Teachers will participate in professional development at the beginning of the year on how to implement the program, and there will be refresher training throughout the school year.	$0.00
4	G1.B1.S3.A1	Monthly PBIS meeting to plan events and support discuss student and staff support needs.	$0.00
5	G2.B1.S1.A1	Professional development and coaching focusing on rigorous standards-based instruction will be provided to meet the individual needs of teachers, by subject area, on a monthly basis and through Professional Learning Communities and the collaborative planning process.	$0.00
6	G2.B1.S1.A2	Re-delivery of content from the UnBound Ed Standards Institute Conference	$0.00
7	G2.B1.S1.A3	Data Chats with teachers to monitor and track proficiency of their students	$0.00
		Total:	$0.00