



2013-2014 SCHOOL IMPROVEMENT PLAN

Yulee Elementary School
86063 FELMOR RD
Yulee, FL 32097
904-225-5192

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 50%
Alternative/ESE Center No	Charter School No	Minority Rate 19%

School Grades History

2012-13 B	2011-12 A	2010-11 A	2009-10 A	2008-09 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.flshiponline.com>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Yulee Elementary School

Principal

Scott Hodges

School Advisory Council chair

Anna Smith

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
George Raysor	Assistant Principal
Kim Gio	Guidance Counselor
Moya Page	Guidance Counselor
Christina Steffen	3rd Grade Chairperson
Lisa Dutscke	4th Grade Chairperson
Jean Elliot	5th Grade Chairperson
Peg Granger	ESE Department Chair
Anita Bass	Reading Coach
Anna Smith	SAC Chair

District-Level Information

District

Nassau

Superintendent

Dr. John L Ruis

Date of school board approval of SIP

11/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Anna Smith (Chair), George Raysor (Co-chair), Tricia Ross (Secretary), Heather Albertson (Para Rep.), Kim Gio (Guidance), Parents: Traci Arbo, Tammy Blanc, Dedra Bell-Wolski, Lisa Emerson, Leah Jennings, Heather Shaw, and Holly Thomas

Involvement of the SAC in the development of the SIP

In the spring of 2013, the school improvement committees met to discuss data and set goals and strategies for the upcoming year. In attendance were both members of the school improvement and the SAC committee. A second meeting was held over the summer to look at FCAT scores and create a plan to improve student success. The SAC members reviewed and approved the implementation of the plan.

Activities of the SAC for the upcoming school year

The SAC committee will have a minimum of four meetings during the 2013-2014 school year, to review and approve the School Improvement Plan, review Climate Survey Results, and vote on other school related matters such as monitoring student progress as measured by FAIR, IDMS, Writing Baseline and other data. Committees will meet throughout the year to evaluate results and determine effectiveness of strategies and then to formulate new strategies or modify existing ones for the following school year. Committees will also conduct special events throughout the year. In the month of October, a reading, math, science, and writing parent night will be held. These events are to inform and encourage parents to become involved in the school and their child's education. In early winter, a science fair is planned for parents to participate in learning about the scientific method with their children.

Projected use of school improvement funds, including the amount allocated to each project

There are currently no funds available.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Scott Hodges		
Principal	Years as Administrator: 11	Years at Current School: 8
Credentials	BA in Elementary Education, MS Educational Leadership (K-12), School Principal	
Performance Record	2005-2006 School Grade B, AYP(NO) 2006-2007 School Grade A, AYP(YES) 2007-2008 School Grade A, AYP(NO) 2008-2009 School Grade A, AYP(NO) 2009-2010 School Grade A, AYP(NO) 2010-2011 School Grade A, AYP (NO) 2011-2012 School Grade A, 2012-2013 School Grade B	

George Raysor		
Asst Principal	Years as Administrator: 6	Years at Current School: 4
Credentials	B.A., Elementary Education, M.S./Educational Leadership (K-12),	
Performance Record	2009-2010 School Grade A 2010-2011 School Grade A 2011-2012 School Grade A 2012-2013 School Grade B	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Anita Bass		
Full-time / School-based	Years as Coach: 8	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	B.A., M.S./Elementary Education & Second Major Reading	
Performance Record	First year as Reading Coach at Yulee Elementary School the percentage of high achievement was 68%, the percentage of students making learning gains was 64%, and the lowest 25% was 66%.	

Classroom Teachers

of classroom teachers

51

receiving effective rating or higher

51, 100%

Highly Qualified Teachers

96%

certified in-field

49, 96%

ESOL endorsed

18, 35%

reading endorsed

4, 8%

with advanced degrees

16, 31%

National Board Certified

4, 8%

first-year teachers

2, 4%

with 1-5 years of experience

15, 29%

with 6-14 years of experience

17, 33%

with 15 or more years of experience

19, 37%

Education Paraprofessionals

of paraprofessionals

19

Highly Qualified

19, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 trained in 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Classroom observations.

Walk-throughs.

Lesson plan documentation.

Monitor grade level reports from progress monitoring assessments.

Monitor discipline referrals and attendance reports.

Monitor course-work grades.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources:

Tier I - SAT 10, FCAT 2.0, FAA, FAIR

Tier II – Program specific

Tier III – Student Specific; PMP student individualized progress monitoring plans.

Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The District Rtl Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker). The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention

The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide

- PLC meetings
- Professional development – webinars, workshops
- Data Star
- District support staff

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 39,660

Teachers meet weekly with PLC groups to collaboratively plan and discuss how to strengthen small group instruction in order to meet the individual needs of the students.

Title I tutoring program is provided to our students who scored below proficiency on FCAT in grades 4 and 5 and below proficiency on Stanford 10 for our current third graders.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

PLC Leader will submit an agenda to administration detailing the specific areas and strategies used in small group instruction.

Data from STAR, FCAT, and Fair will be collected and analyzed by the instructional staff in order to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Principal and assistant principal are rotating through PLC meetings held for each grade level. Designated instructional lead teacher will implement and organize this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Anita Bass	Reading Coach
Scott Hodges	Principal
George Raysor	Assistant Principal
Kim Gio	Guidance Counselor
Christina Steffen	Grade Level Chairperson 3rd grade
Lisa Dutscke	Grade Level Chairperson 4th grade
Jean Elliot	Grade Level Chairperson 5th grade
Peg Granger	ESE Department Chair

How the school-based LLT functions

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees

will serve in this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading/literacy coach at the school chair or co-chair these meetings.

Major initiatives of the LLT

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Reading Coach, along with the principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. Students' mastery of the Common Core State Standards, FCAT 2.0, ACT, SAT, and PERT requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	68%	No	77%
American Indian				
Asian				
Black/African American	57%	42%	No	61%
Hispanic	81%	67%	No	83%
White	75%	70%	No	78%
English language learners				
Students with disabilities	56%	37%	No	60%
Economically disadvantaged	68%	62%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	224	30%	32%
Students scoring at or above Achievement Level 4	265	35%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	17	89%	91%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	482	64%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	239	66%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	124	56%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		82%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	68%	No	75%
American Indian				
Asian				
Black/African American	53%	51%	No	57%
Hispanic	73%	72%	No	75%
White	73%	69%	No	76%
English language learners				
Students with disabilities	51%	34%	No	56%
Economically disadvantaged	65%	59%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	243	32%	34%
Students scoring at or above Achievement Level 4	244	32%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		28%
Students scoring at or above Level 7	[data excluded for privacy reasons]		7%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	475	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	258	63%	65%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	28%	30%
Students scoring at or above Achievement Level 4	82	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		27%
Students scoring at or above Level 7	[data excluded for privacy reasons]		27%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	400	50%	75%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	1%
Students who are not proficient in reading by third grade	10	10%	8%
Students who receive two or more behavior referrals	46	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	45	6%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Yulee Elementary will involve parents through SAC, parent/teacher conferences, parent workshops, open house, meet and greet, parent workshops, and as volunteers in the classroom to support instruction.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House attendance	550	69%	71%
Parent nights	134	17%	19%
Classroom Volunteers	190	24%	26%
Night Owls	300	38%	40%

Goals Summary

- G1.** Yulee Elementary School will work to help all students achieve proficiency in writing as determined by scoring 3.5 or above on Florida Writes.
- G2.** Yulee Elementary School will work to help all students achieve proficiency in science as determined by scoring 3 or above on the FCAT.
- G3.** Yulee Elementary School will work to help all students achieve proficiency in reading as determined by scoring 3 or above on the FCAT.
- G4.** Yulee Elementary School will work to help students achieve proficiency in math as determined by scoring 3 or above on the FCAT.

Goals Detail

G1. Yulee Elementary School will work to help all students achieve proficiency in writing as determined by scoring 3.5 or above on Florida Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing extension program, Thinking Maps, Write from the Beginning curriculum, Writing resource binder, and Write Score grading with mini lessons.

Targeted Barriers to Achieving the Goal

- Various ability levels
- Parental knowledge or ability may be limited when assisting students with the writing process.
- Staff development and time and money required.

Plan to Monitor Progress Toward the Goal

Progress toward the goal

Person or Persons Responsible

Administration, SAC members, Leadership Team, teachers, District Office staff

Target Dates or Schedule:

Middle and end of year

Evidence of Completion:

Progress monitoring assessments, Florida Writes

G2. Yulee Elementary School will work to help all students achieve proficiency in science as determined by scoring 3 or above on the FCAT.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Thinkcentral, FCAT Explorer, Gizmos, Science Lab

Targeted Barriers to Achieving the Goal

- Various ability levels.
- Parental knowledge or ability may be limited when assisting students with the science process.
- Staff development and time and money required.

Plan to Monitor Progress Toward the Goal

Student progress toward goal

Person or Persons Responsible

Administration, SAC members, District Office staff, Leadership Team, and teachers

Target Dates or Schedule:

Middle and end of year

Evidence of Completion:

Progress monitoring assessments, FCAT, lesson plans, teacher observations, teacher evaluations, deliberate practice

G3. Yulee Elementary School will work to help all students achieve proficiency in reading as determined by scoring 3 or above on the FCAT.

Targets Supported

Resources Available to Support the Goal

- Core Curriculum, Star Reading, FAIR, SRA, Lexia, FCAT Explorer, Think Central, Academy of Reading, Accelerated Reader

Targeted Barriers to Achieving the Goal

- Various ability levels
- Parental knowledge or ability may be limited when assisting students with the reading process.
- Staff development and time and money required.

Plan to Monitor Progress Toward the Goal

Progress toward the goal

Person or Persons Responsible

Administration, SAC members, District Office staff, teachers, and Leadership Team

Target Dates or Schedule:

Middle and end of the year

Evidence of Completion:

Progress monitoring assessments, FCAT, lesson plans, teacher observations, teacher evaluations, and deliberate practice

G4. Yulee Elementary School will work to help students achieve proficiency in math as determined by scoring 3 or above on the FCAT.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Accelerated Math, FCAT Explorer, Gizmos, IXL, Star Math, Think Central

Targeted Barriers to Achieving the Goal

- Various ability levels.
- Parental knowledge or ability may be limited when assisting students with the math process.
- Staff development and time and money required.

Plan to Monitor Progress Toward the Goal

Student progress towards proficiency

Person or Persons Responsible

Administration, SAC members, District Office staff, teachers, and Leadership Team

Target Dates or Schedule:

Middle and end of year

Evidence of Completion:

Progress monitoring assessments, FCAT, teacher observations, teacher evaluations, and deliberate practice

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Yulee Elementary School will work to help all students achieve proficiency in writing as determined by scoring 3.5 or above on Florida Writes.

G1.B1 Various ability levels

G1.B1.S1 Small group instruction will be utilized during the 40 minute writing block to meet the learning goals of the students taught by the classroom teacher and writing extension teacher.

Action Step 1

Provide small group differentiated instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

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

Small group differentiated instruction

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of G1.B1.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B2 Parental knowledge or ability may be limited when assisting students with the writing process.

G1.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the writing process.

Action Step 1

Parental involvement opportunities and communication

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent sign-in sheet, documentation of parent conferences regarding writing scores, calendars

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

Process of informing parents about the expectations and student progress

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Calendars, Sign-in sheet for parent night

Plan to Monitor Effectiveness of G1.B2.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G1.B3 Staff development and time and money required.

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

Provide collaborative planning time and professional development to meet the needs of teachers including a weekly after school Writing Workshop conducted by writing extension teacher

Person or Persons Responsible

Administration, faculty, and District Office staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGPs, sign-in sheets, agendas, and deliberate practice

Facilitator:

Chandra Solis

Participants:

Teachers

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

Provision of planning time for teachers and implementation of school wide staff development

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, meeting observation, staff development documentation

Plan to Monitor Effectiveness of G1.B3.S1

Formative and summative assessments

Person or Persons Responsible

Administration and Faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G2. Yulee Elementary School will work to help all students achieve proficiency in science as determined by scoring 3 or above on the FCAT.

G2.B1 Various ability levels.

G2.B1.S1 The 90 minute reading block small group instruction will include integration of the science curriculum. Technology activities, leveled readers, poems, science reading passages will be utilized to differentiate science instruction for various ability levels.

Action Step 1

Utilizing technology such as the Gizmo website, Think Central, and Discovery Education, leveled readers, poems, and science passages during small group instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Utilizing technology, leveled readers, poetry, and science passages during small group reading instruction.

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, opportunity documentation, staff development documentation

Plan to Monitor Effectiveness of G2.B1.S1

Formative and summative assessments

Person or Persons Responsible

Administration, Leadership Team, teachers, SAC members, District Office staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G2.B2 Parental knowledge or ability may be limited when assisting students with the science process.

G2.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the science process.

Action Step 1

Parental involvement opportunities and communication

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters, calendars, parent surveys, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Process of informing parents about the expectations and student progress

Person or Persons Responsible

Administration, Faculty, school related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters, sign-in sheets, Focus, Edline, Science Parent Night

Plan to Monitor Effectiveness of G2.B2.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G2.B3 Staff development and time and money required.

G2.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

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

Person or Persons Responsible

Administration, faculty, District Office staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGPs, sign-in sheets, agendas, and deliberate practice

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Weekly planning meetings to ensure science is being incorporated during the reading block and utilization of science lab to include hands on grade level appropriate activities.

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of G2.B3.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G3. Yulee Elementary School will work to help all students achieve proficiency in reading as determined by scoring 3 or above on the FCAT.

G3.B1 Various ability levels

G3.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science.

Action Step 1

Provide small group with differentiated instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

Facilitator:

Teachers, District Office staff, and Julie Teague

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Small group differentiated instruction and tutorial programs

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observation, attendance rosters for tutoring

Plan to Monitor Effectiveness of G3.B1.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G3.B2 Parental knowledge or ability may be limited when assisting students with the reading process.

G3.B2.S1 Continue to keep parents informed about expectations and students progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the reading process.

Action Step 1

Parental involvement opportunities and communication

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters, calendars, parent survey, Reading Parent Night sign-in sheets, Night Owl Program

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Process of informing parents about the expectations and student progress

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters, sign-in sheets, Focus, Edline, parent nights, Night Owl program

Plan to Monitor Effectiveness of G3.B2.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G3.B3 Staff development and time and money required.

G3.B3.S1 Provide collaborative planning time for teachers and staff development opportunities. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

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

Person or Persons Responsible

Administration, Faculty, and District Office staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGPs, and deliberate practice, sign-in sheets, agendas

Facilitator:

District Office staff, administration, teachers, Grade Level Chairs and PLC Leaders

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Provision of planning time for teachers and implementation of school wide staff development

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, staff development, classroom and peer observations

Plan to Monitor Effectiveness of G3.B3.S1

Formative and summative assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, iObservation data, peer and classroom observations, assessment data

G4. Yulee Elementary School will work to help students achieve proficiency in math as determined by scoring 3 or above on the FCAT.

G4.B1 Various ability levels.

G4.B1.S1 Small group instruction will be utilized during the math block to meet the learning needs of each student. This instructional time will include the current skill in addition to a spiral review and an introduction to a skill that will be taught at a later time.

Action Step 1

Provide small group differentiated instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

Facilitator:

Teachers, district office staff, administration, Julie Teague, Grade level and PLC leaders

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Math small group instruction

Person or Persons Responsible

Administration, faculty, and school related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B1.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G4.B2 Parental knowledge or ability may be limited when assisting students with the math process.

G4.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Provide parents with opportunities to learn about the math process.

Action Step 1

Parental involvement opportunities and communication

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters, calendars, parent surveys, sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Process of informing parents about the expectations and student progress

Person or Persons Responsible

Administration, faculty, and school-related staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Newsletters, sign-in sheets, Focus, Edline, parent nights

Plan to Monitor Effectiveness of G4.B2.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

G4.B3 Staff development and time and money required.

G4.B3.S1 Provide collaborative planning time for teachers. Provide county and/or staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

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

Person or Persons Responsible

Administration, teachers, District Office staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGPs, sign-in sheets, agendas, and deliberate practice

Facilitator:

District Office staff, administration, teachers, Grade Level Chairs and PLC Leaders

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Provision of planning time for teachers and implementation of school wide staff development

Person or Persons Responsible

Administration, faculty, and District Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, staff development, classroom and peer observations

Plan to Monitor Effectiveness of G4.B3.S1

Formative and summative assessments

Person or Persons Responsible

Administration and faculty

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

- * For Title I, Part A, The school needs assessment process that is included in the Title I Part A project requires an extensive self analysis of student performance data, attitudinal and quantitative data from all areas of the school self evaluative process. The results of this self study drive the goals and activities as reflected in the Title I Part A project as well as providing the basis for all expenditures. The School Improvement Plan is the state reporting mechanism to reflect the required federal elements as the federal assurances state.
- * For Title 1, Part C, the Nassau School District currently reports no students as identified as migrant.
- * For Title I, Part D, The Nassau School District does not house any juvenile justice facilities; however, as a result of a prior year facility being shut down, funds still flow to the district for 2013-2014 school year. These funds will be utilized to target students who are identified as being in the "at risk" population through the provision of supplemental academic services.
- * Title II funds are utilized to provide teachers and paraprofessionals ongoing staff development/training in the areas of reading assessment and progress monitoring, RTI/PS model implementation, reading, science, and mathematics differentiated instruction, utilizing technology, transition to Common Core Standards for literacy, science, and math instruction.
- * The supplemental academic instruction to students who are English Language Learners is augmented through funding from Title III that provides additional support to middle and high school students during the school day as well as after school tutoring for primary school ELLs.
- * A portion of the Title I Part A funds as well as the Title I Part D 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.
- * The SAI funds are utilized to provide supplemental academic reading coaches, and supplemental extended day tutoring.
- * All students at Yulee Elementary are made aware of the detrimental effects of violent behaviors. These behaviors may be student to student, student to family member, adult to student, or any combination of these. The Student Code of Conduct identifies specific steps that are adhered to in the event such behaviors may take place. The expectation of a well behaved violence free campus is conveyed to all students during class meetings.
- * Yulee Elementary School has no specifically identified nutrition program as a stand alone program. However, the school food service personnel regularly involve students in selection of menu items. Our students are actively involved with community based organizations and their nutrition and health awareness programs through the Boys and Girls Club, The YMCA, and "Girls On the Run" organizations.
- * There are no federally subsidized housing units within the attendance boundaries of Yulee Elementary School. However, there is a shelter for abused women and their children. The student services department serves as the conduit for identifying students who are under protective services and for whom interventions are required.
- * 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.
- * There are no opportunities for collaboration with the adult program in regard to student services, but our personnel do offer opportunities to publicize adult programs that might be

taken advantage of by our parents. We provide an outlet for flyer distribution and information dissemination.

* With the current full blown implementation of the Common Core State Standards, CTE is a focus of all integration efforts within the scope and sequence of the curriculum. Text selections in primary grades are heavily influenced by subject matter that supports the tenets of providing for successful articulation into postsecondary experiences. As students move into the intermediate grades, text accountability is utilized to guarantee a fusion of literature supporting career and technical fields. The social studies curriculum is highly infused within the reading genre that are used to teach the Common Core Standards.

* There are no opportunities for job training within the LEA other than the Florida State College at Jacksonville. Yulee Elementary School is able to provide bulletin board space, flyer dissemination and information posting upon request by FSCJ. The student services department regularly refers parents to Work Source, located nearby, for employment opportunities.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Yulee Elementary School will work to help all students achieve proficiency in writing as determined by scoring 3.5 or above on Florida Writes.

G1.B3 Staff development and time and money required.

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of teachers including a weekly after school Writing Workshop conducted by writing extension teacher

Facilitator

Chandra Solis

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGPs, sign-in sheets, agendas, and deliberate practice

G3. Yulee Elementary School will work to help all students achieve proficiency in reading as determined by scoring 3 or above on the FCAT.

G3.B1 Various ability levels

G3.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science.

PD Opportunity 1

Provide small group with differentiated instruction.

Facilitator

Teachers, District Office staff, and Julie Teague

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

G3.B3 Staff development and time and money required.

G3.B3.S1 Provide collaborative planning time for teachers and staff development opportunities. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

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

Facilitator

District Office staff, administration, teachers, Grade Level Chairs and PLC Leaders

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGPs, and deliberate practice, sign-in sheets, agendas

G4. Yulee Elementary School will work to help students achieve proficiency in math as determined by scoring 3 or above on the FCAT.

G4.B1 Various ability levels.

G4.B1.S1 Small group instruction will be utilized during the math block to meet the learning needs of each student. This instructional time will include the current skill in addition to a spiral review and an introduction to a skill that will be taught at a later time.

PD Opportunity 1

Provide small group differentiated instruction

Facilitator

Teachers, district office staff, administration, Julie Teague, Grade level and PLC leaders

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom observations

G4.B3 Staff development and time and money required.

G4.B3.S1 Provide collaborative planning time for teachers. Provide county and/or staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

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

Facilitator

District Office staff, administration, teachers, Grade Level Chairs and PLC Leaders

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, PGPs, sign-in sheets, agendas, and deliberate practice

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Yulee Elementary School will work to help all students achieve proficiency in writing as determined by scoring 3.5 or above on Florida Writes.	\$2,200
G2.	Yulee Elementary School will work to help all students achieve proficiency in science as determined by scoring 3 or above on the FCAT.	\$5,400
G3.	Yulee Elementary School will work to help all students achieve proficiency in reading as determined by scoring 3 or above on the FCAT.	\$15,100
G4.	Yulee Elementary School will work to help students achieve proficiency in math as determined by scoring 3 or above on the FCAT.	\$13,800
Total		\$36,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Total
Title I, Parent Involvement	\$4,800	\$0	\$0	\$4,800
Title I, Staff Development	\$0	\$2,000	\$0	\$2,000
Title I	\$0	\$0	\$1,200	\$1,200
Professional Development	\$0	\$18,500	\$0	\$18,500
Title I Professional Development	\$0	\$5,000	\$0	\$5,000
Title I, Professional Development	\$0	\$5,000	\$0	\$5,000
Total	\$4,800	\$30,500	\$1,200	\$36,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Yulee Elementary School will work to help all students achieve proficiency in writing as determined by scoring 3.5 or above on Florida Writes.

G1.B2 Parental knowledge or ability may be limited when assisting students with the writing process.

G1.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the writing process.

Action Step 1

Parental involvement opportunities and communication

Resource Type

Evidence-Based Materials

Resource

To provide parents with resources for home use to increase student proficiency.

Funding Source

Title I, Parent Involvement

Amount Needed

\$200

G1.B3 Staff development and time and money required.

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

Provide collaborative planning time and professional development to meet the needs of teachers including a weekly after school Writing Workshop conducted by writing extension teacher

Resource Type

Professional Development

Resource

Weekly writing workshop and Writing workshop for fourth grade teachers in Hilliard.

Funding Source

Title I, Staff Development

Amount Needed

\$2,000

G2. Yulee Elementary School will work to help all students achieve proficiency in science as determined by scoring 3 or above on the FCAT.

G2.B1 Various ability levels.

G2.B1.S1 The 90 minute reading block small group instruction will include integration of the science curriculum. Technology activities, leveled readers, poems, science reading passages will be utilized to differentiate science instruction for various ability levels.

Action Step 1

Utilizing technology such as the Gizmo website, Think Central, and Discovery Education, leveled readers, poems, and science passages during small group instruction.

Resource Type

Evidence-Based Program

Resource

Student access to Gizmos program

Funding Source

Title I

Amount Needed

\$1,200

G2.B2 Parental knowledge or ability may be limited when assisting students with the science process.

G2.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the science process.

Action Step 1

Parental involvement opportunities and communication

Resource Type

Evidence-Based Materials

Resource

To provide parents with resources for home use to increase student proficiency and the use of planners to keep parents informed and involved in their child's education.

Funding Source

Title I, Parent Involvement

Amount Needed

\$4,200

G3. Yulee Elementary School will work to help all students achieve proficiency in reading as determined by scoring 3 or above on the FCAT.

G3.B1 Various ability levels

G3.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science.

Action Step 1

Provide small group with differentiated instruction.

Resource Type

Professional Development

Resource

Training for small group instruction through Learning Wheels, STAR Reading Training for grouping students according to ability level, Night Owl Reading Program allowing students to check out and read books on their current reading level.

Funding Source

Professional Development

Amount Needed

\$9,900

G3.B2 Parental knowledge or ability may be limited when assisting students with the reading process.

G3.B2.S1 Continue to keep parents informed about expectations and students progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the reading process.

Action Step 1

Parental involvement opportunities and communication

Resource Type

Evidence-Based Materials

Resource

To provide parents with resources for home use to increase student proficiency.

Funding Source

Title I, Parent Involvement

Amount Needed

\$200

G3.B3 Staff development and time and money required.

G3.B3.S1 Provide collaborative planning time for teachers and staff development opportunities. Provide county and/or school wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

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

Resource Type

Professional Development

Resource

Collaborative planning time for teachers to create and plan center activities for small group instruction to increase student proficiency. Each grade level had a planning day for reading, in which half of the teachers attended. Each grade level will also be provided with a planning day in the spring as well.

Funding Source

Title I Professional Development

Amount Needed

\$5,000

G4. Yulee Elementary School will work to help students achieve proficiency in math as determined by scoring 3 or above on the FCAT.

G4.B1 Various ability levels.

G4.B1.S1 Small group instruction will be utilized during the math block to meet the learning needs of each student. This instructional time will include the current skill in addition to a spiral review and an introduction to a skill that will be taught at a later time.

Action Step 1

Provide small group differentiated instruction

Resource Type

Professional Development

Resource

Training for small group instruction through Learning Wheels, STAR Math training on how to look at data and group students according to ability level, Student use of Gizmos program

Funding Source

Professional Development

Amount Needed

\$8,600

G4.B2 Parental knowledge or ability may be limited when assisting students with the math process.

G4.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Provide parents with opportunities to learn about the math process.

Action Step 1

Parental involvement opportunities and communication

Resource Type

Evidence-Based Materials

Resource

To provide parents with resources for home use to increase student proficiency.

Funding Source

Title I, Parent Involvement

Amount Needed

\$200

G4.B3 Staff development and time and money required.

G4.B3.S1 Provide collaborative planning time for teachers. Provide county and/or staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

Action Step 1

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

Resource Type

Professional Development

Resource

Collaborative planning time for teachers to create and plan center activities for small group instruction to increase student proficiency. Each grade level had a planning day for reading, in which half of the teachers attended. Each grade level will also be provided with a planning day in the spring as well.

Funding Source

Title I, Professional Development

Amount Needed

\$5,000