

Yulee Primary School



2016-17 Schoolwide Improvement Plan

Yulee Primary School

86426 GOODBREAD RD, Yulee, FL 32097

<https://www.nassau.k12.fl.us/domain/15>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-2 | Yes | 51% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 21% |

School Grades History

| Year | 2017-18 |
|-------|---------|
| Grade | |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Nassau County School Board on 11/10/2016.

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Yulee Primary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Yulee Primary School, we adopt the Nassau County Mission Statement which is the following:
Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

b. Provide the school's vision statement.

Yulee Primary School will collaborate with all stakeholders by actively engaging all learners through a rigorous differentiated curriculum, aligned with state and district standards, in a respectful, age appropriate and safe environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We are in Tier One of our Positive Behavioral Intervention System (PBIS) for YPS. We have established our school-wide expectations, and we are actively seeking ways to focus on positive behavior interventions and supports for our students.

Ensure teachers are trained in classroom management strategies.

Instructional team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition systems are in place.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. 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.

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

YPS will target increased participation in volunteer activities and attendance at school wide events.

The School Advisory Council invites parents to attend meetings and be a part of the school's decision making process. A Parent Teacher Organization has been created this year to encourage parental involvement in school events, fundraising, volunteering, and providing additional support to students and teachers. The school uses additional events such as Chick-Fil-A Spirit nights, grade level programs, and a Volunteer Orientation/ Training to help build positive relationships with families.

Teachers conference with parents in addition to sending home progress reports and report cards to help keep families apprised of students' progress. Weekly grades are uploaded by teachers to Focus to keep parents informed on a regular basis.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Yulee Primary School hosts Spirit Days with Chick-Fil-A to raise money for the school and promote parental involvement. We also have partnerships with several local businesses. The PTO works in conjunction with several local businesses to promote learning and raise additional funding for the school. Our school has been approached by Missy's Kitchen, The Journey Church, and Celebration Church. All of these local businesses have expressed an interest in helping our students achieve. Our school will actively work with these businesses to build and sustain the partnership with them. We will seek ways in which they can help our students achieve.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Mathis, Misty | Principal |
| Lewis, Debra | Teacher, ESE |
| Harris, Brianna | Assistant Principal |
| Cacciapouti, Susan | Teacher, K-12 |
| Cobb, Nancy | School Counselor |
| Davis, Jayme | Teacher, K-12 |
| Domingo, Angela | Teacher, ESE |
| Lawson, Angela | School Counselor |
| Shay, Kara | Teacher, K-12 |
| Sheehan, Patricia | Instructional Coach |
| Green, Lilley | Teacher, K-12 |
| Vienneau, Jamie | Teacher, ESE |

b. Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

2. 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.

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80% of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the Leadership Team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff

development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to work towards post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Debra Lewis | Teacher |
| Katrina Flannery | Teacher |
| Deirdre Johnson | Teacher |
| Stephanie Gaskill | Education Support Employee |
| Susan Cacciapouti | Teacher |
| Robin Roberts | Business/Community |
| Ross Roberts | Business/Community |
| Jennifer Rodriguez | Parent |
| MoRonica Ravenell | Parent |
| Lanore Haley | Parent |
| Shea Zaccaro | Parent |
| Jayme Davis | Teacher |
| Kara Shay | Teacher |
| Kerrie Albert | Business/Community |
| Robin Buchannan | Business/Community |
| Linda Loughman | Business/Community |
| Shane Harvey | Parent |
| Mrs. M. Harvey | Parent |
| Brandy Kowalik | Parent |
| Scott Lear | Parent |
| Laura Swartz | Parent |
| Shelly Wilson | Parent |
| | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council assists in the development of the school improvement plan and provides recommendations on specific components of the plan, such as, the goals of the school,

indicators of school and student instructional materials, technology, staffing, student support services and other matters of resource allocations. The SAC will also assist in defining adequate progress for each school goal, obtaining public input when providing adequate progress for school goals; negotiating the definition of adequate progress with the School Board; and notifying and requesting assistance from the School Board when the school fails to make adequate progress in any single area. The SAC will also assist in preparing and distributing information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.

b. Development of this school improvement plan

The SAC shall assist in the development of the SIP and provide recommendations on specific components of the plan, such as, the goals of the school, indicators of school and student progress, strategies and evaluation procedures to measure student performance, budget, training, instructional materials, technology, staffing, student support services and other matters of resource allocations.

c. Preparation of the school's annual budget and plan

At Yulee Primary School, the principal receives input from the SAC in preparation of the school budget. The principal then submits the school budget to the SAC. The SAC then approves the expenditure of school improvement funds according to Nassau County School Board Administrative Rule 1.19.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Our current school improvement budget is \$701.05.

Here is the projected use of our SAC funds:

**A strategy in our School Improvement Plan is to provide small group differentiated instruction in the core curriculum areas of reading and mathematics. This strategy requires the use of classroom materials and supplies, so that our teachers can instruct in the small group setting. We anticipate approving funding requests for support of small group differentiated instruction in all of our classrooms. We also anticipate approving funding requests for classroom libraries to support our literacy instruction.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|---------------------|
| Mathis, Misty | Principal |
| Harris, Brianna | Assistant Principal |
| Sheehan, Patricia | Instructional Coach |
| Domingo, Angela | Teacher, ESE |
| Flannery, Katrina | Teacher, K-12 |
| Panke, Kristen | Teacher, K-12 |
| Nichols, Leah | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will support district and state instructional strategies to improve Reading, Math, Writing, and Science as aligned with the Common Core State Standards for College and Career Readiness. The LLT team will support small group instruction in Reading and Math, as well as the Common Core shifts of: Balancing Informational and Literacy Texts, Writing from Sources, and Academic Vocabulary.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Nassau County School District has adopted an early release day on Wednesdays to promote collaborative planning. Grade level chairs facilitate a positive planning environment where teachers share center ideas, instructional strategies, and plan as a team.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Provision of mentoring, training and coaching for:

- a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
- b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/Effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership

development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Yulee Primary uses multiple data sources that have been approved by Nassau County to help determine student levels of progress and differentiate instruction in the core areas of reading and mathematics. For reading, teachers utilize STAR Early Literacy and STAR Reading, as well as, Lexia Core 5, Accelerated Reader, basal assessments, and Saxon Phonics assessments. For math, teachers utilize STAR Math, I-Ready, IXL, and basal assessments. Data is used by teachers to help determine students' small group placements and differentiate instruction according to students' varying levels. Flexible grouping is used to ensure that students are provided with opportunities for enrichment or remediation.

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,900

Beginning at 7:20 AM, the computer lab is open daily for individualized student intervention. Our Reading Coach is available to provide ongoing feedback, specialized instruction and progress monitoring on the following programs: Accelerated Reader, i-Ready, IXL, and LexiaCore5.

Extended Day Tutoring (40 sessions) is offered from 2:00 - 3:00 PM for students identified as having Reading deficits. Intervention is provided through intensive small group (1:5) instruction with a highly qualified teacher.

Strategy Rationale

The extended school day will provide opportunities for increased differentiated practice and instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mathis, Misty, misty.mathis@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students were identified for intervention through a team analysis of multiple data sources. This includes the following: STAR (Reading & Math), SAT - 10 (Reading & Math), Current Grades, Data Software Reports, Curriculum Based Measurements and Phonological Awareness Screening. The team monitors effectiveness of the interventions using multiple data sources on a frequent basis.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

b. College and Career Readiness

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

Career awareness is introduced at the Primary level through STEM activities and a variety of multi-modal media.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

With the implementation of the Common Core State Standards and STEM (Science, Technology, Engineering, and Mathematics) initiative, text complexity across the disciplines is a focus with the smallest scholars at the primary level, supporting successful articulation into the next level of education.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Not required

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Not required

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Yulee Primary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science standards as determined by the Stanford 10 for ELA and Mathematics and school-based assessments for Science. YPS will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics sections of the Stanford 10, as well as, increase student proficiency of Science standards based on school-based assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Yulee Primary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science standards as determined by the Stanford 10 for ELA and Mathematics and school-based assessments for Science. YPS will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics sections of the Stanford 10, as well as, increase student proficiency of Science standards based on school-based assessments. **1a**

 G087412

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 85.0 |
| Math Achievement District Assessment | 89.0 |

Targeted Barriers to Achieving the Goal **3**

- Our students are performing at a wide variety of ability levels.
- Staff development for teachers and the time and money required to provide quality staff development.
- Parental knowledge or ability may be limited when assisting students with the reading/math/science/writing process.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Saxon Phonics, STAR Reading, STAR Math, Lexia Core 5, Accelerated Reader, IXL, i-Ready, Think Central, FSS Curriculum, District Approved Textbooks/Core Curriculum, supplemental materials, Instructional Focus Calendars, CPALMS, BrainPop, Discovery Education

Plan to Monitor Progress Toward G1. **8**

We will use formative and summative assessments to monitor the progress towards meeting this goal, making sure to track the student achievement towards proficiency.

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

We will use our assessment data as evidence that we have implemented this strategy with effectiveness.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. Yulee Primary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science standards as determined by the Stanford 10 for ELA and Mathematics and school-based assessments for Science. YPS will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics sections of the Stanford 10, as well as, increase student proficiency of Science standards based on school-based assessments. 1

 G087412

G1.B1 Our students are performing at a wide variety of ability levels. 2

 B232357

G1.B1.S1 Small group instruction will be utilized during the reading block to meet the varying learning needs of each student. Additional tutoring services are provided for students that have a low reading performance. 4

 S245220

Strategy Rationale

We are using small group instruction and tutoring to eliminate/ reduce the barrier of students' varying ability levels because we are able to differentiate instruction and meet the needs of our students on an individual basis during the small group instruction and tutoring settings. We will provide differentiated instruction of Florida Standards as assessed by the Stanford 10.

Action Step 1 5

Strategy: Provide small group instruction during the reading block to meet students' learning needs. Provide differentiated instruction for differing ability levels using a variety of instructional strategies and resources. Additional tutoring services for students demonstrating low reading performance.

Professional Development: Provide teachers the training to ensure effective small group and differentiated instruction is implemented during the reading block to meet the individual learning needs of students.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

lesson plans, classroom observations, professional development rosters, agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The principal will ensure that small group instruction is utilized during the reading block and that tutoring services are provided for students that have a low reading performance.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

lesson plans, classroom observations, meeting documentation, staff development documentation, and attendance rosters for tutoring

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will use formative and summative assessments to monitor the effectiveness.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

We will use our assessment data as evidence that we have implemented this strategy with effectiveness.

G1.B1.S2 Small group instruction will be utilized during the mathematics block to meet the learning needs of each student through differentiated instruction to include previewing of upcoming skills, reviewing already taught skills, and explicit teaching of the current skills which need to be mastered. Additional tutoring services are provided for students that have a low mathematics performance. 4

S245221

Strategy Rationale

The reason we are deciding to use small group instruction and tutoring to eliminate or reduce the barrier of our students having various ability levels is because we are able to differentiate our instruction and meet the needs of our students on an individual basis during the small group instruction and tutoring settings.

Action Step 1 5

Strategy: Provide small group math instruction during the math block to meet students' learning needs. Provide differentiated instruction for varying levels using a variety of instructional strategies and resources.

Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the math block to meet the individual learning needs of students. Provide teachers continued training on Florida Mathematics Standards.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The principal will ensure that small group instruction is utilized during the mathematics block and that tutoring services are provided for students that have a low reading performance.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

lesson plans, classroom observations, and attendance rosters for tutoring

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

We will use formative and summative assessments to monitor the effectiveness.

Person Responsible

Misty Mathis


Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

We will use our assessment data as evidence that we have implemented this strategy with effectiveness.

G1.B1.S3 Small group instruction, science leveled readers, explicit science vocabulary instruction, and science content will be integrated during our reading and math blocks to meet the learning needs of each student through differentiated instruction. 4

 S245222

Strategy Rationale

The reason we are deciding to use small group instruction to eliminate or reduce the barrier of our students having various ability levels is because we are able to differentiate our instruction and meet the needs of our students on an individual basis during the small group instruction setting.

Action Step 1 5

Strategy: Integrate science content into small group reading and math instruction. Provide differentiated instruction using a variety of science materials.

Professional Development: Provide teachers training to ensure effective small group and differentiated instruction in science content is integrated into the reading and math blocks to meet the individual learning needs of students.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Integrate science instruction into the reading and math curriculum. Utilize leveled science materials to supplement the core curriculum.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Formative and summative assessments

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data

G1.B1.S4 Provide inquiry based interdisciplinary science learning opportunities through the use of STEM activities, classroom activities, after school programs, field trips, etc. 4

S245223

Strategy Rationale

Provide a variety of interdisciplinary and hands-on, experience based opportunities to engage students in real world problem solving.

Action Step 1 5

Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, field trips, after school programs, etc.

Professional Development: Provide teachers with training in order to effectively implement interdisciplinary science inquiry based learning opportunities.

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations, lesson plans, after school club participation, science committee meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Classroom observation, lesson plans, meeting documentation

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observation, lesson plans, grade meeting minutes, i-Observation documentation, collaborative planning meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Formative and Summative Assessments

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

We will use our assessment data as evidence that we have implemented this strategy with effectiveness.

G1.B1.S5 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills to demonstrate grade level proficiency. 4

 S245224

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed by school-based assessments.

Action Step 1 5

Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills to demonstrate proficiency on state assessments.

Professional Development: Provide teachers continued training on the Florida ELA standards, use of writing rubrics, and FSA expectations.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills to demonstrate proficiency on state assessments.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Formative and summative assessments

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data

G1.B2 Staff development for teachers and the time and money required to provide quality staff development. 2

 B232358

G1.B2.S1 Provide collaborative planning time for teachers. Provide county or school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies. 4

 S245225

Strategy Rationale

Increase in instructional effectiveness and provisions of district wide planning and collaboration will provide an increase in student proficiency of Florida Standards as determined by the Stanford 10.

Action Step 1 5

Strategy: Provide collaborative planning time and professional development to meet the needs of teachers.

Professional Development: Provide teachers professional development opportunities in ELA, Math, and Science content standards.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Professional Growth Plan, sign-in sheets, agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Provision of planning time for teachers. Implementation of county and/ or school-wide staff development.

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher observations, lesson plans, meeting documentation, staff development documentation, sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Formative and summative assessments

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment data, teacher observations, lesson plans

G1.B2.S2 Provide opportunities for teachers to participate in District Curriculum mapping, district provided professional development in research based strategies for teaching, school-based vertical articulation, and district provided horizontal planning and collaboration. 4

 S245226

Strategy Rationale

Increase in teacher content knowledge and provisions of district wide planning and collaboration will provide an increase in student proficiency of Florida Standards as determined by the Stanford 10.

Action Step 1 5

Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching, school-based vertical articulation, and district provided horizontal planning and collaboration.
Professional Development: District Curriculum Mapping, best practices instruction in comprehension and vocabulary, vertical and horizontal articulation

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observation, lesson plans, instructional focus calendar, grade level meeting documentation, professional development participation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Implementation of researched based strategies, usage of district curriculum map

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observations, lesson plans, district/school collaborative planning meeting agendas, professional development documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Formative and summative assessments

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Assessment Data

G1.B3 Parental knowledge or ability may be limited when assisting students with the reading/math/science/writing process. 2

 B232359

G1.B3.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children 4

 S245227

Strategy Rationale

Increase in parental involvement/ awareness will increase student proficiency of Florida State Standards.

Action Step 1 5

Provide parental involvement opportunities and ongoing communication for parents.

Person Responsible

Misty Mathis

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Newsletters, calendars, parent surveys, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Process of informing parents about expectations and student progress

Person Responsible

Misty Mathis

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Parent Newsletters, calendars, parental involvement opportunities, Edline, FOCUS, sign-in sheets, School Messenger

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Formative and summative assessment

Person Responsible

Misty Mathis




Schedule

Weekly, from 8/10/2016 to 5/26/2017









Evidence of Completion

Assessment data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|---------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.MA1  M330383 | We will use formative and summative assessments to monitor the progress towards meeting this goal,... | Mathis, Misty | 8/10/2016 | We will use our assessment data as evidence that we have implemented this strategy with effectiveness. | 5/26/2017 weekly |
| G1.B1.S1.MA1  M330367 | We will use formative and summative assessments to monitor the effectiveness. | Mathis, Misty | 8/10/2016 | We will use our assessment data as evidence that we have implemented this strategy with effectiveness. | 5/26/2017 daily |
| G1.B1.S1.MA1  M330368 | The principal will ensure that small group instruction is utilized during the reading block and... | Mathis, Misty | 8/10/2016 | lesson plans, classroom observations, meeting documentation, staff development documentation, and attendance rosters for tutoring | 5/26/2017 daily |
| G1.B1.S1.A1  A317440 | Strategy: Provide small group instruction during the reading block to meet students' learning... | Mathis, Misty | 8/10/2016 | lesson plans, classroom observations, professional development rosters, agendas | 5/26/2017 daily |
| G1.B2.S1.MA1  M330377 | Formative and summative assessments | Mathis, Misty | 8/10/2016 | Assessment data, teacher observations, lesson plans | 5/26/2017 daily |
| G1.B2.S1.MA1  M330378 | Provision of planning time for teachers. Implementation of county and/ or school-wide staff... | Mathis, Misty | 8/10/2016 | Teacher observations, lesson plans, meeting documentation, staff development documentation, sign in sheets | 5/26/2017 weekly |
| G1.B2.S1.A1  A317445 | Strategy: Provide collaborative planning time and professional development to meet the needs of... | Mathis, Misty | 8/10/2016 | Lesson plans, Professional Growth Plan, sign-in sheets, agendas | 5/26/2017 daily |
| G1.B3.S1.MA1  M330381 | Formative and summative assessment | Mathis, Misty | 8/10/2016 | Assessment data | 5/26/2017 weekly |
| G1.B3.S1.MA1  M330382 | Process of informing parents about expectations and student progress | Mathis, Misty | 8/10/2016 | Parent Newsletters, calendars, parental involvement opportunities, Edline, FOCUS, sign-in sheets, School Messenger | 5/26/2017 weekly |
| G1.B3.S1.A1  A317447 | Provide parental involvement opportunities and ongoing communication for parents. | Mathis, Misty | 8/10/2016 | Newsletters, calendars, parent surveys, sign-in sheets | 5/26/2017 daily |
| G1.B1.S2.MA1  M330369 | We will use formative and summative assessments to monitor the effectiveness. | Mathis, Misty | 8/10/2016 | We will use our assessment data as evidence that we have implemented this strategy with effectiveness. | 5/26/2017 daily |
| G1.B1.S2.MA1  M330370 | The principal will ensure that small group instruction is utilized during the mathematics block and... | Mathis, Misty | 8/10/2016 | lesson plans, classroom observations, and attendance rosters for tutoring | 5/26/2017 daily |
| G1.B1.S2.A1  A317441 | Strategy: Provide small group math instruction during the math block to meet students' learning... | Mathis, Misty | 8/10/2016 | lesson plans and classroom observations | 5/26/2017 daily |
| G1.B2.S2.MA1  M330379 | Formative and summative assessments | Mathis, Misty | 8/10/2016 | Assessment Data | 5/26/2017 weekly |
| G1.B2.S2.MA1  M330380 | Implementation of researched based strategies, usage of district curriculum map | Mathis, Misty | 8/10/2016 | Classroom observations, lesson plans, district/school collaborative planning meeting agendas, professional development documentation | 5/26/2017 weekly |
| G1.B2.S2.A1  A317446 | Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping,... | Mathis, Misty | 8/10/2016 | Classroom observation, lesson plans, instructional focus calendar, grade level meeting documentation, professional development participation | 5/26/2017 weekly |
| G1.B1.S3.MA1  M330371 | Formative and summative assessments | Mathis, Misty | 8/10/2016 | Assessment data | 5/26/2017 daily |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|---------------|-------------------------------|--|--------------------|
| G1.B1.S3.MA1  M330372 | Integrate science instruction into the reading and math curriculum. Utilize leveled science... | Mathis, Misty | 8/10/2016 | Lesson plans, classroom observations | 5/26/2017 daily |
| G1.B1.S3.A1  A317442 | Strategy: Integrate science content into small group reading and math instruction. Provide... | Mathis, Misty | 8/10/2016 | Lesson plans, classroom observations | 5/26/2017 daily |
| G1.B1.S4.MA1  M330373 | Formative and Summative Assessments | Mathis, Misty | 8/10/2016 | We will use our assessment data as evidence that we have implemented this strategy with effectiveness. | 5/26/2017 weekly |
| G1.B1.S4.MA1  M330374 | Classroom observation, lesson plans, meeting documentation | Mathis, Misty | 8/10/2016 | Classroom observation, lesson plans, grade meeting minutes, i-Observation documentation, collaborative planning meetings | 5/26/2017 weekly |
| G1.B1.S4.A1  A317443 | Provide inquiry based interdisciplinary science learning opportunities through STEM activities,... | Mathis, Misty | 8/10/2016 | Classroom observations, lesson plans, after school club participation, science committee meeting agendas | 5/26/2017 weekly |
| G1.B1.S5.MA1  M330375 | Formative and summative assessments | Mathis, Misty | 8/10/2016 | Assessment data | 5/26/2017 daily |
| G1.B1.S5.MA1  M330376 | Integrate text based writing instruction into all curriculum areas. Familiarize students with... | Mathis, Misty | 8/10/2016 | Lesson plans, classroom observations, staff development documentation | 5/26/2017 daily |
| G1.B1.S5.A1  A317444 | Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize... | Mathis, Misty | 8/10/2016 | | 5/26/2017 daily |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Yulee Primary School will help all students achieve grade level proficiency in the ELA, Mathematics, and Science standards as determined by the Stanford 10 for ELA and Mathematics and school-based assessments for Science. YPS will strive to increase the percentage of students in grades K-2 scoring at or above the 50th national percentile on the reading and mathematics sections of the Stanford 10, as well as, increase student proficiency of Science standards based on school-based assessments.

G1.B1 Our students are performing at a wide variety of ability levels.

G1.B1.S1 Small group instruction will be utilized during the reading block to meet the varying learning needs of each student. Additional tutoring services are provided for students that have a low reading performance.

PD Opportunity 1

Strategy: Provide small group instruction during the reading block to meet students' learning needs. Provide differentiated instruction for differing ability levels using a variety of instructional strategies and resources. Additional tutoring services for students demonstrating low reading performance. Professional Development: Provide teachers the training to ensure effective small group and differentiated instruction is implemented during the reading block to meet the individual learning needs of students.

Facilitator

Teachers, Administration, District Office Staff, Linda Hoyt

Participants

Teachers, Paraprofessionals, Administration

Schedule

Daily, from 8/10/2016 to 5/26/2017

G1.B1.S2 Small group instruction will be utilized during the mathematics block to meet the learning needs of each student through differentiated instruction to include previewing of upcoming skills, reviewing already taught skills, and explicit teaching of the current skills which need to be mastered. Additional tutoring services are provided for students that have a low mathematics performance.

PD Opportunity 1

Strategy: Provide small group math instruction during the math block to meet students' learning needs. Provide differentiated instruction for varying levels using a variety of instructional strategies and resources. Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the math block to meet the individual learning needs of students. Provide teachers continued training on Florida Mathematics Standards.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers and Administration

Schedule

Daily, from 8/10/2016 to 5/26/2017

G1.B1.S3 Small group instruction, science leveled readers, explicit science vocabulary instruction, and science content will be integrated during our reading and math blocks to meet the learning needs of each student through differentiated instruction.

PD Opportunity 1

Strategy: Integrate science content into small group reading and math instruction. Provide differentiated instruction using a variety of science materials. Professional Development: Provide teachers training to ensure effective small group and differentiated instruction in science content is integrated into the reading and math blocks to meet the individual learning needs of students.

Facilitator

Administration, Teachers

Participants

Administration, Teachers

Schedule

Daily, from 8/10/2016 to 5/26/2017

G1.B1.S4 Provide inquiry based interdisciplinary science learning opportunities through the use of STEM activities, classroom activities, after school programs, field trips, etc.

PD Opportunity 1

Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, field trips, after school programs, etc. Professional Development: Provide teachers with training in order to effectively implement interdisciplinary science inquiry based learning opportunities.

Facilitator

Administration, Teachers

Participants

Administration, Teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G1.B1.S5 Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills to demonstrate grade level proficiency.

PD Opportunity 1

Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills to demonstrate proficiency on state assessments. Professional Development: Provide teachers continued training on the Florida ELA standards, use of writing rubrics, and FSA expectations.

Facilitator

District Office Staff, Teachers, Administration

Participants

Teachers and Administration

Schedule

Daily, from 8/10/2016 to 5/26/2017

G1.B2 Staff development for teachers and the time and money required to provide quality staff development.

G1.B2.S1 Provide collaborative planning time for teachers. Provide county or school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Strategy: Provide collaborative planning time and professional development to meet the needs of teachers. Professional Development: Provide teachers professional development opportunities in ELA, Math, and Science content standards.

Facilitator

Teachers, Administration, District Office Staff

Participants

Teachers, Paraprofessionals, Administration

Schedule

Daily, from 8/10/2016 to 5/26/2017

G1.B2.S2 Provide opportunities for teachers to participate in District Curriculum mapping, district provided professional development in research based strategies for teaching, school-based vertical articulation, and district provided horizontal planning and collaboration.

PD Opportunity 1

Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching, school-based vertical articulation, and district provided horizontal planning and collaboration. Professional Development: District Curriculum Mapping, best practices instruction in comprehension and vocabulary, vertical and horizontal articulation

Facilitator

District Office coordinators, administration, and school based leaders

Participants

Teachers and administrators

Schedule

Weekly, from 8/10/2016 to 5/26/2017

VII. Budget

| | | | |
|---|-------------|--|----------|
| 1 | G1.B1.S1.A1 | Strategy: Provide small group instruction during the reading block to meet students' learning needs. Provide differentiated instruction for differing ability levels using a variety of instructional strategies and resources. Additional | \$701.05 |
|---|-------------|--|----------|

| | | | | | | |
|----------|--------------------|---|--|--------------------------|-----|---------------|
| | | tutoring services for students demonstrating low reading performance. Professional Development: Provide teachers the training to ensure effective small group and differentiated instruction is implemented during the reading block to meet the individual learning needs of students. | | | | |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0271 - Yulee Primary School | School Improvement Funds | | \$701.05 |
| | | | <i>Notes: Classroom materials and supplies to support small group reading instruction with science integration in kindergarten, first, and second grade.</i> | | | |
| | | | 0271 - Yulee Primary School | School Improvement Funds | | \$0.00 |
| | | | <i>Notes: Funds to cover substitute costs to help train our teachers in effective small group differentiated reading instruction with science integration.</i> | | | |
| | | | 0271 - Yulee Primary School | Title I, Part A | | \$0.00 |
| | | | <i>Notes: Revise, Revisit, Retell: Literacy Strategies PLC District Training from SDE</i> | | | |
| | | | 0271 - Yulee Primary School | Title I, Part A | | \$0.00 |
| | | | <i>Notes: PLC- Effective Small Group Reading Instruction</i> | | | |
| | | | 0271 - Yulee Primary School | Title I, Part A | | \$0.00 |
| | | | <i>Notes: Lexia Core 5- Reading Diagnostic and Program Navigation</i> | | | |
| | | | 0271 - Yulee Primary School | Title I, Part A | | \$0.00 |
| | | | <i>Notes: Revise, Revisit, Retell: Literacy Strategies PLC District Training from SDE</i> | | | |
| 2 | G1.B1.S2.A1 | Strategy: Provide small group math instruction during the math block to meet students' learning needs. Provide differentiated instruction for varying levels using a variety of instructional strategies and resources. Professional Development: Provide teachers training to ensure effective small group and differentiated instruction is implemented during the math block to meet the individual learning needs of students. Provide teachers continued training on Florida Mathematics Standards. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0271 - Yulee Primary School | School Improvement Funds | | \$0.00 |
| | | | <i>Notes: Classroom materials and supplies to support small group instruction in mathematics in kindergarten, first, and second grade.</i> | | | |
| | | | 0271 - Yulee Primary School | Title I, Part A | | \$0.00 |
| | | | <i>Notes: I-Ready Math Training- Math Diagnostic and Program Navigation</i> | | | |
| | | | 0271 - Yulee Primary School | Title I, Part A | | \$0.00 |

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|--------|-------------|--|--|-----------------|-----|----------|
| | | | Notes: PLC- Effective Small Group Math Instruction | | | |
| 3 | G1.B1.S3.A1 | Strategy: Integrate science content into small group reading and math instruction. Provide differentiated instruction using a variety of science materials. Professional Development: Provide teachers training to ensure effective small group and differentiated instruction in science content is integrated into the reading and math blocks to meet the individual learning needs of students. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I, Part A | | \$0.00 |
| | | | Notes: Integrating STEM activities into the reading and math block. | | | |
| 4 | G1.B1.S4.A1 | Provide inquiry based interdisciplinary science learning opportunities through STEM activities, classroom activities, field trips, after school programs, etc. Professional Development: Provide teachers with training in order to effectively implement interdisciplinary science inquiry based learning opportunities. | | | | \$0.00 |
| 5 | G1.B1.S5.A1 | Strategy: Integrate text based writing instruction into all curriculum areas. Familiarize students with keyboarding/computer skills to demonstrate proficiency on state assessments. Professional Development: Provide teachers continued training on the Florida ELA standards, use of writing rubrics, and FSA expectations. | | | | \$0.00 |
| 6 | G1.B2.S1.A1 | Strategy: Provide collaborative planning time and professional development to meet the needs of teachers. Professional Development: Provide teachers professional development opportunities in ELA, Math, and Science content standards. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Title I, Part A | | \$0.00 |
| | | | Notes: Integrating rigorous writing activities into the reading and math block | | | |
| | | | District-Wide | Title I, Part A | | \$0.00 |
| | | | Notes: Integrating STEM activities into the reading and math block | | | |
| | | | District-Wide | Title I, Part A | | \$0.00 |
| | | | Notes: Unpacking the Florida Standards: ELA and Math | | | |
| 7 | G1.B2.S2.A1 | Strategy: Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in research based strategies for teaching, school-based vertical articulation, and district provided horizontal planning and collaboration. Professional Development: District Curriculum Mapping, best practices instruction in comprehension and vocabulary, vertical and horizontal articulation | | | | \$0.00 |
| 8 | G1.B3.S1.A1 | Provide parental involvement opportunities and ongoing communication for parents. | | | | \$0.00 |
| Total: | | | | | | \$701.05 |