

School Board of Levy County

Yankeetown School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	0

Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

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

School Board Approval

This plan was approved by the Levy County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Yankeetown School is to collaborate with all stakeholders including our staff, parents and the community to support our students in becoming college and career ready by providing rigorous academics, implementing social emotional awareness skills and using organization tools via AVID.

Provide the school's vision statement.

Yankeetown School will strive to prepare and cultivate our students to become college and career ready citizens.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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. In addition, our school counselor oversees all of our testing, sets timelines and monitors student's allowed accommodations during our state, district and school wide testing throughout the year.</p>

Name	Position Title	Job Duties and Responsibilities
Kint, AJ	Teacher, K-12	As the AVID Coordinator for YTS, Ms. Kint facilitates the implementation of our district AVID Program throughout grades K-8th and is our AVID elective teacher for grades 6th-8th. Ms. Kint disseminates current information, trainings and events with our staff from our district AVID Coordinator. Ms. Kint offers schoolwide PD to help teach and support AVID instructional strategies, which deeply impact our students mindset for learning and becoming successful.
McCarthy, Timothy	Dean	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 monthly data chats, specifically Branching Minds and Skyward Discipline reports. 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Yankeetown school involves all of our stakeholders (teachers, staff, parents, SAC members and community leaders in developing our SIP by including them in school leadership meetings, faculty & data meetings, our CNA process, SAC meetings, Annual Title 1 presentation and attending community meetings throughout the year. The school shares our goals, data and plans of intervention. We encourage input from our stakeholders and adjust the plan as needed based on the input. Our goals and student's progress is review multiple times throughout the school year after each round of diagnostic assessments.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP goals will be monitored throughout the school year by frequent observations during classroom walkthroughs, student progress monitoring, data chats, MTSS monitoring utilizing Branching Minds, collaborative planning with input from our teachers, other staff feedback, parental input through conferences/meetings and community input during our SAC meetings. Our leadership team will consistently monitor our SIP during our weekly lead team meeting, Branch Minds monthly meetings and planning meetings with our teachers each week. The leadership team will adjust our goals and interventions based on notable trends from the diagnostic data, Branching Minds and lack of response by students making growth.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	10%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	4	0	0	7	4	15	
One or more suspensions	6	2	4	1	10	4	4	2	0	33	
Course failure in English Language Arts (ELA)	2	5	1	2	0	0	0	0	0	10	
Course failure in Math	2	5	0	3	0	7	0	0	0	17	
Level 1 on statewide ELA assessment	4	7	2	6	10	11	3	6	4	53	
Level 1 on statewide Math assessment	5	0	0	3	8	13	3	5	2	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	8	4	7	15	15	5	10	5	77

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	12	14	14	13	15	17	8	108
One or more suspensions	0	1	0	1	7	2	6	6	3	26
Course failure in ELA	0	0	0	2	2	1	0	2	3	10
Course failure in Math	0	0	1	1	2	0	0	1	3	8
Level 1 on statewide ELA assessment	0	0	0	0	6	1	0	1	1	9
Level 1 on statewide Math assessment	0	0	0	0	4	14	10	10	4	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	0	0	5	3	2	2	3	17
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	17	18	20	16	21	23	14	130

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	12	14	14	13	15	17	8	108
One or more suspensions	0	1	0	1	7	2	6	6	3	26
Course failure in ELA	0	0	0	3	2	7	0	2	3	17
Course failure in Math	0	0	1	2	2	0	0	1	3	9
Level 1 on statewide ELA assessment	0	0	0	0	10	11	0	1	1	23
Level 1 on statewide Math assessment	0	0	0	0	8	9	3	0	4	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	0	0	5	3	2	2	3	17
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	17	18	20	16	21	23	14	130

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	39	53	37	40	55	41		
ELA Learning Gains				41			43		
ELA Lowest 25th Percentile				44			40		
Math Achievement*	50	45	55	41	35	42	37		
Math Learning Gains				59			37		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				56			33		
Science Achievement*	48	44	52	25	43	54	47		
Social Studies Achievement*	81	62	68	40	47	59	56		
Middle School Acceleration	90	68	70		42	51			
Graduation Rate		93	74		42	50			
College and Career Acceleration		53	53		63	70			
ELP Progress		32	55		65	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	62			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	42			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			50			48	81	90			
SWD	13			17							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	45			50			46	87	89		6	
FRL	45			48			46	91	86		6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	41	44	41	59	56	25	40				
SWD	12			11								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	35	40	44	40	57	53	24	40				
FRL	38	42	38	40	59	53	24					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	43	40	37	37	33	47	56				
SWD	0			10								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	39	43	40	36	37	33	47	56				
FRL	40	42	45	38	34	38	44	54				

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	49%	-11%	54%	-16%
07	2023 - Spring	52%	40%	12%	47%	5%
08	2023 - Spring	64%	31%	33%	47%	17%
04	2023 - Spring	38%	51%	-13%	58%	-20%
06	2023 - Spring	38%	43%	-5%	47%	-9%
03	2023 - Spring	45%	50%	-5%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	54%	21%	54%	21%
07	2023 - Spring	52%	52%	0%	48%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	59%	11%	59%	11%
04	2023 - Spring	19%	53%	-34%	61%	-42%
08	2023 - Spring	50%	48%	2%	55%	-5%
05	2023 - Spring	41%	53%	-12%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	34%	21%	44%	11%
05	2023 - Spring	48%	42%	6%	51%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	34%	66%	50%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	64%	17%	66%	15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our students in grades 4th and 5th showed the least amount of proficiency on FAST ELA PM1-PM3. Most of the struggling students had multiple EWS indicators in attendance, discipline and many a large number were SWD with IEP or 504s. A majority students showed growth from PM1 to PM3 but did not make proficiency. Our 4th & 5th grades also had the lowest data for gains in Math school wide. Our ELA teacher was a first year teacher, who taught both ELA classes. Our Math teacher was a veteran but struggled with effective planning for both grades.

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

Our data indicates we struggled with our 4th and 5th grade students in ELA & Math growth and proficiency. The 4th graders also showed the lowest gains in Math. This group has our highest number of ESE/504 student, has multiple EWS. Factors was a first year teacher in ELA, a veteran math teacher not using effective planning and intentional instruction along with a high number of struggling learners including multiple ESE/504 students.

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

Our students with SWDs continue to be an area of concern staying below the district and state average. We had 14% proficiency with our SWDs compared to the state with 25%. Prior our SWDs did not have adequate resources and supports and the school also lack experience ESE teachers. Identifying gaps and declining performance with frequent diagnostic data and using MTSS Branching Mind platform will help to address this area of concern with teachers and administration.

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

Our ELA in our K-3 and 6th-8th grades showed great improvement from last year. Contributing factors were consistent small group instruction, effective tier group instruction, frequent data monitoring, use of mentors for struggling students, afterschool tutoring, Avid organizational strategies and continued professional development for teachers. Our lead team worked hard to review data, meet with students to develop learning goals and involved parents multiple times throughout the year with conferences, frequent communication and shared student progress.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance and discipline are our areas of concern. We seek to improve in both of these areas with school wide incentives and positive strategies to motivate and support our students. Chronic absences affect students' learning, creating discipline issues for students who are not connected to our school climate. Consistent monitoring of our EWS data during data chats and lead team meetings along with following our district attendance and discipline guidelines will help address and support these areas of concern.

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

1. Attendance- better monitoring, creating positive school climate to encourage our students and parents
2. Discipline- reducing high number of referrals by improving our student relationships with staff.
3. Effective Instruction- in small groups for all Tier 2 and Tier 3, specifically for our SWDs.
4. Parent Involvement- encouraging our parents to become more involve with our school, which in turn will help support our students' attendance, learning and building positive relationships.
5. Positive Culture- as a school staff we will work to improve and create a welcoming environment for our students, parents and the community leaders on our school campus.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWDs have struggled to make adequate growth for several years. In the last three years, we had 0% growth in 2021, 12% in 2022 and 14% in 2023. We have improved our ESE program by adding experienced staff, provided professional development for our teachers and ESE teachers, increased supports and resources for our ESE students in the classroom, utilized our afterschool Achieve program for our SWDs, more frequent monitoring of our ESE student's progress and utilizing new educational resources such as iReady, IXL and student data chats. Our reading and math coaches assist in our small group rotations multiple times during the week.

Measurable Outcome:

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

For the 2023-2024 school year, Yankeetown school will improve ELA proficiency with our SWD in ELA from 14% to 25% as evidenced by the PM 3 FAST ELA. made 14% growth with our SWDs in the EOY FAST ELA in 2023.

Monitoring:

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

We will be monitoring the data from progress monitoring programs (FAST PM1, PM2, PM3, IXL Snapshots for grades 6th-8th and our iReading diagnostics given three times for grades K-5th grades) then we will reflect on our supports and the effectiveness from interventions by our classroom teachers, ESE teachers, our Reading Coach by analyzing our data entered into the MTSS Branching Mind program. We will meeting monthly to discuss and reflect on our student's progress during the data chats, monitoring student's classroom grades, progress monitoring, conferences and observations by administration and adjust the interventions as needed.

Person responsible for monitoring outcome:

Dorenda Westfall (dorenda.westfall@levyk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will focus on interventions during our Tier 1, Tier 2 and Tier 3 during small groups instruction focusing on our SWDs by providing evidenced based interventions from our classroom teacher, reading coach, para professional. Sited by ESSA guidelines for effective evidence based interventions: Providing Reading Interventions for Students in Grades 4–9 (March 2022)

This practice guide provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group instruction provides intensity as students have more opportunities to practice and respond. One-on-one or small group instruction includes giving students feedback based on their individual responses, teaching students to mastery based on individual learning progress, and planning instruction with materials and an instructional sequence that meets individual student needs helping to support struggling readers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

We will focus on our SWDs receiving daily small group instruction during their reading blocks at least four days per week during Tier 2 and Tier 3 groups from the classroom teacher, ESE teacher and reading coach. Use of implementing our AVID focus goal which includes WICOR and use of explicit instruction will support our struggling readers. Frequent monitoring of FAST progress monitor, IXL Snapshots and iReady diagnostics will allow for adjustments to our actions evidence by student data. We will continue providing effective PD for our teachers and supporting staff throughout the school year.

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

By When: Small group instruction will take place starting on September 6, 2023 through May 27, 2024.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2023-24 school year, Yankeetown School will increase our daily attendance rates from 78% to 88% to increase and improve our students growth and proficiency on the EOY FAST PM3 for the school year.

Measurable Outcome:

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

For the 2023-2024 school year, Yankeetown School will improve YTD attendance rate to 88% to help our students including SWDs to improve in their academic growth and proficiency in ELA and Math measured by BOY PM1 to EOY PM3.

Monitoring:

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

We will monitor our student's attendance rates by daily attendance reports, pull our EWS reports for monthly data chats, by district attendance policies and conferences to identify students' who are at risk.

Person responsible for monitoring outcome:

Candy Prescott (candy.prescott@levy12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will work as a school to develop a positive climate and relationships with our students and families to help promote student's attendance. Using healthy competition among classrooms or grades for the highest or most improved attendance encourages our students to want to be at school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ESSA sites very strong evidence based programs to use to monitor chronic absence and tardiness is the use of Early Warning Intervention and Monitoring System (EWIMS) is a systematic approach used by dedicated teams of school staff to identify students at risk of not graduating on time, assign students to interventions, and monitor their progress. The indicators used to identify students at risk are engagement (attendance), behavior (suspension), and course performance (grades and credits). The EWIMS model is intended to help schools efficiently use data to both identify the at-risk population and provide targeted support, strengthening student persistence and progress in school and ultimately improving on-time graduation rates. Chronic absences matters because regular attendance is important for academic performance and extended absenteeism can affect significant numbers of young children during their earliest years of school. Implementing an attendance matters campaign will help keep the focus on our student's being at school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

We will monitor our student's attendance rates by daily attendance reports, pull our EWS reports for monthly data chats, by district attendance policies and conferences to identify student's who are at risk.

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

By When: We will implement our attendance program starting on August 28, 2023 thru May 26, 2024.

Implement a weekly Attendance Matters Campaign to encourage our students to be at school to earn rewards. The top elementary class and middle school class with best attendance will win the reward.

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

By When: We will implement our attendance program starting on August 28, 2023 thru May 26, 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

State and district allocations drive how we budget for our academic programs and resources. The principal along with the school lead team and SAC help develop the school budget to provide our students with effective resources, staff professional development and support our teachers in the classroom. Our SIP budget and funding allocation is reviewed monthly in our SAC meetings by our stakeholders, in our Title 1 Budget by district personnel and online monitoring and by the principal including lead team monthly through budget reports. Allocations are designated to support us in the area of concern identified under the TSI with our SWDs which will be addressed with the help of our reading and math coaches, ESE teachers and effective professional development with our instructional staff in small group instruction during ELA and Math blocks. Funding allocations for these supports and resources are identified in our district budget and school budget, specifically Title 1 Activity Chart. These are monitored by the district and state, and are reviewed frequently with timelines and reporting deadline by school and district administration as well as our stakeholders during our monthly SAC meetings.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 last year's PM3 data, 50% of our 1st grader students did not meet the guidelines of being proficient in the area of phonics.

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

Based on last year's PM3 data, 50% or more of students in grades 3rd-5th did not meet the state guidelines of being proficient in the area of vocabulary.

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 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 Measurable Outcomes

For the 2023-24 year, Yankeetown School's 1st grade students will be at least 55% proficient on the PM3 FAST Star Assessment in phonics.

Grades 3-5 Measurable Outcomes

For the 2023-24 year, Yankeetown School's 3rd-5th grade students will be at least 55% proficient on the PM3 FAST Star Assessment in vocabulary, comprehension literature and informational text.

Monitoring

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 impact student achievement outcomes.

We will implement ongoing bi weekly Collaborative Planning, effectively plan in Tier 1 the implement the UFLI Phonics program, utilize our Reading Coach Cycles with new teacher on new phonics program, use our iReady Teacher Toolbox and Magnetic Learning and Toolbox and to help deliver supports in phonics for 1st grade, vocabulary and comprehension in 3rd-5th grades.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Westfall, Dorenda, dorenda.westfall@levyk12.org

Evidence-based Practices/Programs

Description:

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. §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?

All the practices and programs/practices we selected to support our students are identified as evidence-based and align to are aligned to our K-12 reading plan and supports the implementation of BEST ELA Standards identified as Collaborative Planning, Implementation of UFLI Phonics, Reading Coach Cycles with new teacher on new phonics program and iReady Teacher Toolbox. These programs have a strong or moderate level of evidence rating.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI Phonics and the iReady toolbox has shown evidence to support phonics, vocabulary and comprehension in literature and informational text. Both programs supports the BEST ELA Standards.

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
On going Professional Development and Collaborative Planning including our 1st and 3rd-5th grade teams with our Reading Coach.	Watson, Sandra, sandra.watson@levyk12.org
Implementation of UFLI Phonics, Teacher Toolbox Supports and the iReady Teacher Toolbox during Tier 1,2 and 3 for grades 1st to support phonics and vocabulary, comprehension text and literature for grades 3rd-5th. Four Reading Coach Cycles with our new teachers on UFLI phonics program and 3rd-5th teachers to with iReady Toolbox will help support our goals.	Westfall, Dorenda, dorenda.westfall@levyk12.org
We will continuously monitor our PM FAST data in 2023-24 by use of data chats, MTSS and lead team, as well as ongoing grade level assessments.	Westfall, Dorenda, dorenda.westfall@levyk12.org
We will provide professional learning throughout the 23-24 school year for all ELA teachers in grades 1st, 3rd, 4th and 5th grades during our SIP and PD days allotted by the district from August 2023-May 2024. Professional learning will be provided in the areas of iReady training to assist in progress monitoring, UFLI to assist with interventions, Best Standards Benchmark, Data Assessment and Monitoring provided through NEFEC, Explicit Lesson Planning through the district and school based, Parent Family Engagement through AVID COPs. Teachers will also receive professional learning through our reading and math coaches. In addition the administration will support and offer additional opportunities as needed indicated from Learning Walks and observations. Participation will be monitored through sign in sheets and rosters.	Westfall, Dorenda, dorenda.westfall@levyk12.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our 2023-24 SIP will be shared throughout the school year starting in our Annual Title 1 Meeting in August 2023, through our monthly SAC/PTO meetings starting in August 2023-May 2024, during our parent conferences, on our Yankeetown FaceBook Page and provide to any stakeholder or parent with a printed copy upon request. We share and review our SIP during our faculty meetings and during our lead team meetings. Our SIP plan is also posted on our district school website @ levyk12.org/schools. The principal will monitor our SIP goals by monitoring our student's progress with our student data, reviewing our plan during lead team meetings and with our stakeholders during our monthly meetings.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Yankeetown school will work to develop our relationship with our parents, families and community stakeholders throughout the school year by our multiple opportunities such as Meet the Teacher, Parent Conference Nights, Annual Title 1 Meeting in August, our student, parent and school compact brochures, Open House, Fall Festival, Christmas Celebration, several Literacy & Math Nights, monthly Lunch Buddy Fridays, Parent/Principal Coffee Chats, Report Cards and Progress Reports, effective communication via monthly newsletters, emails and our district Remind App, student communication folders/binders and phone calls if needed. Parents may also connect with our school through our school webpage @ levyk12.org/schools.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Yankeetown staff will strive to improve all of our student's academic progress in ELA/Math while specifically monitoring our SWDs with research based interventions during small group instruction in Tier 2 and Tier 3. In additional, we will monitor our EWS to improve our students' academic performance by cultivating a positive school climate with our students and parents to improve our attendance rates. Increasing our attendance will allow all students to receive daily quality instruction. We will provide enrichment opportunities to high performing students with advance classes such as Algebra 1, AG certification classes, Word Press certification classes and the opportunity to participate in TV production.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In addition to Title 1, we utilize other Federal Programs such as Title II for teacher professional learning, Title III for ELL support, McKinney Vento for students experiencing homelessness, Levy County Prevention Coalition, Levy County Schools Foundation as well as School House Budget to assist our struggling students and their families with improving student attendance, by providing additional after school tutoring, support our families with community supplemental food program when needed and with other resources needed by our homeless student families.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We provide our students counseling, social emotional learning and mentoring services through our guidance department and Levy Learning Coalition. We use research based programs to offer our students mental health support such as Monique Burr, BASE, Everfi and Step Up weekly from grades Kindergarten through 8th grade on a weekly bases through our guidance department.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We use AVID to promote our students awareness to become career and college ready. We utilize AVID strategies school wide specifically WICOR to help our students build strong organization skills to be successful in their academic classes from grades K-8th. Our 6th through 8th graders participate in AVID classes throughout the year learning strategies and organizational tools to help them succeed in their academics. The students are exposed to college campuses, vocational programs and are exposed to a variety of careers to encourage a pathway for the student's success.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Yankeetown uses the PBIS Model to encourage positive behavior expectations schoolwide. We monitor our Tier 1 by use of our schoolwide Sandgnats Vouchers that can be earned daily and redeemed in the classroom or at our monthly voucher reward day. Tier 2 and Tier 3 students once identified by discipline data are offered additional supports through our dean, teachers, mentors and ESE teachers. We use check in and out folders where students can earn daily points and redeem for rewards. Monitoring our discipline data through Branching Minds and Skyward identify our students of concern and our lead team discuss supports and interventions on a monthly bases. Parents are communicated and informed via the student folders, our REMIND App, parent conferences or phone calls.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is provided throughout the school from our district administration, school leadership team and NEFEC. Students data drives the type of professional develop provided not only to our teachers but also our para professionals such as Explicit Instruction to assist with intentional planning, AVID PD focus on WICOR to help assist our students utilize organizational tools and weekly mini PD provide our teachers with unit planning, classroom management and social emotional supports. On going professional learning helps not only how we deliver quality instruction but supports our staff to which in return helps us to retain quality employees.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We immerse our preschool students into our school by having them participate in all of our school programs by participating in all activities our other students do by following our daily school schedule: breakfast, recess, lunch, PE and library. The preschool students follow our PBIS expectations, are progressed monitored, they receive instruction in structured reading blocks and math blocks. Our

teachers, coaches and administration monitor the data from our preschool students and make sure students needing interventions are receiving it. Our ESE teacher supports our DD students and make sure they are receiving supports as needed.