

School Board of Levy County

Yankeetown School



2019-20 Schoolwide Improvement Plan

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| Budget to Support Goals | 0 |

Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

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

Demographics

Principal: Dorenda Westfall

Start Date for this Principal: 1/9/2017

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (52%) 2017-18: B (55%) 2016-17: C (48%) 2015-16: C (50%) 2014-15: C (46%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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4500 HIGHWAY 40 W, Yankeetown, FL 34498

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

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C | B | C | C |

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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 and 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 | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| Hurst, Denee | Principal | The Principal facilitates weekly faculty meetings to help set goals, communicate schoolwide 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. |
| Watson, Sandra | Instructional Coach | 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. |
| Prescott, Candy | School Counselor | 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. |
| Shook, Amy | Teacher, K-12 | Academic Administrative Team - ELA Cadre leader (intermediate representative) will return and chair debriefing meeting with respective subject areas. |
| Dorminey, Raven | Teacher, K-12 | Academic Administrative Team - Science Cadre leader (intermediate representative) will return and chair debriefing meeting with respective subject areas. |
| Dillon, Denise | Teacher, K-12 | Academic Administrative Team - Math Cadre leader (intermediate representative) will return and chair debriefing meeting with respective subject areas. |
| Hooker, Timothy | Teacher, K-12 | Academic Administrative Team - Social Sciences Cadre leader (secondary representative) will return and chair debriefing meeting with respective subject areas. |

Early Warning Systems

Current Year**The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 26 | 24 | 32 | 23 | 21 | 28 | 16 | 29 | 16 | 0 | 0 | 0 | 0 | 215 |
| Attendance below 90 percent | 4 | 7 | 6 | 2 | 3 | 4 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 39 |
| One or more suspensions | 0 | 2 | 2 | 0 | 3 | 1 | 1 | 11 | 4 | 0 | 0 | 0 | 0 | 24 |
| Course failure in ELA or Math | 0 | 2 | 7 | 3 | 3 | 2 | 3 | 13 | 7 | 0 | 0 | 0 | 0 | 40 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 5 | 7 | 7 | 12 | 7 | 0 | 0 | 0 | 0 | 41 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 4 | 2 | 2 | 2 | 3 | 5 | 5 | 0 | 0 | 0 | 0 | 24 |

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 | 0 | 5 | 2 | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 11 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 3 |

FTE units allocated to school (total number of teacher units)

17

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 1 | 2 | 0 | 3 | 2 | 5 | 12 | 7 | 4 | 0 | 0 | 0 | 0 | 36 |

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 1 | 2 | 0 | 3 | 2 | 5 | 12 | 7 | 4 | 0 | 0 | 0 | 0 | 36 |

Part II: Needs Assessment/Analysis**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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 49% | 46% | 61% | 46% | 41% | 57% |
| ELA Learning Gains | 52% | 48% | 59% | 42% | 45% | 57% |
| ELA Lowest 25th Percentile | 48% | 46% | 54% | 30% | 39% | 51% |
| Math Achievement | 44% | 51% | 62% | 41% | 44% | 58% |
| Math Learning Gains | 48% | 51% | 59% | 44% | 47% | 56% |
| Math Lowest 25th Percentile | 39% | 42% | 52% | 26% | 38% | 50% |
| Science Achievement | 44% | 54% | 56% | 61% | 52% | 53% |
| Social Studies Achievement | 93% | 78% | 78% | 92% | 80% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Number of students enrolled | 26 (0) | 24 (0) | 32 (0) | 23 (0) | 21 (0) | 28 (0) | 16 (0) | 29 (0) | 16 (0) | 215 (0) |
| Attendance below 90 percent | 4 (7) | 7 (10) | 6 (4) | 2 (5) | 3 (2) | 4 (5) | 4 (4) | 5 (3) | 4 (6) | 39 (46) |
| One or more suspensions | 0 (1) | 2 (2) | 2 (2) | 0 (1) | 3 (3) | 1 (2) | 1 (13) | 11 (5) | 4 (3) | 24 (32) |
| Course failure in ELA or Math | 0 (0) | 2 (2) | 7 (1) | 3 (4) | 3 (1) | 2 (6) | 3 (8) | 13 (6) | 7 (6) | 40 (34) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 3 (1) | 5 (3) | 7 (8) | 7 (13) | 12 (6) | 7 (1) | 41 (32) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 48% | 52% | -4% | 58% | -10% |
| | 2018 | 56% | 48% | 8% | 57% | -1% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 57% | 48% | 9% | 58% | -1% |
| | 2018 | 33% | 41% | -8% | 56% | -23% |
| Same Grade Comparison | | 24% | | | | |
| Cohort Comparison | | 1% | | | | |
| 05 | 2019 | 48% | 44% | 4% | 56% | -8% |
| | 2018 | 39% | 44% | -5% | 55% | -16% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | 15% | | | | |
| 06 | 2019 | 38% | 41% | -3% | 54% | -16% |
| | 2018 | 71% | 35% | 36% | 52% | 19% |
| Same Grade Comparison | | -33% | | | | |
| Cohort Comparison | | -1% | | | | |
| 07 | 2019 | 47% | 37% | 10% | 52% | -5% |
| | 2018 | 39% | 41% | -2% | 51% | -12% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | -24% | | | | |
| 08 | 2019 | 45% | 36% | 9% | 56% | -11% |
| | 2018 | 57% | 48% | 9% | 58% | -1% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | 6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 46% | 55% | -9% | 62% | -16% |
| | 2018 | 63% | 55% | 8% | 62% | 1% |
| Same Grade Comparison | | -17% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 57% | 59% | -2% | 64% | -7% |
| | 2018 | 68% | 59% | 9% | 62% | 6% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | -6% | | | | |
| 05 | 2019 | 29% | 53% | -24% | 60% | -31% |
| | 2018 | 29% | 53% | -24% | 61% | -32% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | -39% | | | | |
| 06 | 2019 | 28% | 45% | -17% | 55% | -27% |
| | 2018 | 47% | 41% | 6% | 52% | -5% |
| Same Grade Comparison | | -19% | | | | |
| Cohort Comparison | | -1% | | | | |
| 07 | 2019 | 44% | 55% | -11% | 54% | -10% |
| | 2018 | 56% | 56% | 0% | 54% | 2% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | -3% | | | | |
| 08 | 2019 | 50% | 29% | 21% | 46% | 4% |
| | 2018 | 40% | 38% | 2% | 45% | -5% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | -6% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 35% | 49% | -14% | 53% | -18% |
| | 2018 | 21% | 48% | -27% | 55% | -34% |
| Same Grade Comparison | | 14% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 50% | 43% | 7% | 48% | 2% |
| | 2018 | 67% | 44% | 23% | 50% | 17% |
| Same Grade Comparison | | -17% | | | | |
| Cohort Comparison | | 29% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 83% | 72% | 11% | 71% | 12% |
| 2018 | 83% | 73% | 10% | 71% | 12% |
| Compare | | 0% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 8 | | | 25 | | | | | | | |
| WHT | 48 | 53 | 48 | 43 | 48 | 39 | 45 | 93 | | | |
| FRL | 43 | 45 | 47 | 34 | 40 | 38 | 38 | 92 | | | |
| 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 | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|--|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% All Students | NO |

| ESSA Federal Index | |
|---|------|
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 417 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 17 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|--|-----|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 52 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 47 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math BQ (39% compared to district at 42% and state at 52%). Yes, this is a trend. Last year (2018-2019) we had new teachers who participated in district cohorts. However, being a small school, our teachers have few opportunities for grade-level collaboration.

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

ELA BQ dropped 13%. Our intervention plan was primarily delegated to paraprofessionals and was not followed with fidelity. The resources used were not consistent. While utilizing iReady to work on closing gaps in student achievement, we focused more on time on task and discovered toward the end of the year our focus should have been on lessons passed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement 18% gap. While utilizing iReady to work on closing gaps in student achievement, we focused more on time on task and discovered toward the end of the year our focus should have been on lessons passed.

Which data component showed the most improvement? What new actions did your school take in this area?

Social studies achievement increased 10%. Civics teacher was motivated to find as many resources as possible, including curriculum guides/maps from other Florida districts. Students were engaged with their content through debate and lively classroom discussion.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Parent/family involvement - constantly seeking new and innovative ways to engage our families through building relationships and offering opportunities for them to feel valued as integral members of the educational team; workshops highlighting standards and expectations to help families feel more comfortable in being able to provide assistance in their child's learning process; helping families understand the value in consistent school attendance
2. Student mindset - Sanford and Harmony SEL kits in each classroom; Seven Habits of Highly Successful People (Leader in Me) language is promoted to help students practice personal accountability and cooperation; encouraging consistent school attendance through healthy competition (classroom trophy cycled quarterly to class with highest percentage of attendance); training students in personal organizational habits and note-taking strategies; setting high expectations school wide

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

1. ELA BQ
2. Math BQ
3. Attendance (EWS)

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|--|
| Title | ELA BQ Growth |
| Rationale | Our ELA BQ was one component that had great impact on our overall school grade dropping us from a "B" to a "C" as measured by our School Grade Predictor Worksheet utilizing iReady Diagnostic 3 data and then actual FSA scores as they come in. |
| State the measurable outcome the school plans to achieve | During the 2019-2020 school year, students in our BQ will show at least 65% growth on FSA ELA grades 3-8 and on iReady grades K-2. |
| Person responsible for monitoring outcome | Sandra Watson (sandra.watson@levyk12.org) |
| Evidence-based Strategy | Thirty additional minutes daily of intensive Tier 2 instruction in small groups with classroom teacher. Tier 2 instruction will focus on skills identified by FSA ELA scores (2019) and iReady ELA BOY diagnostic (August 2019) using intervention kits distributed by the reading coach as well as regular fluency practice and monitoring. Additional strategies may include audiobooks, Readers Theater, choral reading, and other research based strategies for increasing student fluency. |
| Rationale for Evidence-based Strategy | In addition to regular daily Tier 1 instruction, students in our BQ and SWD have gaps in their learning that must be filled in order for them to catch up to their on-grade level peers. These students were identified and their needs assessed using FSA ELA Points Earned/ Points Possible by Content Area as well as iReady Placement by Domain results from diagnostic testing. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Identify students with learning gaps 2. Collaborate through MTSS problem-solving team to decide on appropriate, research-based interventions 3. Classroom teacher will provide Tier 2 instruction and assess through progress monitoring 4. Problem-solving team will meet regularly for Data Chats to determine if interventions are working 5. If working, continue; if not working, team will make decisions on new strategy or move to Tier 3 |
| Person Responsible | Sandra Watson (sandra.watson@levyk12.org) |

| #2 | |
|---|--|
| Title | Math BQ Growth |
| Rationale | Our Math BQ was one component that had great impact on our overall school grade, dropping us from a "B" to a "C" as measured by our School Grade Predictor Worksheet utilizing iReady Diagnostic 3 data and then actual FSA scores as they come in. |
| State the measurable outcome the school plans to achieve | During the 2019-2020 school year, students in our BQ will show at least 65% growth on FSA Math grades 3-8 and on iReady Math grades K-2. |
| Person responsible for monitoring outcome | Sandra Watson (sandra.watson@levyk12.org) |
| Evidence-based Strategy | Thirty additional minutes daily of intensive Tier 2 instruction in small groups with classroom teacher. Tier 2 instruction will focus on skills identified by FSA Math scores (2019) and iReady Math BOY diagnostic (August 2019) using intervention kits with manipulatives distributed by the reading coach as well as regular fluency practice and monitoring. |
| Rationale for Evidence-based Strategy | In addition to regular daily Tier 1 instruction, students in our BQ and SWD have gaps in their learning that must be filled in order for them to catch up to their on-grade level peers. These students were identified and their needs assessed using FSA Math Points Earned/ Points Possible by Content Area as well as iReady Placement by Domain results from diagnostic testing. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Identify students with learning gaps 2. Collaborate through MTSS problem-solving team to decide on appropriate, research-based interventions 3. Classroom teacher will provide Tier 2 instruction and assess through progress monitoring 4. Problem-solving team will meet regularly for Data Chats to determine if interventions are working 5. If working, continue; if not working, team will make decisions on new strategy or move to Tier 3 |
| Person Responsible | Sandra Watson (sandra.watson@levyk12.org) |

#3

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome

[no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

#4

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome

[no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Student absences will be tracked and monitored by Candy Prescott, School Counselor, using monthly attendance reports, parent contact for students above 10% absent, in an effort to problem-solve how to increase student attendance.

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 Schoolwide Improvement Plan 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 to reach all parents; paper notices, phone calls, social media, Class Dojo, 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. Teachers are encouraged to hold parent workshops to invite families to the table and build a school to home bridge where families can gain knowledge and insight into the standards, expectations, strategies, and other ways they can assist and encourage their students at home.

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.

The School Counselor provides counseling to individual students in addition to referring students to the district psychologist. The School Counselor holds classes once a week for students in grades K-5 as part of their Specials rotation. This class focuses on PBiS character traits and SEL themes. Classroom teachers (K-8) were provided with Sanford and Harmony classroom kits in an effort to support the social-emotional needs of all students. This program is meant to be used as a Morning Meeting to help students practice building positive relationships with their peers.

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 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.

Title I Part A budget has been established based on 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.

Title I Part C provides migrant services, 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.

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 Agriscience. Our Agriscience teacher submits a request for equipment and supplies in March for the upcoming Perkins Grant.

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 and Professional Development for Principal, Instructional and Support Staff.

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.

YTS offers Coding as a required class for 7th graders to assist Information Technology students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the career cluster.