

Okeechobee County School District

Yearling Middle School



2018-19 School Improvement Plan

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Yearling Middle School

925 NW 23RD LN, Okeechobee, FL 34972

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

School Demographics

School Type and Grades Served (per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)

90%

Primary Service Type (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate (Reported as Non-white on Survey 2)

61%

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | C* |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|---------------------|---------------------|
| krakoff, David | Principal |
| Campbell, Kellyann | Teacher, K-12 |
| Goff, Jeremy | Instructional Coach |
| Carpenter, Cathleen | Guidance Counselor |
| Caves , Walt | Dean |
| Heineman, Carrie | Other |
| Keaton, John | Teacher, K-12 |
| Kinty , Emma | Teacher, ESE |
| Letcher , Cindy | Teacher, K-12 |
| Maxwell, Rebecca | Teacher, K-12 |
| Tedders , Dana | Teacher, K-12 |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team named above serves as members of the school's Guiding Coalition and key responsibilities are to enhance collaborative team building that improves instruction based on best practices which are based on data, common goals, and common assessments. The team also supports the overall school goals and promote student learning to communicate all pertinent information, to review calendars of events, to problem-solve school wide issues and practice shared decision making, to review school wide data related to academics, behaviors, and attendance of students and to recommend intervention strategies. They also serve as instructional leaders within grade and content area professional learning communities.

Early Warning Systems

Year 2017-18

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 93 | 93 | 0 | 0 | 0 | 0 | 251 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

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

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected
Friday 8/31/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|-----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 5 | 0 | 0 | 0 | 0 | 20 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 0 | 0 | 0 | 0 | 12 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 99 | 103 | 0 | 0 | 0 | 0 | 287 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|----|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 9 | 0 | 0 | 0 | 0 | 32 | |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|-----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 5 | 0 | 0 | 0 | 0 | 20 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 0 | 0 | 0 | 0 | 12 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 99 | 103 | 0 | 0 | 0 | 0 | 287 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|----|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 15 | 9 | 0 | 0 | 0 | 0 | 32 | |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

At Yearling Middle School, the lowest data component performed is Science with a proficiency rate of 37%. That score was down 3 percentage points from the previous year and this has been a trend at Yearling Middle School over the past few years.

Which data component showed the greatest decline from prior year?

The greatest decline among data components at Yearling Middle School was in Civics with a proficiency rate of 44%. This was a decrease of 7 and is a trend for Yearling Middle School.

Which data component had the biggest gap when compared to the state average?

At Yearling Middle School, our largest gap compared to the state average was in Science. Yearling Middle School scored 28 percent below the state's average proficiency rate.

Which data component showed the most improvement? Is this a trend?

At Yearling Middle School, learning gains in Mathematics was the most improved data component with a 64% proficiency rate. This was an increase of 18% and reflects a trend for Yearling Middle School.

Describe the actions or changes that led to the improvement in this area

One component that changed this past year was an increase of time in Mathematics. Yearling changed the master schedule to create blocked classes in Mathematics and ELA. This changed instructional minutes from 48 minutes daily to 90 minutes daily. Math courses all had new curriculum maps that provided structure and pacing for teachers. The district incorporated common assessments for all middle school math courses. This increased focus on math instruction certainly contributed to gains.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 39% | 40% | 53% | 40% | 40% | 52% |
| ELA Learning Gains | 49% | 48% | 54% | 46% | 50% | 54% |
| ELA Lowest 25th Percentile | 49% | 44% | 47% | 35% | 43% | 44% |
| Math Achievement | 53% | 58% | 58% | 45% | 48% | 56% |
| Math Learning Gains | 64% | 67% | 57% | 46% | 52% | 57% |
| Math Lowest 25th Percentile | 49% | 54% | 51% | 44% | 50% | 50% |
| Science Achievement | 37% | 39% | 52% | 40% | 38% | 50% |
| Social Studies Achievement | 44% | 55% | 72% | 51% | 54% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|----------|-----------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 0 (5) | 0 (10) | 0 (5) | 0 (20) |
| One or more suspensions | 0 (3) | 0 (5) | 0 (4) | 0 (12) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 65 (85) | 93 (99) | 93 (103) | 251 (287) |

Grade Level Data

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 39% | 41% | -2% | 52% | -13% |
| | 2017 | 35% | 37% | -2% | 52% | -17% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 32% | 32% | 0% | 51% | -19% |
| | 2017 | 37% | 36% | 1% | 52% | -15% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -3% | | | | |
| 08 | 2018 | 41% | 40% | 1% | 58% | -17% |
| | 2017 | 47% | 46% | 1% | 55% | -8% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | 4% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 47% | 56% | -9% | 52% | -5% |
| | 2017 | 40% | 44% | -4% | 51% | -11% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 52% | 46% | 6% | 54% | -2% |
| | 2017 | 33% | 37% | -4% | 53% | -20% |
| Same Grade Comparison | | 19% | | | | |
| Cohort Comparison | | 12% | | | | |
| 08 | 2018 | 46% | 54% | -8% | 45% | 1% |
| | 2017 | 37% | 39% | -2% | 46% | -9% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | 13% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 41% | 50% | -9% | 71% | -30% |
| 2017 | 49% | 52% | -3% | 69% | -20% |
| Compare | | -8% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 54% | 46% | 62% | 38% |
| 2017 | 92% | 46% | 46% | 60% | 32% |
| Compare | | 8% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 96% | 44% | 52% | 56% | 40% |
| 2017 | 100% | 37% | 63% | 53% | 47% |
| Compare | | -4% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| WHT | 48 | 51 | 55 | 63 | 71 | 53 | 48 | 54 | 63 | | |
| BLK | 11 | 43 | 50 | 24 | 52 | 41 | | 8 | | | |
| HSP | 34 | 48 | 48 | 49 | 61 | 49 | 35 | 38 | 54 | | |
| MUL | 55 | 58 | | 43 | 52 | | 45 | | | | |
| SWD | 14 | 37 | 44 | 27 | 52 | 46 | 8 | 20 | 33 | | |
| FRL | 35 | 48 | 49 | 50 | 63 | 49 | 32 | 41 | 49 | | |
| ELL | 26 | 50 | 57 | 45 | 55 | 48 | 30 | 19 | | | |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| WHT | 50 | 54 | 47 | 56 | 47 | 47 | 48 | 55 | 78 | | |
| BLK | 15 | 33 | 30 | 19 | 34 | 39 | 18 | 16 | | | |
| HSP | 35 | 42 | 33 | 38 | 48 | 45 | 35 | 52 | 46 | | |
| MUL | 32 | 29 | | 42 | 38 | | | 57 | | | |
| SWD | 10 | 29 | 24 | 17 | 38 | 33 | 6 | 23 | | | |
| FRL | 36 | 44 | 34 | 41 | 46 | 44 | 38 | 47 | 55 | | |
| ELL | 23 | 34 | 38 | 31 | 45 | 46 | 14 | 38 | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

| Activity #1 | |
|-------------------------------|---|
| Title | English Language Arts |
| Rationale | Reading and writing is a foundation of all curriculum. By designing research based strategies to guide students to deeper levels of mastery with reading and writing standards, we will support student growth across all content areas. During the 2017-2018 school year 39% of Yearling Middle School students showed proficiency in English Language Arts. |
| Intended Outcome | By designing and using research based strategies, Yearling Middle School students will increase their English Language Arts scores to achieve 50% proficiency as measured by the 2018-2019 Florida Standards Assessment results. |
| Point Person | Jeremy Goff (goffj@okee.k12.fl.us) |
| Action Step | |
| Description | By designing research based strategies to guide students to deeper levels of mastery with reading and writing standards, we will support student growth across all content areas. We are making it a campus-wide initiative to model and implement annotating text strategies. We will be adding a focused independent reading system to support all learners to close gaps and provide enrichment. In addition, we will implement an intensive reading support system for our lowest quartile to further close reading gaps with the goal of guiding 60% or more of our bottom quartile to growth in their ELA scores. |
| Person Responsible | David krakoff (david.krakoff@okee.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | Common formative assessments, district progress monitoring, and ultimately Florida Standards Assessment results will be monitored. |
| Person Responsible | David krakoff (david.krakoff@okee.k12.fl.us) |

Activity #2

| | |
|-------------------------|---|
| Title | Mathematics |
| Rationale | Beginning our second year with a 90 minute math block, we want to continue to enhance our student growth rates and further utilize our 90 minute math block. Based on 2017-2018 school year Florida Standards Assessment, our students increased from 45% proficient to 53% proficient. |
| Intended Outcome | By continuing to enhance our use of the 90 minute math block and incorporating learning scales, targets, and intentional unit planning, we intend to increase our math proficiency to 65% on the 2018-2019 Florida Standards Assessment. |
| Point Person | David krakoff (david.krakoff@okee.k12.fl.us) |

Action Step

| | |
|---------------------------|---|
| Description | Teachers within Collaborative Learning Teams (CLTs) intentionally plan lessons that include flexible grouping based on data collected within a lesson in order to provide opportunities for remediation, practicing and deepening of knowledge, and enrichment. Teachers utilize progress monitoring through common formative assessments developed during CLT work as well as analyze results of district-created progress monitoring tests to facilitate flexible grouping within the classroom. This data will be used to monitor effectiveness of the CLT system while also driving adjustments to instruction. Ultimately, FSA and EOC results will determine effectiveness. |
| Person Responsible | David krakoff (david.krakoff@okee.k12.fl.us) |

Plan to Monitor Effectiveness

| | |
|---------------------------|--|
| Description | Common formal assessments, progress monitoring, End of Course Exams, and Florida Standards Assessment results will be monitored. |
| Person Responsible | David krakoff (david.krakoff@okee.k12.fl.us) |

| Activity #3 | |
|-------------------------------|--|
| Title | Civics |
| Rationale | Civics' standards knowledge equip students with the ability needed to be successful as responsible and active citizens in a diverse culture. During the 2018-2019 school year 44% of Yearling Middle School students showed proficiency in Civics. |
| Intended Outcome | By aligning student product accurately with the level of the standard, we plan to increase student proficiency rate from 44% to 55% as measured by the 2018-2019 Civics End of Course Exam. |
| Point Person | David krakoff (david.krakoff@okee.k12.fl.us) |
| Action Step | |
| Description | Our teachers will examine their curriculum materials and state-standards based on the course codes, and create units/lessons to ensure instruction matches the level of rigor of the standards. Teachers will use their Collaborative Learning Teams (CLTs) to continue planning, developing, and refining classroom lessons/units that align to Florida's standards as well as accurate formative measures to ensure mastery. Further, teachers routinely identify and analyze targeted standards as the focus of intentional daily lesson planning and monitoring. |
| Person Responsible | David krakoff (david.krakoff@okee.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | Common formal assessments, progress monitoring, and End of Course Exam results will be monitored. |
| Person Responsible | David krakoff (david.krakoff@okee.k12.fl.us) |

| Activity #4 | |
|-------------------------------|--|
| Title | Science |
| Rationale | Of Yearling Middle School's 8th graders, 35.7% tested proficient in 2017-18. This reflects a significant deficiency in standards mastery and alignment. |
| Intended Outcome | We will set guiding 8th graders to achieve a 50% proficiency rate on Science FCAT as our goal. |
| Point Person | David krakoff (david.krakoff@okee.k12.fl.us) |
| Action Step | |
| Description | <p>Our teachers will examine their curriculum materials and state-standards based on the course codes, and create units/lessons to ensure instruction matches the level of rigor of the standards. Teachers will use their Collaborative Learning Teams (CLTs) to continue planning, developing, and refining classroom lessons/units that align to Florida's standards as well as accurate formative measures to ensure mastery. Further, teachers routinely identify and analyze targeted standards as the focus of intentional daily lesson planning and monitoring. Our science department will focus on aligning student product with taxonomy levels in an effort to increase deeper level tasks on the knowledge utilization level. Additionally, our science department will focus on target standards by grade level but will also re-teach target standards in all three grade levels.</p> |
| Person Responsible | David krakoff (david.krakoff@okee.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | We will use Common Formative Assessments, Progress Monitoring tests, and FCAT results to measure effectiveness. |
| Person Responsible | [no one identified] |

| Activity #5 | |
|-------------------------------|--|
| Title | Standards Aligned Instruction and Learning |
| Rationale | Yearling Middle School's data suggests a disconnect between student product and desired depth of learning required by Florida's standards. We have identified a need for professional development and growth in the area of intentional lesson planning, monitoring of student mastery of standards, and differentiated instruction. |
| Intended Outcome | Yearling Middle School has set goals of improving proficiency rates by at least 10% in math, English language arts, science, and civics. |
| Point Person | Jeremy Goff (goffj@okee.k12.fl.us) |
| Action Step | |
| Description | Our teachers will examine their curriculum materials and state-standards based on the course codes, and create units/lessons to ensure instruction matches the level of rigor of the standards. Teachers will use their Collaborative Learning Teams (CLTs) to continue planning, developing, and refining classroom lessons/units that align to Florida's standards as well as accurate formative measures to ensure mastery. Further, teachers routinely identify and analyze targeted standards as the focus of intentional daily lesson planning and monitoring. |
| Person Responsible | David Krakoff (david.krakoff@okee.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | Teachers within Collaborative Learning Teams (CLTs) intentionally plan lessons that include flexible grouping based on data collected within a lesson in order to provide opportunities for remediation, practicing and deepening of knowledge, and enrichment. Teachers utilize progress monitoring through common formative assessments developed during CLT work as well as analyze results of district-created progress monitoring tests to facilitate flexible grouping within the classroom. This data will be used to monitor effectiveness of the CLT system while also driving adjustments to instruction. Ultimately, FSA, FCAT, and EOC results will determine effectiveness. |
| Person Responsible | David Krakoff (david.krakoff@okee.k12.fl.us) |

| Activity #6 | |
|--------------------------------------|---|
| Title | Fostering student-centered, standards-aligned, collaborative learning in classrooms that establish research-based conditions for learning |
| Rationale | Yearling Middle School as indicated by earning a "C" grade in each of the past five years has evidenced a need to align instruction and learning around research-driven practices. |
| Intended Outcome | Yearling Middle School will improve proficiency rates in all state tested areas by a minimum of 10%, reduce absenteeism by at least 5%, and reduce out-of-school suspensions by at least 25% all due to deeper levels of learning and engagement. |
| Point Person | David Krakoff (david.krakoff@okee.k12.fl.us) |
| Action Step | |
| Description | Yearling Middle School staff will learn to successfully implement instructional strategies involving four pillars of effective instruction including conditions for learning, standards-aligned instruction, collaborative learning, and authentic learning. The YMS Guiding Coalition will plan and implement systems of professional development to model these areas for groups and individuals of instructional staff. Also, the Guiding Coalition will evaluate walk-thru data based on teachers being visited at least bi-weekly to drive differentiated professional development for teachers. |
| Person Responsible | David Krakoff (david.krakoff@okee.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| Description | The YMS Guiding Coalition will develop a walk-thru tool to monitor the implementation of these research-driven instructional approaches. Also, the overall effect of implementation of these research-driven practices will be evaluated by measuring FSA, FCAT, and EOC results as well as attendance and suspension data. |
| Person Responsible | [no one identified] |

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Members of Yearling Middle School's Guiding Coalition will routinely communicate with all stakeholders via our school's Facebook page, school website, and via school newsletter. An open house will be held for parents to visit students' classrooms and teachers. In addition, the Guiding Coalition will hold quarterly Summits to discuss school initiatives and respond to concerns from the community.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school uses a check in/check out system in which students monitor their daily progress regarding assignment completion, grades and behavior. This provides mentoring and counseling to the students involved in this system. There are also counseling services that are contracted from outside agencies that provide counseling and mentoring services to students. The school-based guidance counselors communicate with the parents/guardians of students recommended for counseling programs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each year incoming 5th grade students visit YMS to learn what to expect in middle school. Similar opportunities are provided to 8th grade students through meetings to learn about high school graduation requirements and industry certification and elective programs. Also, members of the YMS Guiding Coalition will visit elementary schools to provide an orientation to YMS during the spring of 2019.

Eighth graders participate in a Reality and Career Fair (held on the IRSC Campus) hosted by our local state college (Indian River State College). Reality Fair allows students to participate in a version of the game of "Life." Students are assigned a salary based on grade-point average. Students select a career based on their salary range. Students take a "chance" and wind up with children, and must provide for transportation (buying a car), a place to live (buy a house), expenses like insurance, taxes, etc. IRSC also runs a concurrent Career Fair based on the different career clusters offered on IRSC Main Campus.

This year, YMS would like to participate in CTE events which bring YMS eighth graders to Okeechobee High School to provide exposure and boost recruitment in district CTE program.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

In order to yield student achievement, the leadership team reviews the previous year's school improvement plan to discuss changes that should be made. The principal develops a budget for the school year based on the feedback provided from the leadership team.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

YMS's AVID students visit various college campuses throughout the school year. Also, community business leaders will visit YMS classrooms to provide feedback to students regarding the rigor of their work with respect to authentic learning projects.

Part V: Budget

| | |
|--------|--------|
| Total: | \$0.00 |
|--------|--------|