Yulee Primary School

2018-19 Schoolwide Improvement Plan

Table of Contents

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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	Yes	56%

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

Grade

School Board Approval

This plan is pending approval by the Nassau 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.

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.

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.

School Leadership Team

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

Name	Title
Harris, Brianna	Principal
Cacciapouti, Susan	Teacher, K-12
Domingo, Angela	Teacher, ESE
Green, Lilley	Teacher, K-12
Boatright, Kerri	Assistant Principal
Braddock, Blake	Teacher, K-12
Hagins, Jennifer	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 school-based leadership team is responsible for dis-aggregating 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, reading 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.

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	7	33	25	0	0	0	0	0	0	0	0	0	0	65
One or more suspensions	0	6	4	0	0	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	1	5	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	0	0	0	0	0	0	0	0	0	0	4

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	16	8	5	0	0	0	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	12	7	3	0	0	0	0	0	0	0	0	0	0	22

Date this data was collected

Friday 9/28/2018

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	47	45	57	0	0	0	0	0	0	0	0	0	0	149
One or more suspensions	4	4	1	0	0	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	1	0	0	0	0	0	0	0	0	0	0	4

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	47	45	57	0	0	0	0	0	0	0	0	0	0	149
One or more suspensions	4	4	1	0	0	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	1	0	0	0	0	0	0	0	0	0	0	4

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?

According to the 2017-2018 Stanford 10 data, 26.4% of the kindergarten students at Yulee Primary School scored below the 40th percentile in reading. It has been a trend over the past couple of years that the number of students scoring below the 40th percentile on Stanford 10 reading has been higher than that of first and second grade.

Which data component showed the greatest decline from prior year?

Kindergarten reading Stanford 10 data showed a decline from 18.7% of students scoring below the 40th percentile during the 2016-2017 school year to 26.4% of students scoring below the 40th percentile during the 2017-2018 school year.

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

The Stanford 10 assessment that is used in kindergarten, first, and second grade is not a state normed assessment, therefore, there is no state comparison data.

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

According to the 2017-2018 second grade Stanford 10 data, the number of second grade students scoring below the 30th percentile on reading decreased to 2.1% from 4.3% in 2016-2017. Second grade students have scored higher on the second grade reading Stanford 10 than those in kindergarten or first grade over the past three years.

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

During the 2017-2018 school year, several reading initiatives were implemented to address the needs of struggling readers. Students in the lowest quartile were progress monitored and provided interventions through classroom intervention times and a targeted after school tutoring program that focused on gaps in reading. Grade level collaborative planning looked at student data to help plan instruction for

struggling readers. All kindergarten, first, and second grade teachers were provided the opportunity to visit model classrooms throughout the district.

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	0%	72%	56%	0%	70%	52%
ELA Learning Gains	0%	59%	55%	0%	66%	52%
ELA Lowest 25th Percentile	0%	49%	48%	0%	57%	46%
Math Achievement	0%	82%	62%	0%	78%	58%
Math Learning Gains	0%	72%	59%	0%	72%	58%
Math Lowest 25th Percentile	0%	62%	47%	0%	60%	46%
Science Achievement	0%	74%	55%	0%	71%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Attendance below 90 percent	7 (47)	33 (45)	25 (57)	65 (149)
One or more suspensions	0 (4)	6 (4)	4 (1)	10 (9)
Course failure in ELA or Math	0 (0)	1 (2)	5 (1)	6 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

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

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	ELA Proficiency
Rationale	The number of students scoring below the 40th percentile on Stanford 10 in kindergarten increased from 18.7% during the 2016-2017 school year to 26.4% during the 2017-2018 school year.
Intended Outcome	On the 2018-2019 Stanford 10, we will decrease the number of students scoring below the 40th percentile in reading from 26.4% to 15%.
Point Person	Brianna Harris (harrisbr@nassau.k12.fl.us)

Action Step

Description	The following action steps will be implemented to decrease the number of kindergarten students scoring below the 40th percentile on the Stanford 10: *Phonics skills will be taught in scaffolded instructional cycles during small group reading instruction by the classroom teachers. Phonics skills will be monitored monthly through a phonics screener. *Grade level collaborative planning will utilize data from the phonics screeners to plan small group reading instruction. Teachers will model plans for their peers to increase effectiveness of instruction. *The after school tutoring program will provide targeted reading instruction four days a week for 35 minutes to students that have been identified as being the most in need of help from classroom data, Early STAR Literacy data, and the phonics screeners. *Kindergarten will participate in instructional rounds to visit model classrooms both at Yulee Primary School and other schools in the district.
Person Responsible	Brianna Harris (harrisbr@nassau.k12.fl.us)

Plan to Monitor Effectiveness

Description	The action steps and progress towards the intended outcome will be monitored through classroom assessments and grades, the monthly phonics screener, Early Star Literacy Data, and the reading coach assessment for students in tutoring.
Person Responsible	Brianna Harris (harrisbr@nassau.k12.fl.us)

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, Â§ 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.

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. The Parent Teacher Organization encourages parental involvement in school events, fundraising, volunteering, and providing additional support to students and teachers. The school uses additional events such as family nights, Chick-Fil-A Spirit nights, grade level programs, PTO meetings, 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. Bi-weekly grades are uploaded by teachers to Focus to keep parents informed on a regular basis.

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.

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

Mentors are assigned to students identified with concerns.

Instruction and various campus activities that address social/emotional needs of students are offered.

Students are connected 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.)

Yulee Primary School's guidance counselors conduct guidance classes for students on a bimonthly basis. Individual and small group counseling sessions are held on an as needed basis. Guidance lessons focus on anti-bullying and social skills.

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. Yulee Primary's pre-kindergarten program transitions students into kindergarten by utilizing a delayed start so that the pre-kindergarten teachers and paraprofessionals are able to push into kindergarten classrooms for additional support at the beginning of the school year.

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 databased decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

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 employees 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.

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

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.

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.

Part V: Budget

Total:	$123,153.00