

Nassau County School District

# Yulee High School



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Yulee High School

85375 MINER RD, Yulee, FL 32097

[ no web address on file ]

## Demographics

**Principal: Lori Amos**

Start Date for this Principal: 10/15/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	35%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (65%) 2016-17: B (58%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Yulee High School

85375 MINER RD, Yulee, FL 32097

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	35%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

## School Grades History

Year Grade	2019-20	2018-19	2017-18	2016-17
	A	A	A	B

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## SIP Authority

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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. 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.

Our vision for all members of Yulee High School is to provide a safe environment, maintain and model professionalism and high expectations which will result in continuous academic growth, excellence, and increased post graduation opportunities.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Joinville, Yvon	Principal	
Jackson, Donna	Assistant Principal	
Perry, Donna	Instructional Media	
Scarberry, Rebecca	Teacher, K-12	
Blake, Thomas	Teacher, K-12	
Patterson, Brianna	Teacher, K-12	
Lacand, Caroline	Teacher, K-12	
Hicken, Candace	Instructional Coach	
Matricardi, Mandi	Assistant Principal	
Crosby, Kathy	Teacher, Career/Technical	
Murray, Ashley	Teacher, K-12	
Eckman, Jessi	Teacher, K-12	
Grunewald, Amnesty	Teacher, ESE	
VanDelinder, Janice	Teacher, K-12	
Benenhaley, kara	School Counselor	
Fortney, Tawny	School Counselor	
Faulk, Natalie	Teacher, K-12	

### Demographic Information

#### Principal start date

Thursday 10/15/2020, Lori Amos

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

77

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	35%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (65%) 2016-17: B (58%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	



<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	0	0	0	0	0	0	322	326	329	312	1289
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	64	61	59	84	268
One or more suspensions	0	0	0	0	0	0	0	0	0	28	42	29	20	119
Course failure in ELA	0	0	0	0	0	0	0	0	0	32	9	10	10	61
Course failure in Math	0	0	0	0	0	0	0	0	0	21	23	28	6	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	42	37	45	36	160
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	66	60	48	50	224

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	0	0	0	0	0	0	31	34	24	34	123

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 10/15/2020

### 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	348	346	326	316	1336
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	33	35	42	69	179
One or more suspensions	0	0	0	0	0	0	0	0	0	0	7	11	6	4	28
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	29	47	32	38	146
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	66	60	48	50	224

**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	0	0	0	0	0	0	0	31	34	24	34	123

**The number of students identified as retainees:**

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

**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	348	346	326	316	1336
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	33	35	42	69	179
One or more suspensions	0	0	0	0	0	0	0	0	0	0	7	11	6	4	28
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	29	47	32	38	146
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	66	60	48	50	224

**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	0	0	0	0	0	0	0	31	34	24	34	123

**The number of students identified as retainees:**

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

## 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	63%	65%	56%	59%	62%	53%
ELA Learning Gains	52%	55%	51%	52%	54%	49%
ELA Lowest 25th Percentile	31%	38%	42%	39%	41%	41%
Math Achievement	68%	64%	51%	51%	54%	49%
Math Learning Gains	55%	54%	48%	41%	46%	44%
Math Lowest 25th Percentile	54%	52%	45%	32%	35%	39%
Science Achievement	84%	84%	68%	73%	72%	65%
Social Studies Achievement	80%	80%	73%	82%	80%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	62%	65%	-3%	55%	7%
	2018	63%	66%	-3%	53%	10%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	63%	64%	-1%	53%	10%
	2018	63%	64%	-1%	53%	10%
Same Grade Comparison		0%				
Cohort Comparison		0%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	84%	3%	67%	20%
2018	88%	80%	8%	65%	23%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	82%	3%	70%	15%
2018	80%	81%	-1%	68%	12%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	74%	-7%	61%	6%
2018	80%	77%	3%	62%	18%
Compare		-13%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	68%	-4%	57%	7%
2018	52%	59%	-7%	56%	-4%
Compare		12%			

**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	31	35	28	35	45	46	42	42		86	29
BLK	46	49	17	57	58		63	72		97	61
HSP	60	44	38	66	39	36	88	90		94	67
MUL	57	35		64	33		92	93			

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
WHT	65	54	37	69	58	58	84	79		92	69
FRL	55	47	27	60	52	47	77	73		87	57
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	28	49	37	32	72	50	32	39		91	26
BLK	55	52	39	39	52	27	63	48		85	45
HSP	80	69	60	76	59		67	82		100	58
MUL	66	53		79	50			83			
WHT	62	53	48	70	64	68	71	80		91	55
FRL	53	49	43	61	58	60	64	68		87	40
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	13	22	17	17	28	27	41	41		75	13
BLK	32	36	39	27	25	30	46	54		93	31
HSP	65	49		49	42	40	83	79		89	69
MUL	63	47		58	47		83				
WHT	61	54	39	53	42	32	75	86		89	60
FRL	48	44	35	41	35	29	66	77		85	45

**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	65
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	648
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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%	0

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**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.**

The ELA 9th and 10th grade performed at 63% proficiency on the 2018-2019 assessment vs the district average of 65%. The 9th grade declined 1% when compared to the previous year's data. Our lowest 25% dropped from 47% in 2017-2018 to 31% in 2018-2019.

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

the 2018-2019 Algebra EOC data (67%) declined 13% from the 2017-2018 school year (80%). This was the first year that Algebra 1-B students from the 2016-2017 cohort tested. Overall learning gains, as well as lower quartile learning gains, declined slightly as well.

**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.**

YHS is above state average in all areas.

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

YHS showed the most improvement in the area of Geometry moving 52% in 2017-2018 to 64% in 2018-2019.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The greatest area of concern is 17% of our population (224) is identified as a level 1 on the statewide assessment. In the 2018-2019 school year, only 31% of the lowest quartile made learning gains compared to the 42% state average.

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

1. Improve ELA learning gains among our lower quartile students
2. Improve our Algebra scores
3. Improve our overall ELA pass rate
4. Improve overall attendance below 90%
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	Our ELA lowest 25 percentile did not make significant gains. Specifically, we declined from 47% learning gains to 31%.
<b>Measurable Outcome:</b>	Based on the data, we will increase our lowest 25 percent ELA by 16 percent or more.
<b>Person responsible for monitoring outcome:</b>	Yvon Joinville (yvon.joinville@nassau.k12.fl.us)
<b>Evidence-based Strategy:</b>	Common Board Configuration, school-based and district-wide assessments, new reading programs: IXL, Adaptive progress monitoring assessment.
<b>Rationale for Evidence-based Strategy:</b>	We met as a district and analyzed our data,

#### Action Steps to Implement

Common Board Configuration, school-based and district-wide assessments, new reading programs: IXL, Adaptive progress monitoring assessment.

**Person Responsible**      [no one identified]



**#2. Culture & Environment specifically relating to Student Attendance**

**Area of Focus**  
**Description and Rationale:** 17% of the students at Yulee High School had annual attendance below 90 percent during the 2018-2019 school year. Consistent attendance is an indicator of student success and achievement in school.

**Measurable Outcome:** YHS will increase student attendance to reduce the attendance below 90 percent to 15% for the 2019-2020 school year.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Yulee High School Leadership team will develop a check-in, check-out system for students in Tier 1 of attendance - 5 absences in 30 days. For students in Tier 2 the Administrative Problem Solving Team will meet with parents and guardians to troubleshoot and propose interventions along with continuing Tier 1 supports

**Rationale for Evidence-based Strategy:** Research shows that students who have connections or find connectivity to school are more likely to attend and improve patterns of attendance. By partnering with parents and providing additional resources, we will more likely remove or minimize barriers to student attendance and decrease absenteeism.

**Action Steps to Implement**

1. Identify all former and current Tier 1 and potential Tier 2 students with less than 90% attendance
2. Assign students to faculty members for check-in, check- out system
3. Current ISD teacher will make weekly phone calls for all Tier 1 and Tier 2 students who are absent
4. The Administrative Problem Solving Team will meet monthly to review and discuss current Tier 2 students
5. The Dean of Students and Resource Officer will conduct home visits for all Tier 3 students (15 absences in 90 days)
6. Conduct monthly celebration and recognition of students with perfect attendance for the month

**Person Responsible** [no one identified]

### #3. Other specifically relating to Algebra 1 EOC

**Area of Focus Description and Rationale:** The number of students passing the Algebra EOC in the 2018-2019 school year dropped from 80% to 67% in the 2018-2019 school year. Students must pass the EOC in order to earn a high school diploma. We are refocusing our instructional strategies, increasing small group instruction, and ensuring teacher created questions, assignments and assessments are at the same level of rigor as the standard.

**Measurable Outcome:** The number of students passing the Algebra EOC in the 2018-2019 school year will improve from 67% proficiency to 70% for the 2019-2020 school year.

**Person responsible for monitoring outcome:** Donna Jackson (donna.jackson@nassau.k12.fl.us)

**Evidence-based Strategy:** Throughout the year, we will be using small groups for instruction and remediation, district created spiral review, and benchmark assessments.

**Rationale for Evidence-based Strategy:** Small group instruction allows for more specific instruction on deficient areas. To ensure the level of rigor is addressed, we will use Algebra Nation 'Test Yourself,' and 'Check for Understanding,' as well as the videos and workbook to reinforce concepts. In addition, we will use a combination of a 10 week review packet, Mastery Sheets, Concept Quizzes, and released test questions in class, as well as in boot camp review. Benchmark assessments can help determine individual student learning gains.

#### Action Steps to Implement

1. Determine individual math achievement and comprehension scores
2. Determine math deficiencies based on previous year's date and summative assessments
3. Develop Common Boards as standards-based planning assessment, ensuring tasks align to the rigor of the standards
4. Create lessons that promote one-on-one or small group learning
5. Monitor student progress through Algebra Nation, Test Yourself Reports, an Math XL Reports.

**Person Responsible** Donna Jackson (donna.jackson@nassau.k12.fl.us)

#### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- ELA lowest 25th percentile
- Algebra EOC
- Attendance below 90 percent

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Yulee High School is a community institution. Our teachers and staff are actively engaged with the community and different stakeholders. We have a Vystar branch on campus that serve members of our community. The majority of our students are members of faith-based organizations that provide emotional supports. We also have a (PTO) parent-teacher organization constantly reaching to our local business and raise money for students' scholarships. We provide a child care service program 1 hour before the ending of school for our faculty whose children attend neighboring schools.

Our school counselors conduct numerous parent-nights to inform our parents about graduation requirements and post-secondary endeavors.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Other: Algebra 1 EOC	\$0.00
<b>Total:</b>			<b>\$0.00</b>