

School Board of Levy County

Yankeetown School



2022-23 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	0
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: 7/10/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: C (52%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 10/25/2022.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	10%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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.

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 career and college ready students and a school community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Westfall, Dorenda	Principal	<p>The primary responsibilities of the principal is the safety and security of the students in the school and to ensure effective learning is taking place with all students. The principal manages the everyday functions of the school and makes all instructional decisions for the school. The principal is in charge of all recruitment and retention of staff, evaluations and professional learning. In addition, the principal handles the budgeting of materials and supplies to run the school and to support instruction, including Title One. The principal makes sure all district resources are being implemented with fidelity and utilize such as the AVID program to help support existing adoptive curriculum in our classrooms. The principal is also instrumental with our progress monitoring programs, PSTs and MTSS.</p>
Watson, Sandra	Reading Coach	<p>The reading coach helps provide our staff with professional development in reading instruction. This involves whole group professional development, small group professional development, and modeling in the classroom for teachers. The reading coach's often assist with teachers to help facilitate highly effective instructional strategies and effective classroom management. In addition, the coach is part of the AVID instructional team and attends professional learning in which allows the coach to brings back for our staff. The reading coach is also instrumental with our progress monitoring programs, PSTs and MTSS.</p>
McBride, Laura	Math Coach	<p>The math coach assist in providing professional development for the whole school in math instruction. This involves whole group professional development, small group professional development, and modeling in the classroom for teachers. The math coach works through the coaching model to facilitate highly effective instructional strategies and effective classroom management. The math coach is also instrumental with our progress monitoring programs, PSTs and MTSS. In addition, the math coach is part of the AVID instructional team and attends professional learning to gather new strategies to bring back for our staff.</p>
Prescott, Candy	School Counselor	<p>The role of our guidance counselor is to support our students with state required SEL instruction for all of our students to help them be successful daily in the school environment. The counselor serves an important role to make sure our general education and SWD who need additional supports such as be a part of our MTSS system, PBIS services, counseling, assist with 504s and IEPs and conference with our families. The guidance counselor makes sure we are providing required identified accommodations and are in compliance with our federal and state programs.</p>
Schmidt, Walter	Dean	<p>The dean helps support the principal and staff with effective behavior management strategies, oversees the students discipline and utilize data to reflect areas of concern in PSTs. The dean works to establish relationships with students to ensure they feel heard and respond to interventions if needed to be successful. The dean is the facilitator of the PBIS program and assist the on the Crisis Team, Threat Assessment Team and manages all of our monthly safety drills to help ensure we have a safe campus.</p>

Name	Position Title	Job Duties and Responsibilities
Wilson, Steve	Teacher, K-12	As the AVID Coordinator for YTS, Mr. Wilson facilitates the implementation of our district AVID Program throughout grades K-8th and is our AVID elective teacher for grades 6th-8th. Mr. Wilson disseminates current information, trainings and events with our staff from our district AVID Coordinator. Mr. Wilson offers schoolwide PD to help teach and support AVID instructional strategies, which deeply impact our students mindset for learning and becoming successful.

Demographic Information

Principal start date

Saturday 7/10/2021, Dorenda Westfall

Number of teachers with a 2022 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.*

8

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

272

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	35	29	26	23	18	30	28	27	24	0	0	0	0	240	
Attendance below 90 percent	0	15	12	14	14	13	15	17	8	0	0	0	0	108	
One or more suspensions	0	1	0	1	7	2	6	6	3	0	0	0	0	26	
Course failure in ELA	0	0	0	2	2	1	0	2	3	0	0	0	0	10	
Course failure in Math	0	0	1	1	2	0	0	1	3	0	0	0	0	8	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	6	1	0	1	1	0	0	0	0	9	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	14	10	10	4	0	0	0	0	42	
Number of students with a substantial reading deficiency	1	1	0	0	5	3	2	2	3	0	0	0	0	17	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	17	18	20	16	21	23	14	0	0	0	0	130	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 5/25/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	40%	55%				49%	46%	61%
ELA Learning Gains	41%						52%	48%	59%
ELA Lowest 25th Percentile	44%						48%	46%	54%
Math Achievement	41%	35%	42%				44%	51%	62%
Math Learning Gains	59%						48%	51%	59%
Math Lowest 25th Percentile	56%						39%	42%	52%
Science Achievement	25%	43%	54%				44%	54%	56%
Social Studies Achievement	40%	47%	59%				93%	78%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	52%	-4%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	57%	48%	9%	58%	-1%
Cohort Comparison		-48%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	44%	4%	56%	-8%
Cohort Comparison		-57%				
06	2022					
	2019	38%	41%	-3%	54%	-16%
Cohort Comparison		-48%				
07	2022					
	2019	47%	37%	10%	52%	-5%
Cohort Comparison		-38%				
08	2022					
	2019	45%	36%	9%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	55%	-9%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	57%	59%	-2%	64%	-7%
Cohort Comparison		-46%				
05	2022					
	2019	29%	53%	-24%	60%	-31%
Cohort Comparison		-57%				
06	2022					
	2019	28%	45%	-17%	55%	-27%
Cohort Comparison		-29%				
07	2022					
	2019	44%	55%	-11%	54%	-10%
Cohort Comparison		-28%				
08	2022					
	2019	50%	29%	21%	46%	4%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-35%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	50%	43%	7%	48%	2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	72%	11%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12			11							
WHT	35	40	44	40	57	53	24	40			
FRL	38	42	38	40	59	53	24				
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			

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	43
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	343
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Part III: Planning for Improvement

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 SWD subgroup continued to make the least growth in all core subjects. We have low proficiency with our SWD Groups. Prior teacher vacancies, high numbers of students identified by EWS especially in the area of attendance contributed to our lack of proficiency in ELA and Math. We did make math gains in the our 6-8th grades. Science is low across all grade levels resulting in only 25% proficiency. We struggled in phonics in our K-2 and vocabulary for grades 3-5.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on our progress monitoring from 2021-22 indicated by iReady & IXL, LIAs and state assessments our SWDs:

Grades K-2- did not achieve grade level performance in the area of reading and math as indicated by iReady.

Grades 4-5- were not proficient with ELA on the 2021 FSA: 4th grade at 27% on ELA, 5th at 38% on ELA, 7th grade at 13% on ELA.

Math proficiency was well under the state and district in grades 4th with 27%, 5th 25% and 7th with 38%.

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

Identified factors were attendance issues, teacher vacancy and rigor of instruction for lack of growth with our SWDs has been identified over several years as an area of concern. We reflected and will work to improve our ESE supports and services. We will utilize our ESE teachers and paras to support our SWD in smaller groups. Monitoring our progress monitoring data and using the results to address our areas of concern will be our number one priority to make growth with these students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Gains were with lowest quartile in grades K-2, 8th in ELA and Math and Math achievement & learning gains in grades 6th-7th. Our typical growth on iReady and IXL made gains from D2-D3 in Kindergarten 46 to 54% in reading and 32%-to 54% in math, 1st 46% to 48% in reading, 2nd 45% to 63% in 5th math 48% to 53% on typical growth. 7th grade has 55% on IXL.

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

In grades in K-8 new Best Standards and rigorous curriculum and adding AVID Strategies. Continuing to use our data from iReady, IXL and our new FAST progress monitoring data are key to making sure we maintain the gains for this school year as well.

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

Continue with Best Standard strategies, effective PD from our district personnel and school based. Use of supports our reading and math coach. Principal monitoring through CWT for effective instruction and best practices in the classroom. Schoolwide AVID strategies to help support learning.

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.

Reading and Math Coaches will offer Mini PD session for grades K-8th on the new Benchmark Reading Series and with our new math adoption Big Ideas for K-5 and Savaas enVision for grades 6-8th. Continue with AVID PDs by our district coordinator and continued focus on our AVID Site Goal.

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

Continue our after school tutoring programs through our the Achieved Grant or grades 3-8th. Use of our RAISE tutors for grades K-3 and Migrant Education Program Tutors for identified students in grades K-8 and volunteers to assist in the classrooms.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In grades 3rd-8th indicated by FSA only 37% of our students were proficient. In addition, our students with disabilities (SWD) showed no proficiency in the areas of reading and math.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2022-2023 school year, all students in grades 3rd-8th will increase ELA proficiency from 37% to 50% and our SWDs will increase from 0% to 25% as indicated by FAST ELA Data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Ongoing progress monitoring with iReady, IXI and FAST will be monitored monthly for usage and pass rates as well as three times a year to monitor student progress towards the goal.

Person responsible for monitoring outcome:

Dorenda Westfall (dorenda.westfall@levyk12.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Grade 3 will use Really Great Reading with the area of focus in phonics, to decode words, analyze word parts, and write and recognize words. Blast utilizes students to decode words, analyze word parts, and write and recognize words. Blast utilizes instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via intervention documentation for students who use the program on a Tier 2 or 3 level. Grades 4th & 5th will use Curriculum Associates iReady Promising Evidence specifically focused in the area of phonics. Grades 6th-8th will use MindPlay to support in the area phonics, fluency and comprehension. (add specifics from website)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Use of evidence based programs that includes repeated reading strategies, tracking student progress and connecting reading fluency to comprehension will support reading accuracy, fluency and comprehension.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continuous professional development will be provided monthly by the instructional coach on B.E.S.T standards as well as AVID strategies to promote student engagement. Continuous professional development for student engagement and best practices ensure that teachers are receiving job embedded professional development that will be immediately applied to their daily instructional practices. The staff will also receive professional development fostering an equitable and engaging culture in classrooms to assist in closing the achievement gap for the our SWD subgroup.

Person Responsible Sandra Watson (sandra.watson@levyk12.org)

Lead Team planning will meet weekly for ELA and problem solving teams will meet monthly. Teacher collaborative planning time will allow for weekly reflection on formative assessments focusing on the SWD subgroup while problem solving teams will assist in the realignment of intervention grouping based on summative.

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

In addition, as a school we will continue to focus on our K-2 students by monitoring our iReady PM in reading with a goal of achieving typical growth of at least 10% PM1 to PM3. Reading coach will provide modeling and help with planning effective lessons and interventions with the teachers.

Person Responsible Sandra Watson (sandra.watson@levyk12.org)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of focus in Math showed grades 3-8th we were only 35% proficient indicated by the state FSA for the school year 2021-22.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2022- 23 school year, Yankeetown school will increase math proficiency by 10% (35%-45%) as measured by FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student math proficiency will be monitored by IXL, iReady diagnostic and FAST progress monitoring delivered three times a year. The math coach will model in the classroom to assist teachers with developing engaging lessons and helping to develop intensive math lessons. The math coach will assist weekly during collaborative planning to offer mini PDs.

Person responsible for monitoring outcome:

Laura McBride (laura.mcbride@levyk12.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

A math intervention group will be implemented for grades 3-8th with the help of our math coach and qualified teachers. In addition teachers will plan small group differentiated math lessons with the math coach. Collaborative planning will focus on small group instruction in using data to form small group based on students' math needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Identified students based on their math needs will allow for small group instruction to target the students lowest areas or challenge an area in need of enrichment. In addition the lowest quartile math students will receive intervention.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to student and staff relationships.

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

While reviewing our discipline data, we identified that out of 371 discipline actions from 2021-22 51% resulted in loss of instruction by receiving time out, ISS and OSS.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2022-23 school year, discipline actions resulting in loss of instruction will decrease from 51%-40% as measured by discipline referral rates in Skyward database.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Outcomes will be monitored by our dean using Skyward discipline reports and our daily discipline spread sheet. The dean will disaggregate the data and help develop strategies to decrease our office referrals by supporting the students with reoccurring behaviors learn to self regulate and make better choices and make effective changes with positive strategies.

Person responsible for monitoring outcome:

Walter Schmidt (walter.schmidt@levyk12.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS- Positive Behavior Intervention System helps supports students with achieving set behavioral expectations and redirects unwanted behaviors. BASE Program helps to reflect and learn strategies to self regulate.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PBIS are researched based strategies that redirect unwanted negative behaviors and replaces them with positive choices by setting school wide and classroom behavior expectations. These expectations are taught daily and revisited often to reinforce acceptable behaviors and actions by the students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The dean will facilitate our PBIS Student Assembly which includes school wide expectations the first week of school and will follow up with a repeated assembly after the Winter Break to support our students understanding and helps to reinforce our accepted behaviors while on campus. The dean will also offer the student educational modules via BASE and Everfi to support reflection and redirection of unwanted behaviors. The staff will receive classroom management and effective relationship building through professional development with the Fundamental Five Book Study within the first 9 weeks fo school.

Person Responsible

[no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on our 2021-22 iReady diagnostic on D3, our students in K-2 have a need for intensive intervention in the area of phonics and vocabulary. K was at 72%/76% below level on phonics/vocabulary, 1st 73%/82% and 2nd grade 75%/75%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the 2022 FSA, 55% of the students in grades 3rd-5th scored below level 3. Only 45% of the grades 3 5th grade students scored a level 3 or higher. Reviewing progress monitoring data for the 2021-2022 school year in addition to the current year's iReady data indicates that students in 5th grade are below level in vocabulary acquisition and comprehension. This trend is mirrored in 3rd and 4th grade iReady data with the vocabulary gap growing as the grade level increases.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

In grades K-2, our students will increase in reading proficiency to at least 50% on or above grade level in the areas of phonic and vocabulary on the D3 with iReady Diagnostics.

Grades 3-5: Measureable Outcome(s)

Grades 3-5 will increase their proficiency by 10% improving from 45% to 55% by the end of the school year as indicated on the FAST assessment in school year 2022-23

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students will take the FAST and iReady at the beginning of the year, middle of the year and end of the year. During these three administrations, all students will be monitored for current proficiency levels and growth between testing administrations. Students performing below level will be analyzed for areas of deficiency and provided differentiation based on their area of need. Tier III students receiving explicit vocabulary and comprehension instruction will be monitored every month at our PST meetings.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Westfall, Dorenda, dorenda.westfall@levyk12.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our students will use Benchmark series in grades K-5 and work in supplemental instruction from iReady. Tier assistance will be provided to each grade level in core reading with Sadlier phonics, Sadlier vocabulary, Benchmark guided reading, and fluency practice. Additional materials for phonics/vocabulary are Really Great Reading, Curriculum Associates and Hagerty Bridge the Gap programs. 5th grade students working below level in vocabulary as measured by iReady, will work specifically with Sadlier vocabulary during intervention. Rationale for Evidence-based Practices/Programs:

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on the Institute of Educational Services What Works Clearinghouse, recommendation number 1 in the improving adolescent literacy. This recommendation shows strong evidence of improving student learning when explicit vocabulary instruction is provided. This method of instruction is appropriate for students in 3rd-5th grade who are currently in or approaching adolescence.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Our reading coach will conduct coaching cycles with all ELA teachers. The cycle will include pre-meeting, teaching observations, and post-meeting. New teachers and those identified by administration will work through a minimum of two coaching cycles one in the fall and winter. Coaching will explicitly include professional development in vocabulary development as job embedded professional development. In addition, highly effective ELA teachers will provide the school with model classrooms for teachers to observe instructional best practices in action.	Watson, Sandra, sandra.watson@levyk12.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Yankeetown school is a very unique community. The school is situated and serves two distinctive communities with Yankeetown residents coming from a background of educated parents and who embraces the importance of school success compared to the Inglis community who have a high rate of absent parents, student transient rate, many homeless students and a majority of influential adults in our students lives who did not graduate from school or value the importance of school. Our staff works hard to build relationships with our students by recognizing and understanding the importance of building bridges with our families and community . YTS welcomes our parents and guardians to the new school year with our "Meet the Teacher/Open House" event including our Annual Title 1 meeting and invitations to our SAC/ PTO committee. Parent conferences are offered at any time and our first school wide teacher parent

conference night is held in October. Forming and building parent partnerships and reviewing student progress is an integral part of the parent conferences.

Throughout the year we will host several Family Literacy and Math Nights with each having a different area of focus for math & reading success and encouraging our parents to support their child in these subjects. We also host a fall festival in October where staff members along with different community members will set up booths for the students and their families to participate in fun activities. Our PBIS program is a student behavior reward program with many student events held during the year such as dances, field day and student recognition events that includes our parents and community to attend, volunteer, and participate. This encourages a positive campus for our students, parents and community. Parent communication also occurs through the Remind system, phone calls home, Skyward, newsletters, Facebook, and parent conference nights held at least twice a year. Parents and community members also have an opportunity to participate in making school based decisions by participating through the SAC meetings held each month. During SAC meetings parents are presented with current school data in order to assist in the problem solving cycle. In addition to parent input, the community is invited to participate in informal opportunities such as judging student contest, help with book fair, volunteer in the classroom and after school programs. We offer a Turkey Bingo Night inviting our school families and communities, FFA events, Veteran's Day programs, sporting events and fundraising events to sponsor students on field trips. We also welcome our families each Friday for lunch buddies to have them on campus and enjoy time with their child at lunch. We use our AVID program to also encourage our students and parents to see all the opportunities their student has for becoming college and career ready.

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

We value our parent and community stakeholders and make an effort to include them in all our events to encourage a healthy and welcoming campus. We offer many opportunities for parents/guardians to be included on our campus such as many school events throughout the year, family conference night, literacy and math nights and student recognition events. Our students are also offered many opportunities to feel included such as PBIS recognition events, school sports, FFA program, the student participation in safety patrols, TV productions and afterschool program. We recognize our students success with semester student assemblies, positive student referrals and with many opportunities to shine on our campus. In addition to our parents & guardians, we cultivate our community organizations such as the Women's Club, Lion's Club, Mason's Club, Inglis Recreational Committee and AmVets. Our volunteers have to complete a volunteer form and then are invited to help in our classrooms, after school programs and at all of our events to support our students. Our teachers also make a big impact with our students, parents and community by being positive about learning and building student relationships. Stakeholders make a huge difference in our student's learning environment.