

Okeechobee County School District

Yearling Middle School



2021-22 Schoolwide Improvement Plan

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Yearling Middle School

925 NW 23RD LN, Okeechobee, FL 34972

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

Demographics

Principal: Patricia McCoy

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (49%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Okeechobee County School Board on 10/5/2021.

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

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)
Middle School 6-8	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	60%

School Grades History

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

School Board Approval

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SIP Authority

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<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.

Yearling Middle School's mission is to deliver standards-based, student-centered, authentic learning opportunities that guide all students to be able to work collaboratively and individually while demonstrating mastery of standards.

Provide the school's vision statement.

Yearling Middle School will guide all students to deepened levels of thinking and real-world applications of knowledge and skills to prepare them for success in college and/or careers.

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
McCoy, Pat	Principal	To provide the leadership and vision necessary to design, develop, implement and evaluate a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring and enriching environment to promote success for students, staff, parents, and community.
Shells, Jerrime	Assistant Principal	To assist the principal with administrative and instructional functions and development and implementation of the school improvement plan to carry out the mission and goals of the school and the district and to meet the needs of students.
Carpenter, Cathleen	School Counselor	To provide students with educational, personal, and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.
Campbell, Kellyann	Math Coach	To assist and support classroom teachers in providing a balanced and effective math program for all students.
Stanley , Krista	Reading Coach	To assist and support classroom teachers in providing a balanced and effective reading program for all students.
Caves , Walt	Dean	To assist the principal in providing for proper supervision and discipline of students and to create and maintain a safe and secure environment that is conducive to learning.
Heineman, Carrie	Staffing Specialist	To facilitate and monitor the implementation of state and federal guidelines related to exceptional education students and students being considered for exceptional student education services..

Demographic Information

Principal start date

Thursday 7/1/2021, Patricia Mccoy

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.*

2

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.*

4

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

683

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

17

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

17

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	0	0	0	0	0	215	236	232	0	0	0	0	683
Attendance below 90 percent	0	0	0	0	0	0	45	83	69	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	24	30	56	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	23	71	38	0	0	0	0	132
Course failure in Math	0	0	0	0	0	0	35	49	56	0	0	0	0	140
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	12	23	20	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	19	23	16	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	37	26	0	0	0	0	86

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	22	35	25	0	0	0	0	82

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	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	

Date this data was collected or last updated

Wednesday 9/8/2021

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	177	224	212	0	0	0	0	613
Attendance below 90 percent	0	0	0	0	0	0	31	18	23	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	15	30	35	0	0	0	0	80
Course failure in ELA	0	0	0	0	0	0	16	19	14	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	41	25	35	0	0	0	0	101
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	34	43	27	0	0	0	0	104
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	39	41	29	0	0	0	0	109

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	47	50	43	0	0	0	0	140

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	0	0	0	0	0	0	2	0	0	0	0	0	2
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	177	224	212	0	0	0	0	613	
Attendance below 90 percent	0	0	0	0	0	0	31	18	23	0	0	0	0	72	
One or more suspensions	0	0	0	0	0	0	15	30	35	0	0	0	0	80	
Course failure in ELA	0	0	0	0	0	0	16	19	14	0	0	0	0	49	
Course failure in Math	0	0	0	0	0	0	41	25	35	0	0	0	0	101	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	34	43	27	0	0	0	0	104	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	39	41	29	0	0	0	0	109	

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	47	50	43	0	0	0	0	140

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	0	0	0	0	0	0	2	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

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				40%	42%	54%	39%	40%	53%
ELA Learning Gains				47%	48%	54%	49%	48%	54%
ELA Lowest 25th Percentile				41%	43%	47%	49%	44%	47%
Math Achievement				58%	61%	58%	53%	58%	58%
Math Learning Gains				60%	60%	57%	64%	67%	57%
Math Lowest 25th Percentile				58%	56%	51%	49%	54%	51%
Science Achievement				35%	43%	51%	37%	39%	52%
Social Studies Achievement				51%	60%	72%	44%	55%	72%

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
06	2021					
	2019	49%	47%	2%	54%	-5%
Cohort Comparison						
07	2021					
	2019	35%	38%	-3%	52%	-17%
Cohort Comparison		-49%				
08	2021					
	2019	36%	37%	-1%	56%	-20%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	51%	54%	-3%	55%	-4%
Cohort Comparison						
07	2021					
	2019	54%	55%	-1%	54%	0%
Cohort Comparison		-51%				
08	2021					
	2019	49%	51%	-2%	46%	3%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	36%	41%	-5%	48%	-12%
Cohort Comparison						

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	51%	59%	-8%	71%	-20%

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	88%	52%	36%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	47%	43%	57%	33%

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75/44%	71/38	76/36%
	Economically Disadvantaged			
	Students With Disabilities	6/15%	7/15%	8/14%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74/43%	71/37%	77/37%
	Economically Disadvantaged			
	Students With Disabilities	9/22%	7/14%	6/11%
	English Language Learners	2/25%	1/11%	1/11%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	85/49%	75/43	65/33%
	Economically Disadvantaged			
	Students With Disabilities	8/17%	3/7%	6/13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	105/58%	101/55%	104/54%
	Economically Disadvantaged			
	Students With Disabilities	12/24%	12/24%	10/21%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/2%	8/4%	
	Economically Disadvantaged			
	Students With Disabilities	0/0%	0/0%	
English Language Learners	English Language Learners	0/0%	0/0%	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70/51%	72/46%	55/33%
	Economically Disadvantaged			
	Students With Disabilities	2/8%	3/10%	3/9%
	English Language Learners	1/8%	3/38%	1/13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	95/63%	108/66%	97/52%
	Economically Disadvantaged			
	Students With Disabilities	5/16%	7/23%	5/15%
	English Language Learners	1/17%	4/50%	3/30%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	63/48%	51/34%	43/27%
	Economically Disadvantaged			
	Students With Disabilities	4/21%	1/4%	2/6%
	English Language Learners	0/0%	1/11%	1/11%

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	20	21	11	20	29	11	23			
ELL	26	26	19	35	33	37	28	40	46		
BLK	29	38	18	37	36		45	27			
HSP	30	30	23	43	34	29	34	38	63		
MUL	23	15		18	9						
WHT	38	31	31	54	43	47	38	54	63		
FRL	28	29	24	42	33	28	34	37	62		
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	19	33	29	35	55	57	20	34	46		
ELL	31	44	49	51	57	53	13	41	58		
BLK	25	37	33	42	51	42	8	60			

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
HSP	36	46	41	56	60	57	29	47	60		
MUL	25	21		47	43						
WHT	48	50	48	62	62	61	45	58	64		
FRL	37	43	36	54	61	59	29	49	58		
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	14	37	44	27	52	46	8	20	33		
ELL	26	50	57	45	55	48	30	19			
BLK	11	43	50	24	52	41		8			
HSP	34	48	48	49	61	49	35	38	54		
MUL	55	58		43	52		45				
WHT	48	51	55	63	71	53	48	54	63		
FRL	35	48	49	50	63	49	32	41	49		

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	16
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	44
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

2021 FSA Scores:

YMS 6ELA 33% State 52% Change -16%

YMS 7ELA 32% State 48% Change -3%

YMS 8ELA 32% State 52% Change -4%

YMS 6Math 38% State 45% Change -13%

YMS 7Math 49% State 44% Change -5%

YMS 8Math 29% State 37% Change -20%

Alg. I 88% State 48% Change 0%

Civics 41% State 64% Change -10%

8Science 34% State 45% Change -2%

Comparing FSA data from 2019 to 2021 the achievement gap between the State Average score of level 3 or higher increased in all subject areas except Alg.I.

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

Core academic areas- ELA 6-8, Math 6-8, Civics grd. 7, and Science grd. 8

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

The contributing factors include: reduced learning time due to COVID factors- student and teacher absences, teacher preparedness, and student engagement.

Keys to improvement: teacher and student attendance, collaborative planning to ensure lesson continuity when teacher are absent, and a focus on strongly engaging students in each lesson and reducing student misbehaviors.

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

All data elements decreased.

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

NA

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

Increased attendance- reduce the number of quarantines by following mitigation strategies.
Increase remediation or enrichment opportunities
Increased time for collaborative planning
Decrease student misbehaviors

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.

Teachers will be provided training:
CHAMPS
PBIS
Collaborative Teaching
Read180
Exact Path
Second Step

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

New school administration and initiatives will be implemented to improve school achievement and progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team**Area of Focus**

Description and Rationale: To build capacity of the school leadership team and improving systems for teacher efficacy.

Measurable Outcome: Create a cohort of subject area experts who have the ability to lead weekly PLC's. Outcome measures will include: 8/16 teachers will participate in the PLC at Work training. 20 teachers and administrators will attend the PLC at Work conference in June 2022. 8/16 leader leaders will become PLC leads by January 2022

Monitoring: This focus are will be monitored through monthly review of the SIP by staff, SAC committee and school leadership.

Person responsible for monitoring outcome: Jerrime Shells (jerrime.shells@okee.k12.fl.us)

Evidence-based Strategy: Empower educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Rationale for Evidence-based Strategy: Build a collaborative culture that is committed to collective inquiry, action research, and continuous improvement
Lead all students to high levels of achievement by working in teams, not in isolation
Develop a shared understanding of assessments, implement common formative assessments, analyze evidence of student learning, and use that evidence to learn from one another and respond to the individual needs of students
Build a systematic process to provide additional time and support for students who are experiencing difficulty and to ensure every student has a clear path to deeper learning

Action Steps to Implement

Identify and train expert teachers in Clinical Educator Competencies to ensure all new teachers have a 1:1 mentor in the SY 22-23

Person Responsible Pat McCoy (mccoyp@okee.k12.fl.us)

Schedule peer observations for all teachers.

Person Responsible Kellyann Campbell (kellyann.campbell@okee.k12.fl.us)

Provide PLC at Work professional development training for a core group of subject area teacher leaders so they may become PLC Leads.

Person Responsible Pat McCoy (mccoyp@okee.k12.fl.us)

Work with volunteer teachers to video lessons and work through self-reflection and feedback cycle.

Person Responsible Krista Stanley (krista.ward@okee.k12.fl.us)

#2. Instructional Practice specifically relating to Collaborative Planning**Area of
Focus
Description
and
Rationale:**

The need to develop and strengthen effective teaching methods to achieve student success.

Measurable Outcome: Teachers in core subject areas of ELA, Math, Science and Social Studies will meet in collaborative PLCs once a week and follow the District PLC protocol to ensure success.

Monitoring: PLC teams will submit sign-in sheets for planning sessions, Administrators and coaches will observe PLC planning each week.

Person responsible for monitoring outcome: Pat McCoy (mccoyp@okee.k12.fl.us)

Evidence-based Strategy: A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

Rationale for Evidence-based Strategy: Professional learning communities serve to two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.

Action Steps to Implement

Organize the master schedule to maximize common planning time for subject and grade level PLCs.

Person Responsible Pat McCoy (mccoyp@okee.k12.fl.us)

Create ENCORE courses, schedule students and change activities each quarter.

Person Responsible Pat McCoy (mccoyp@okee.k12.fl.us)

Develop agenda focus for each PLC

Person Responsible Krista Stanley (krista.ward@okee.k12.fl.us)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Yearling Middle had 1,200 number of discipline referral in SY 20-21. Climate survey results indicate

Measurable Outcome: Reduce the number of discipline referral by 20%. Climate survey results

Monitoring: Collecting discipline referral data and climate survey results.

Person responsible for monitoring outcome: Jerrime Shells (jerrime.shells@okee.k12.fl.us)

Evidence-based Strategy: PBIS, CHAMPS Classroom management, and student engagement best practices

The classroom management programs were chosen because the YMS staff have been trained in both routines. Student engagement practices will help ensure students are actively and meaningfully participating.

Rationale for Evidence-based Strategy: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

C.H.A.M.P.S (Conversation, Help, Activity, Movement, Participation, Success) is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations. It supports the idea that learners need to see and practice certain behaviors so that they are active participants in successfully managing their own behaviors.

John Hattie's rating of high effect sizes of teaching strategies for student achievement will help engagement.

Action Steps to Implement

Reorganize PBIS committee and duties, and routinely hold PBIS meeting.

Person Responsible Pat McCoy (mccoyp@okee.k12.fl.us)

Establish school wide expectations for behavior and monitor for fidelity.

Person Responsible Krista Stanley (krista.ward@okee.k12.fl.us)

Train and retrain staff in CHAMPS management strategies.

Person Responsible Pat McCoy (mccoyp@okee.k12.fl.us)

Train teachers in Hattie's high effect size strategies and monitor for use.

Person Responsible Jerrime Shells (jerrime.shells@okee.k12.fl.us)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	This breakdown (or disaggregation) brings focus to the performance and expectations of historically low-performing groups of students visible to the public in order to identify any performance gaps.
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Measurable Outcome:	To increase student performance in this subgroup by 5% on the 2022 State assessment.
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Monitoring:	Progress monitoring with NWEA will occur three times a year in ELA, math and science. This data will be used to inform instructional planning.
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Person responsible for monitoring outcome:	[no one identified]
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Evidence-based Strategy:	<ul style="list-style-type: none"> *Teacher quality – knowledgeable professionals who effectively meet the academic, cultural and social needs of students *Teaching and learning – structured, rigorous and culturally responsive curriculum and instruction *School and district leadership – a commitment to high achievement for all students that intentionally guides policies and practices *Student support – academic, social, psychological and cultural resources students need to succeed *Family and community engagement – partnerships that inform and support academic achievement
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Rationale for Evidence-based Strategy:	
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Action Steps to Implement

Ensure teachers are qualified, trained and effectively meeting the academic, cultural and social needs of these students.

Person Responsible	[no one identified]
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Ensure teachers are using high-quality materials provided by the district and follow the approved curriculum plan.

Person Responsible	[no one identified]
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Administrators and coaches will provide timely feedback to teachers about teaching strategies and instruction.

Person Responsible	[no one identified]
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#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	This breakdown (or disaggregation) brings focus to the performance and expectations of historically low-performing groups of students visible to the public in order to identify any performance gaps.
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Measurable Outcome:	To increase student performance in this subgroup by 5% on the 2022 State assessment.
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Monitoring:	Progress monitoring with NWEA will occur three times a year in ELA, math and science. This data will be used to inform instructional planning.
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Person responsible for monitoring outcome:	[no one identified]
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Evidence-based Strategy:	<ul style="list-style-type: none"> *Teacher quality – knowledgeable professionals who effectively meet the academic, cultural and social needs of students *Teaching and learning – structured, rigorous and culturally responsive curriculum and instruction *School and district leadership – a commitment to high achievement for all students that intentionally guides policies and practices *Student support – academic, social, psychological and cultural resources students need to succeed *Family and community engagement – partnerships that inform and support academic achievement
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Rationale for Evidence-based Strategy:	
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Action Steps to Implement

Ensure teachers are qualified, trained and effectively meeting the academic, cultural and social needs of these students.

Person Responsible	[no one identified]
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Ensure teachers are using high-quality materials provided by the district and follow the approved curriculum plan.

Person Responsible	[no one identified]
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Administrators and coaches will provide timely feedback to teachers about teaching strategies and instruction.

Person Responsible	[no one identified]
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#6. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:	This breakdown (or disaggregation) brings focus to the performance and expectations of historically low-performing groups of students visible to the public in order to identify any performance gaps.
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Measurable Outcome:	To increase student performance in this subgroup by 5% on the 2022 State assessment.
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Monitoring:	Progress monitoring with NWEA will occur three times a year in ELA, math and science. This data will be used to inform instructional planning.
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Person responsible for monitoring outcome:	[no one identified]
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Evidence-based Strategy:	<ul style="list-style-type: none"> *Teacher quality – knowledgeable professionals who effectively meet the academic, cultural and social needs of students *Teaching and learning – structured, rigorous and culturally responsive curriculum and instruction *School and district leadership – a commitment to high achievement for all students that intentionally guides policies and practices *Student support – academic, social, psychological and cultural resources students need to succeed *Family and community engagement – partnerships that inform and support academic achievement
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Rationale for Evidence-based Strategy:	
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Action Steps to Implement

Ensure teachers are qualified, trained and effectively meeting the academic, cultural and social needs of these students.

Person Responsible	[no one identified]
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Ensure teachers are using high-quality materials provided by the district and follow the approved curriculum plan.

Person Responsible	[no one identified]
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Administrators and coaches will provide timely feedback to teachers about teaching strategies and instruction.

Person Responsible	[no one identified]
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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.

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.

Yearling Middle School is a PBIS school. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful. A new PBIS coordinator, Krista Stanley, has been put in place and she has recruited a new group of staff to form the PBIS committee. Prior to school opening, the PBIS committee met to draft school-wide expectations for behavior for major areas of the school. A positive behavior reward system was devised where students earn points each day for their positive behavior choices. Once each quarter, the PBIS committee will plan a reward celebration for students who have earned 100 points. The PBIS committee will also meet bi-quarterly to review student academic and behavior data and make recommendations for changes to promote student success and improved school culture and environment.

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

Staff committee members include:

Sylvia Bandi Teacher (6)
 Krista Stanley Coach
 Walt Caves Coach
 Brian King Guidance
 Megan Williamson Teacher (Voc)
 Cindy Letcher Teacher (7)
 Wendy Moreno Teacher (6)
 Tamisha McQueen Teacher
 Tammy Wright Teacher (8)
 Leslie Garcia Teacher (ESE)
 Heidi Dove Teacher (ESE)
 Jerrime Shells Asst. Principal

Kathy Williams, director of mental and behavioral supports
 Florida PBIS Project at USF
 YMS Parent Teacher Organization
 YMS School Advisory Council

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial	\$0.00
Total:			\$0.00