

Nassau County School District

Yulee Elementary School



2019-20 Schoolwide Improvement Plan

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Yulee Elementary School

86063 FELMOR RD, Yulee, FL 32097

[no web address on file]

Demographics

Principal: Bryce Cubbal

Start Date for this Principal: 9/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (59%) 2016-17: B (60%) 2015-16: A (67%) 2014-15: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	A

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

The vision of Yulee Elementary School is to create a community of learners where students and teachers become lifelong learners so they are citizens of good character and contribute to society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Cubbal, Bryce	Principal	
Loudermilk, Danielle	Assistant Principal	
Watkins, Jessica	Teacher, K-12	
Franklin, Jennifer	Teacher, ESE	
Page, Moya	School Counselor	
Miller, Tracy	Instructional Coach	
LaVacca, Jacqueline	School Counselor	
Scott, Carey	Teacher, K-12	
Whitekus, Dana	Paraprofessional	
Tate, Jonathan	Teacher, K-12	
Jones, kellie		

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	211	233	223	0	0	0	0	0	0	0	667
Attendance below 90 percent	0	0	0	25	20	35	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	7	12	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	2	3	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	14	41	0	0	0	0	0	0	0	60

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	13	0	0	0	0	0	0	0	22

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

667

Date this data was collected or last updated

Thursday 9/26/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	27	34	34	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	2	1	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	32	39	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	7	8	0	0	0	0	0	0	0	16

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	27	34	34	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	2	1	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	32	39	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	1	7	8	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	76%	57%	70%	73%	55%
ELA Learning Gains	63%	65%	58%	62%	64%	57%
ELA Lowest 25th Percentile	45%	54%	53%	45%	49%	52%
Math Achievement	80%	85%	63%	74%	82%	61%
Math Learning Gains	68%	77%	62%	62%	71%	61%
Math Lowest 25th Percentile	50%	67%	51%	43%	64%	51%
Science Achievement	71%	75%	53%	65%	73%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	211 (0)	233 (0)	223 (0)	667 (0)
Attendance below 90 percent	25 (27)	20 (34)	35 (34)	80 (95)
One or more suspensions	0 (2)	7 (1)	12 (2)	19 (5)
Course failure in ELA or Math	2 (1)	3 (1)	4 (1)	9 (3)
Level 1 on statewide assessment	5 (4)	14 (32)	41 (39)	60 (75)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	75%	0%	58%	17%
	2018	71%	76%	-5%	57%	14%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	62%	68%	-6%	58%	4%
	2018	64%	69%	-5%	56%	8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		-9%				
05	2019	73%	75%	-2%	56%	17%
	2018	60%	71%	-11%	55%	5%
Same Grade Comparison		13%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	81%	83%	-2%	62%	19%
	2018	75%	80%	-5%	62%	13%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	74%	81%	-7%	64%	10%
	2018	80%	83%	-3%	62%	18%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
05	2019	82%	86%	-4%	60%	22%
	2018	67%	79%	-12%	61%	6%
Same Grade Comparison		15%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	70%	73%	-3%	53%	17%
	2018	61%	72%	-11%	55%	6%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	36	33	64	58	48	42				
ELL	42			75							
BLK	56	72		72	64		50				
HSP	67	54		76	57		68				
MUL	71	70		76	79	64	67				
WHT	72	62	41	81	68	51	74				
FRL	61	55	37	72	61	44	63				

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
SWD	36	43	41	52	58	41	41				
ELL	45			70							
BLK	56	38		64	73	60	29				
HSP	65	57		73	73						
MUL	64	41	27	78	63		73				
WHT	67	50	37	77	71	51	66				
FRL	58	49	35	69	68	54	51				

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
SWD	35	36	33	47	42	28	24				
BLK	58	65	65	70	78	70	32				
HSP	70	57	55	82	73		59				
MUL	75	67		72	60		88				
WHT	70	62	41	74	60	37	66				
FRL	62	56	44	65	56	41	55				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our ELA Lowest 25% was our lowest scoring component at 45%. This is an area we want to continue to focus on. These students are mostly made up of our minority populations, lack parental support, and are mostly ESE students.

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

In 4th Grade FSA Math, we declined from 80% proficiency to 74% proficiency. I could contribute this decline to a lack of strategic planning, and a few new staff members.

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

Our school data is greater than the state average in all categories.

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

5th Grade FSA Math proficiency went from 67% to 82%. Continuing to improve collaborative planning, and change in grade level leadership.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance continues to be an area of concern. We feel students academic will improve if attendance improves.

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

1. ELA proficiency and Learning gains for our lowest quartile.
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.
State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Differentiated Small Group Instruction 2. Targeted in school intervention 3. Tiered Support as indicated in MTSS 4. Before and after school tutoring 5. Collaborative Planning and Professional Development
Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
#2	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.
State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.
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Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#3	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.

State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.

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Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#4	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.

State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.

Action Step	
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Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#5	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.

State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.

Action Step	
Description	<ol style="list-style-type: none"> 1. Differentiated Small Group Instruction 2. Targeted in school intervention 3. Tiered Support as indicated in MTSS 4. Before and after school tutoring 5. Collaborative Planning and Professional Development
Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#6	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.

State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.

Action Step	
Description	<ol style="list-style-type: none"> 1. Differentiated Small Group Instruction 2. Targeted in school intervention 3. Tiered Support as indicated in MTSS 4. Before and after school tutoring 5. Collaborative Planning and Professional Development
Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#7	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.

State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.

Action Step	
Description	<ol style="list-style-type: none"> 1. Differentiated Small Group Instruction 2. Targeted in school intervention 3. Tiered Support as indicated in MTSS 4. Before and after school tutoring 5. Collaborative Planning and Professional Development
Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#8	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.

State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.

Action Step	
Description	<ol style="list-style-type: none"> 1. Differentiated Small Group Instruction 2. Targeted in school intervention 3. Tiered Support as indicated in MTSS 4. Before and after school tutoring 5. Collaborative Planning and Professional Development
Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#9	
Title	ELA Achievement and Learning Gains
Rationale	2018-19 ELA Achievement was 70% and our ELA Gains were 63% (Lowest Quartile was 45%). We want to continue to increase our ELA Achievement and gains.
State the measurable outcome the school plans to achieve	YES will improve the FSA ELA and Learning Gains by at least 3-5%.
Person responsible for monitoring outcome	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy	It implement intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor achievement and growth.
Rationale for Evidence-based Strategy	Based on a plethora of assessments (iReady, STAR, FSA data, Lexia, Progress Monitoring, etc) the data shows a need for continued adjustments for growth in ELA.
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Description	<ol style="list-style-type: none"> 1. Differentiated Small Group Instruction 2. Targeted in school intervention 3. Tiered Support as indicated in MTSS 4. Before and after school tutoring 5. Collaborative Planning and Professional Development
Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Yulee Elementary will involve parents through SAC, parent/teacher conferences, Open House/Title I Parent Night, Meet and Greet, parent workshops, and as volunteers in the classroom to support instruction.

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. 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.) Each class receives twice monthly guidance lessons with school counselors reinforcing school wide expectations for all students.

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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

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. The Problem Solving/RTi 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.

Title I

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

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 needs with district personnel to identify evidence-based intervention strategies; assist with whole school screening programs that provide early services for children to be considered "at-risk"; assist in the 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 such as Parental Programs; Supplemental Educational Services; and special support services.

Title II

The District uses supplemental funds for improving basic education:

- training to certify qualified mentors for the New Teacher Program
- training for endorsement programs training/PLC's

Title III

The District provides supplemental academic instruction and services to students who are ELL.

Title X- Funds are set aside and reserved to meet the academic and personal needs of identified

homeless families.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention, policies, procedures and training.

Head Start

Primary grades work 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 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.

The strategies used to advance college and career awareness consist of an after-school robotics club, a science club, and musical programs provided by Arts Alive.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement and Learning Gains				\$125,515.72
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0102 - Yulee Elementary School	Title, I Part A	670.0	\$15,825.72
	5100	120-Classroom Teachers	0102 - Yulee Elementary School	Title, I Part A	670.0	\$3,000.00
	5100	150-Aides	0102 - Yulee Elementary School	Title, I Part A	670.0	\$96,435.00
	6150	510-Supplies	0102 - Yulee Elementary School	Title, I Part A	670.0	\$1,255.00
	6300	120-Classroom Teachers	0102 - Yulee Elementary School	Title, I Part A	670.0	\$3,000.00
			0102 - Yulee Elementary School			\$0.00
	6400	750-Other Personal Services	0102 - Yulee Elementary School	Title, I Part A	670.0	\$6,000.00
2	III.A.	Areas of Focus: ELA Achievement and Learning Gains				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0102 - Yulee Elementary School	Title, I Part A	670.0	\$3,000.00
3	III.A.	Areas of Focus: ELA Achievement and Learning Gains				\$0.00
4	III.A.	Areas of Focus: ELA Achievement and Learning Gains				\$0.00
5	III.A.	Areas of Focus: ELA Achievement and Learning Gains				\$0.00
6	III.A.	Areas of Focus: ELA Achievement and Learning Gains				\$0.00

7	III.A.	Areas of Focus: ELA Achievement and Learning Gains	\$0.00
8	III.A.	Areas of Focus: ELA Achievement and Learning Gains	\$0.00
9	III.A.	Areas of Focus: ELA Achievement and Learning Gains	\$0.00
Total:			\$128,515.72