

School Board of Levy County

Yankeetown School



2018-19 Schoolwide Improvement Plan

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Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

Collaboratively cultivating a career or college ready community.

School Leadership Team

Membership

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

Name	Title
Hurst, Dennee	Principal
Watson, Sandra	Instructional Coach
Prescott, Candy	School Counselor
Shook, Amy	Teacher, K-12
Whittington, Lindsey	Administrative Support

Duties

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

The Principal facilitates weekly faculty meetings to help set goals, communicate school-wide needs, problem solve for solutions, and assist teachers in planning strategies for meeting the goals recorded in the SIP. She monitors curriculum and observes teachers via ongoing informal walk-throughs as well as required formal observations. The principal assists the Instructional Coach in reviewing student data and monitoring MTSS decision making and oversees the review of progress in meeting school goals through bi-monthly data chats, Differentiated Accountability Report, and the Mid-Year Narrative. The Instructional Coach monitors student data and participates in the decision-making progress and the need for interventions in all subject areas. She provides curricular support to teachers and plans professional development based on needs decided by the administrative and facilitator teams. She models best practices and assists in the analysis of data and tracking of student progress. The MTSS Team coordinates within a problem-solving unit, to identify students with gaps in learning and to decide on appropriate interventions. They monitor and document the progress of Tier 2 and Tier 3 students. The ESE teacher provides support to the classroom teachers in providing interventions and continuing Tier 3 interventions. 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 yet show mastery of skills.

Early Warning Systems

Year 2017-18

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	7	10	4	5	2	5	4	3	6	0	0	0	0	46	
One or more suspensions	1	2	2	1	3	2	13	5	3	0	0	0	0	32	
Course failure in ELA or Math	0	2	1	4	1	6	8	6	6	0	0	0	0	34	
Level 1 on statewide assessment	0	0	0	1	3	8	13	6	1	0	0	0	0	32	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	2	0	3	2	5	12	7	4	0	0	0	0	36	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	0	2	1	0	0	0	0	0	0	0	0	0	9
Retained Students: Previous Year(s)	4	3	3	6	2	1	1	3	0	0	0	0	0	23

Date this data was collected

Friday 9/21/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math BQ (37% compared to district at 40% and state at 52%). Yes, this is a trend.

Which data component showed the greatest decline from prior year?

Science achievement (43% compared to district at 51% and state at 57%).

Which data component had the biggest gap when compared to the state average?

4th grade ELA (33% compared to district at 41% and state at 56%)

5th grade Math (29% compared to district 53% and state 61%)

Which data component showed the most improvement? Is this a trend?

ELA BQ (61% compared to district at 48% and state at 52%).

Describe the actions or changes that led to the improvement in this area.

Improvement was achieved by coaching cycles with our reading instructional coach, goal setting, data chats, and focusing on growth, especially the growth of our bottom quartile students.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	44%	60%	51%	44%	55%
ELA Learning Gains	58%	52%	57%	70%	51%	54%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	61%	48%	52%	72%	49%	49%
Math Achievement	50%	49%	61%	41%	47%	56%
Math Learning Gains	56%	53%	58%	48%	51%	54%
Math Lowest 25th Percentile	37%	40%	52%	35%	42%	48%
Science Achievement	43%	51%	57%	33%	51%	52%
Social Studies Achievement	83%	76%	77%	0%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	7 (8)	10 (6)	4 (3)	5 (6)	2 (7)	5 (5)	4 (4)	3 (6)	6 (2)	46 (47)
One or more suspensions	1 (0)	2 (2)	2 (4)	1 (5)	3 (8)	2 (13)	13 (15)	5 (12)	3 (6)	32 (65)
Course failure in ELA or Math	0 (1)	2 (1)	1 (1)	4 (0)	1 (0)	6 (0)	8 (0)	6 (0)	6 (0)	34 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (8)	3 (11)	8 (8)	13 (4)	6 (6)	1 (2)	32 (39)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	48%	8%	57%	-1%
	2017	42%	53%	-11%	58%	-16%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	33%	41%	-8%	56%	-23%
	2017	32%	47%	-15%	56%	-24%
Same Grade Comparison		1%				
Cohort Comparison		-9%				
05	2018	39%	44%	-5%	55%	-16%
	2017	48%	42%	6%	53%	-5%
Same Grade Comparison		-9%				
Cohort Comparison		7%				
06	2018	71%	35%	36%	52%	19%
	2017	43%	38%	5%	52%	-9%
Same Grade Comparison		28%				
Cohort Comparison		23%				
07	2018	39%	41%	-2%	51%	-12%
	2017	38%	37%	1%	52%	-14%
Same Grade Comparison		1%				
Cohort Comparison		-4%				
08	2018	57%	48%	9%	58%	-1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	53%	40%	13%	55%	-2%
Same Grade Comparison		4%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	55%	8%	62%	1%
	2017	56%	65%	-9%	62%	-6%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	68%	59%	9%	62%	6%
	2017	37%	58%	-21%	64%	-27%
Same Grade Comparison		31%				
Cohort Comparison		12%				
05	2018	29%	53%	-24%	61%	-32%
	2017	32%	44%	-12%	57%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				
06	2018	47%	41%	6%	52%	-5%
	2017	32%	39%	-7%	51%	-19%
Same Grade Comparison		15%				
Cohort Comparison		15%				
07	2018	56%	56%	0%	54%	2%
	2017	48%	49%	-1%	53%	-5%
Same Grade Comparison		8%				
Cohort Comparison		24%				
08	2018	40%	38%	2%	45%	-5%
	2017	57%	35%	22%	46%	11%
Same Grade Comparison		-17%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	21%	48%	-27%	55%	-34%
	2017					
Cohort Comparison						
08	2018	67%	44%	23%	50%	17%
	2017					
Cohort Comparison		67%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	83%	73%	10%	71%	12%
2017	85%	68%	17%	69%	16%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17			8	40						
WHT	46	58	61	47	56	37	41	83			
FRL	42	51	61	48	52	39	41				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	25		18	38						
WHT	45	41	30	41	43	22	59	90			
FRL	40	43	32	37	47	22	52	91			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Bottom Quartile ELA
Rationale	Different domains were identified using FSA ELA scores (2018) and iReady EOY diagnostic (May 2018)
Intended Outcome	Our goal is for 65% of Yankeetown's BQ students to show growth in ELA on the 2019 FSA.
Point Person	Sandra Watson (sandra.watson@levyk12.org)

Action Step

Description	Our plan is to work daily (30 min) with our bottom quartile ELA students in intensive MTSS small groups. Each small group will focus specifically on skills necessary for students to close the gaps in their learning.
Person Responsible	Sandra Watson (sandra.watson@levyk12.org)

Plan to Monitor Effectiveness

Description	Progress monitoring using i-Ready Growth Check, Diagnostics, and Standards Mastery (Oct 19, 2018, Jan 11, 2019, Mar 22, 2019, May 31, 2019)
Person Responsible	Sandra Watson (sandra.watson@levyk12.org)

Activity #2	
Title	Bottom Quartile Math
Rationale	Different domain were identified using FSA Math scores (2018) and iReady EOY diagnostic (May 2018)
Intended Outcome	Our goal is for 65% of Yankeetown's BQ students to show Math growth on the 2019 FSA.
Point Person	Sandra Watson (sandra.watson@levyk12.org)
Action Step	
Description	Our plan is to work daily (30 min) with our bottom quartile Math students in intensive MTSS small groups. Each small group will focus specifically on skills necessary for students to close the gaps in their learning.
Person Responsible	Sandra Watson (sandra.watson@levyk12.org)
Plan to Monitor Effectiveness	
Description	Progress monitoring using i-Ready Growth Check, Diagnostics (Oct 19, 2018, Jan 11, 2019, Mar 22, 2019, May 31, 2019)
Person Responsible	Sandra Watson (sandra.watson@levyk12.org)
Activity #3	
Title	Student Absences
Rationale	Students with 90% absenteeism comprise 19% of our student population.
Intended Outcome	Reduce student absences to below 10% overall for the year.
Point Person	Denee Hurst (teiko.hurst@levyk12.org)
Action Step	
Description	Monthly MTSS team for EWS analysis (continuation of the work began last year 2017-2018). Track student absences using monthly attendance reports, parent contact for students above 10% absent to problem solve how to increase student attendance.
Person Responsible	Denee Hurst (teiko.hurst@levyk12.org)
Plan to Monitor Effectiveness	
Description	Monthly monitoring of attendance, parent/guardian contact, contracts with students, tie attendance to PBIS (incentives).
Person Responsible	Denee Hurst (teiko.hurst@levyk12.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

A survey is conducted yearly regarding times of meetings that work best for our families to come to events at our school and which type of communication style works best for them. We use a variety of communication methods to try and reach all parents; paper notices, social media, Remind 101 and Skyward call-outs. Events are also listed on our school website calendar. Parents are required to attend two parent conferences a year after the first nine weeks and third nine weeks. More conferences are held as needed based on the needs of the child.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 District Licensed Psychologist 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 for Positive Referrals as recognized by teachers and school staff.

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

There is one new day care facility 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. PK 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, ESE department and FDLRS meet with parents of students who will be going to kindergarten. All parents receive materials to work on with their children during the summer. YTS offers several opportunities for parents to learn about Kindergarten. Each year, we offer a "Kindergarten Round Up". 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. At the end of the school year, the school counselor organizes high school orientation at Dunnellon High School.

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.

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 strategies, UDL practices, and behavior management practices improve the performance of students who scored Levels 1 or 2 on FSA and iReady Diagnostics, or learning gains on Interim Assessments.

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. 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.

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

Title IV: Services are provided through the district that support a well-rounded education, safe and healthy school conditions and the effective use of technology.

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 support for Career and Technical Education. YTS offers middle school students the opportunity to explore careers through instruction in t Agriscience. Our Agriscience teacher submits 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 SWD through the use of supplemental curriculum and manipulatives. IDEA funds support school personnel to provide services to students with disabilities and professional development. Additional Professional Development provided to the school but not limited to the following DOE Discretionary Projects are CARD, Regional Local Assistive Technology Specialist, SEDNET and FDLRS.

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

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.

Part V: Budget

Total:

\$0.00