

School Board of Levy County

Yankeetown School



2021-22 Schoolwide Improvement Plan

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Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

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

Demographics

Principal: Dorenda Westfall

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Levy County School Board on 10/12/2021.

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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Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	8%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Westfall, Dorenda	Principal	<p>The Principal 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.</p> <p>The Principal facilitates 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.</p>
Watson, Sandra	Reading Coach	<p>The Reading Coach monitors student data and participates with the problem solving progress and the need for interventions. 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. As part of the MTSS Team, the reading coach coordinates within a problem-solving unit, to identify students with gaps in learning and to decide on appropriate interventions. The reading coach helps to monitor and document the progress of Tier 2 and Tier 3 students.</p>
Prescott, Candy	School Counselor	<p>The School Counselor oversees ESOL and provides counseling to individual students and classes as needed or as written in their IEP. The School Counselor helps provide mental health services for students, as needed. She also coordinates and request additional services from outside contracted agencies as appropriate. She 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. She is responsible for 504 development and distribution to appropriate teachers, making sure they understand how to provide support to these students.</p>
McBride, Laura	Dean	<p>The dean supports the administration and teachers in their roles with behavioral supports and intervention strategies. This includes our PBIS program with facilitating Tier 2 and 3 supports via our MTSS program. As part of the leadership team, the dean, supports the teachers and students by facilitating the implementation of data point sheets, gathering and monitoring data to assist in adjustments of Tier 2 and Tier 3 interventions and supports.</p>

Demographic Information

Principal start date

Thursday 7/1/2021, Dorenda Westfall

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

223

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	0	27	23	23	23	22	23	21	12	0	0	0	0	174
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	1	0	0	2	1	1	0	0	0	0	6
Course failure in ELA	0	0	1	3	0	0	3	5	0	0	0	0	0	12
Course failure in Math	0	0	1	8	0	0	19	11	3	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	1	5	10	4	6	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	6	6	12	5	3	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	4	1	5	10	4	6	0	0	0	0	30

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	0	1	2	0	0	14	5	1	0	0	0	0	23

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	8	8	0	4	2	0	3	1	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 9/6/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	3	6	5	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	7	7	8	0	0	0	0	28

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	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainers:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	3	6	5	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	7	7	8	0	0	0	0	28

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	46%	61%	48%	44%	60%
ELA Learning Gains				52%	48%	59%	58%	52%	57%
ELA Lowest 25th Percentile				48%	46%	54%	61%	48%	52%
Math Achievement				44%	51%	62%	50%	49%	61%
Math Learning Gains				48%	51%	59%	56%	53%	58%
Math Lowest 25th Percentile				39%	42%	52%	37%	40%	52%
Science Achievement				44%	54%	56%	43%	51%	57%
Social Studies Achievement				93%	78%	78%	83%	76%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	48%	52%	-4%	58%	-10%
Cohort Comparison						
04	2021					
	2019	57%	48%	9%	58%	-1%
Cohort Comparison		-48%				
05	2021					
	2019	48%	44%	4%	56%	-8%
Cohort Comparison		-57%				
06	2021					
	2019	38%	41%	-3%	54%	-16%
Cohort Comparison		-48%				
07	2021					
	2019	47%	37%	10%	52%	-5%
Cohort Comparison		-38%				
08	2021					
	2019	45%	36%	9%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	55%	-9%	62%	-16%
Cohort Comparison						
04	2021					
	2019	57%	59%	-2%	64%	-7%
Cohort Comparison		-46%				
05	2021					
	2019	29%	53%	-24%	60%	-31%
Cohort Comparison		-57%				
06	2021					
	2019	28%	45%	-17%	55%	-27%
Cohort Comparison		-29%				
07	2021					
	2019	44%	55%	-11%	54%	-10%
Cohort Comparison		-28%				
08	2021					
	2019	50%	29%	21%	46%	4%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						
08	2021					
	2019	50%	43%	7%	48%	2%
Cohort Comparison		-35%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	72%	11%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-8 grades used iReady diagnostics three times a year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	27	42
	Economically Disadvantaged	0	17	41
	Students With Disabilities	0	33	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	22	45
	Economically Disadvantaged	0	22	45
	Students With Disabilities	0	0	40
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	28	30
	Economically Disadvantaged	18	28	30
	Students With Disabilities	33	33	33
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	19	42
	Economically Disadvantaged	6	19	42
	Students With Disabilities	11	33	33
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	62	84
	Economically Disadvantaged	18	62	84
	Students With Disabilities	0	33	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	19	42
	Economically Disadvantaged	0	19	42
	Students With Disabilities	0	33	33
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	26	26
	Economically Disadvantaged	25	26	26
	Students With Disabilities	33	25	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	30	48
	Economically Disadvantaged	13	30	48
	Students With Disabilities	33	50	40
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	36	52
	Economically Disadvantaged	42	36	52
	Students With Disabilities	67	50	60
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	48	48
	Economically Disadvantaged	28	48	48
	Students With Disabilities	67	50	80
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	45	44
	Economically Disadvantaged		45	44
	Students With Disabilities			
	English Language Learners	0	0	0
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	50	50
	Economically Disadvantaged	40	50	50
	Students With Disabilities	75	75	75
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	23	46
	Economically Disadvantaged	35	23	46
	Students With Disabilities	75	100	75
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	43	38
	Economically Disadvantaged	23	43	6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	8	6
	Economically Disadvantaged	0	8	6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	68	59
	Economically Disadvantaged	52	68	59
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	53	53
	Economically Disadvantaged	53	53	53
	Students With Disabilities	25	25	25
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	19	47
	Economically Disadvantaged	25	19	47
	Students With Disabilities	0	0	25
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	53	56
	Economically Disadvantaged	24	53	56
	Students With Disabilities	0		
	English Language Learners	0		

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD				10							
WHT	39	43	40	36	37	33	47	56			
FRL	40	42	45	38	34	38	44	54			
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
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	334
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	5
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

Asian Students	
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	41
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our SWDs and that are economically disadvantaged continue to struggle in reading and math, specifically our LQ. We were below comparable schools in our district and in comparison with the state. We also dropped in our Science scores. Significant drops in our 4th, 5th and 7th grades in math FSA scores.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our Math scores were significantly below other schools in our district and in the state. Only 27% in 4th, 25% in 5th and 38% in 7th grade were proficient.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors were lack of interventions in math. Another issue was lack of consistent qualified teachers in grades 4 & 5. This year math interventions will be added for students identified for need from our recent FSA data. We added an afterschool tutoring program to address our level 1s and 2s in math for additional support by teachers and will use the intervention program Do The Math including math manipulatives. Additional PD for our teachers will help support our intervention programs as we become better at facilitating them in the classroom. For our middle school grades, we will monitor our new IXL progress monitoring program specifically in math and reading. All of our teachers have been trained and required minutes and data are reviewed in our quarterly PST meetings. Teachers participating in our district cadres and designated SIP Days will also support our instructional staff.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We made significant growth in our middle grades on the 6th grade FSA ELA at 58% proficiency and on the Civics EOC with 59% our students proficient.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In the area of Civics, our students utilized the online resources using Florida Social Studies Next Generation Sunshine State Standards and vocabulary skill building. A new ELA teacher was brought in during the 2nd semester and our Read 180 program was utilized with our identified students as additional supports along with progress monitoring with iReady diagnostic. Tier 2 & 3 interventions were implemented at least three days per week.

What strategies will need to be implemented in order to accelerate learning?

Schoolwide we will use best practices such as highly engaged lessons, student collaboration and teaching BEST Standards with the rigor to help our students progress. AVID strategies such as WICOR and SLANT will also support our students to reach identified expectations of learning. Our teachers will be provided PD school based and participate in our district SIP days and cadres.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our district provides three SIP days during the school year with established teacher cadres. At school will continue to included AVID, iReady and IXL training throughout the year. We have added mini PDs on our new Benchmark reading series and will train our designated staff on the Do the Math interventions. Our leadership team will continue supporting our teachers in learning the Danielson

Rubrics in our professional develop sessions and we will train our new staff be effective teachers by becoming proficient in the four domains of Danielson.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

School based supports from administration with designated PDs on campus will help support the growth of best practices on our campus. Additionally, our district SIP Days support our staff with trainings on our new programs and resources that are available this year. District cadres helps with by our teachers planning and collaboration together on standards and curriculum. Finally, utilizing experienced mentors with our new teachers (mentees) on campus and with district meetings will support our new staff to grow as effective teachers. The Levy Coalition Prevention will provide after school tutoring utilizing our teachers and paraprofessional to support our students with homework help and intervention programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Data from our students math proficiency, specifically our lowest quartile, indicates that we are lower in proficiency compared to our district and the state. Based on 2021 FSA data, YTS had 37% proficiency, 37% Learning gains and 33% learning gain of the bottom quartile. We will set Yankeetown's goal to increase on math proficiency and learning gains.
Measurable Outcome:	For the 21-22 school year, Yankeetown school will increase math proficiency from 37% to 47% and lowest quartile learning gains from 33% to 45% as evidenced by the Math FSA.
Monitoring:	Student data from one diagnostic to the next will be analyze to determine if the positive interventions and supports (reward system) helped support student growth from fall to winter and winter to spring diagnostics.
Person responsible for monitoring outcome:	Sandra Watson (sandra.watson@levyk12.org)
Evidence-based Strategy:	Positive Behavior Support System which uses a token based schoolwide system to encourage and motivate students to participate and earn rewards when goals and expectations are met. Student recognition after each diagnostic will be determine by goals meet for growth.
Rationale for Evidence-based Strategy:	Administration will use our PST as the means to monitor student's growth as indicated by iReady/IXL. During our MTSS process targeted students will be closely monitored to make sure interventions being utilized are producing student's growth on the programs. Utilizing PBIS criteria will motivate the students to try harder to achieve designated rewards.

Action Steps to Implement

The following steps to help monitor and promote the student growth outcome will be: identify our Tier 2 & 3 students from initial iReady/IXL diagnostics during our MTSS/PST meetings, assigning students to a staff mentor (guidance counselor, reading coach, dean or principal) and utilizing our daily point sheets for academics and behaviors. Schoolwide and district professional development will be utilized to promote staff to produce effective lessons and engaging classrooms.

Person Responsible Dorenda Westfall (dorenda.westfall@levyk12.org)

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: As indicated by our SAC/PTO membership, parents, guardians and community leaders have little to no involvement in our school culture and education programs. PBIS Data shows that schools with higher parent and community involvement tend to have more student achievement. Last year only two parents or 2% of our total parent population participated in our SAC/PTO organizations. We would like to see at least 20 parents, teachers and community leaders attend our meetings to become members to be more involved as stakeholders in our school.

Measurable Outcome: Our goal is to increase our PTO/SAC membership by 10% for the 2021-2022 school year.

Monitoring: We will use our meeting's attendance rosters to monitor our membership. We plan to offer multiple meeting venues such as in person or by virtual. We will send a survey to collect input for prospective members to create an environment conducive to participation.

Person responsible for monitoring outcome: Dorenda Westfall (dorenda.westfall@levyk12.org)

Evidence-based Strategy: PBIS yearly data and monitoring program for model schools collects parent involvement and stakeholder information. Currently, that program has not been utilized to involve parents or stakeholders input.

Rationale for Evidence-based Strategy: Parent and community involvement helps to support our student's and teacher's needs specifically on campus such as supplies, resources, mentoring and tutoring. Parents and stakeholders serve as volunteers in our classrooms, student programs and on our communities to better serve our students.

Action Steps to Implement

The following organizations will encourage participation and membership of our parents, guardians and community leaders:

Monthly PTO/SAC meetings, PBIS meeting, afterschool programs, school events such as Meet the Teacher, Open House, Fall Festival, Veteran's Day, Christmas Program and many other school related events. We will utilize our social media platforms to alert and invite potential parents, the communication app REMIND and fliers sent home with our students inviting parents and guardians. We will also reach out to community organizations such as Women's club, Inglis Recreational Community and the Lion's club to invite them to participate at our school.

Person Responsible Dorenda Westfall (dorenda.westfall@levyk12.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus	Data from our student's reading goal specifically our lowest quartile indicates that we are lower in proficiency compared to our district and the state. FSA data from 2021 indicates only 41% proficiency in ELA and 40% learning gain of our bottom quartile.
Description and Rationale:	
Measurable Outcome:	For the 21-22 school year Yankeetown will increase our FSA ELA proficiency by 10% with our general education group and our lowest quartile students as evident and in comparison to the district and state scores.
Monitoring:	We will monitor student growth with iReady diagnostics given in the fall, winter and spring. Students who were identify in our PST/MTSS as Tier 2 & 3 will receive intervention supports daily. Middle school students will be monitored per IXL weekly with diagnostic and with periodic SnapShots via the program. Tier 2 and Tier 3 students identified through our MTSS/Rtl process will receive interventions through Read 180 and during the reading block.
Person responsible for monitoring outcome:	Sandra Watson (sandra.watson@levyk12.org)
Evidence-based Strategy:	We utilize small group instruction for our identified Tier 2 & Tier 3 student with the evidence based strategy programs iReady & IXL for supporting our learning gains. Benchmark Reading series affords Tier supports with additional phonics, phonemics awareness, and vocabulary supports. Additional intervention programs such as Heggerty will be implemented. We will also utilize our support staff to assist in additional small group instruction. As a school, we will offer multiple professional development and school improvement days for our staff throughout the year to improve teacher instruction which in turn, improves our student learning and growth.
Rationale for Evidence-based Strategy:	Administration will use our MTSS/PST process by iReady/IXL as our progress monitoring of students to make sure we are offering supports to our students with needs. During our MTSS process targeted students will be closely monitored to make sure interventions being utilized are producing student's growth in the programs. In addition, we will utilize our PBIS criteria will motivate the students to try harder to achieve designated rewards.

Action Steps to Implement

Our leadership team will meet quarterly along with our teachers through our PST Process to monitor our student's growth. We will make sure we are offering our Tiered supports with fidelity and making adjustments as data indicates after reviewing each student's diagnostics and work performance.

Person Responsible Dorenda Westfall (dorenda.westfall@levyk12.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Yankeetown's discipline data was below the state in suspensions especially in elementary. Being a small school our middle school was also considerably below the state average too. An area of concern that will be monitored is our school culture and environment specially by improving with our PBIS program with being consistent and positive with all students and to encourage teach our expectations of behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school strives to provide a safe and inviting campus for our students, parents, staff and community. We have monthly SAC/PTO meetings and our AVID Program includes our parents. All students, parents and staff are treated respectfully and we embrace an inviting campus environment. We work on our customer service skills and recognize that everyone is welcome. We try to ensure we communicate through many avenues to reach all involved by utilizing our school's Facebook, outside signage, REMIND, phone calls and newsletters. We post all of our events and offer several opportunities for our students, parents and community to come onto campus to celebrate our student's success. We host parent conferences, family engagement nights and support our community events with our students participation. All are welcome at YTS!

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school embraces input from our staff, students and community. We value their contributions to our school. Our stakeholders within the school such as our teachers/staff and parents are included in our decision making process for our school's mission and vision. We also include outside stakeholders such as the local Women's Club, Lion's Club, Healthy Community, Scooter Haven, Knott's Foundation and several other private organization help to support our staff and students with many resources. The organizations provide school supplies for students, teacher's classroom needs and outside programs to help expose our students to other avenues of learning. Our community leaders are activity involved and willing to provide our students additional experiences such as presenters from local universities, local guest speakers, providing needed sports equipment, agriculture materials and positive programs to encourage our students and families. Recently, the founding family of Yankeetown, returned the original school bell that is over 100

years old. Our staff recognizes our schools historical presence in our community and how our school provides a nucleus within our neighborhood where most of the residents identify by being former students or having their children attend and take pride in supporting the school. Our school also support several of our communities events such as the annual Christmas Parade, Veteran's Day and Fall Festival.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00