Yulee Primary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Yulee Primary School

86426 GOODBREAD RD, Yulee, FL 32097

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

Demographics

Principal: Vicki Grubbs

Start Date for this Principal: 9/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the Nassau County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Yulee Primary School

86426 GOODBREAD RD, Yulee, FL 32097

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Nassau County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Boatright, Kerri	Principal	
Miller, Tracy	Assistant Principal	
Foose, Sarah	Teacher, K-12	
Green, Lilley	Reading Coach	
Lippelman, Christine	Teacher, ESE	
Moore, Emily	Teacher, K-12	
Dubberly, Kathy	School Counselor	
Steding, Ansley	Teacher, K-12	
Fleming, Jacquelyn	Teacher, K-12	
Cheshire, Kaitlyn	Teacher, K-12	

Demographic Information

Principal start date
Friday 9/24/2021, Vicki Grubbs

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
56

Total number of students enrolled at the school

659

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	244	223	184	0	0	0	0	0	0	0	0	0	0	651
Attendance below 90 percent	76	60	50	0	0	0	0	0	0	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	1	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	6	1	0	0	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	25	13	16	0	0	0	0	0	0	0	0	0	0	54

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	1	0	0	0	0	0	0	0	0	0	0	1

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	10	10	2	0	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - 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	196	191	222	0	0	0	0	0	0	0	0	0	0	609
Attendance below 90 percent	27	16	27	0	0	0	0	0	0	0	0	0	0	70
One or more suspensions	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	0	0	0	1

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	5	5	1	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	196	191	222	0	0	0	0	0	0	0	0	0	0	609
Attendance below 90 percent	27	16	27	0	0	0	0	0	0	0	0	0	0	70
One or more suspensions	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	0	0	0	1

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	5	5	1	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					76%	57%		72%	56%
ELA Learning Gains					65%	58%		59%	55%
ELA Lowest 25th Percentile					54%	53%		49%	48%
Math Achievement					85%	63%		82%	62%
Math Learning Gains					77%	62%		72%	59%
Math Lowest 25th Percentile					67%	51%		62%	47%
Science Achievement					75%	53%		74%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

1st and 2nd grade Language Arts -STAR Assessments
1st and 2nd grade Math-IReady

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	84%	99%
	Economically Disadvantaged	0%	75%%	100%
	Students With Disabilities	14%	56%	100%
	English Language Learners	0%	75%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	76%	96%
	Economically Disadvantaged	0%	50%	75%
	Students With Disabilities	0%	67%	96%
	English Language Learners	0%	100%	67%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%	84%	92%
	Economically Disadvantaged	67%	83%	100%
	Students With Disabilities	58%	61%	69%
	English Language Learners	100%	100%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	46%	77%
	Economically Disadvantaged	0%	50%	100%
	Students With Disabilities	0%	35%	75%
	English Language Learners	0%	50%	100%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	45	61	67	63	68	67	36				
ELL	38			62							
ASN	65			76							

2021 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 2019-20	C & C Accel 2019-20
BLK	57	53		77	87		64				
HSP	67			77	80		60				
MUL	68	64		73	79		69				
WHT	73	77	67	85	84	81	76				
FRL	63	65	58	77	77	70	61				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	74
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	518
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	68
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

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

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our lowest quartile students in ELA performed the lowest school wide. It has been a trend over the last three years. Math scores are slightly higher than in ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA proficiency of our lowest quartile demonstrates the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students missing key academic academic skills in previous year due to absences and school closures from Covid are a large factor for this need. YPS will utilize our general education teachers, ESE and paraprofessional staff that will assist teachers with strategies that are specific to the needs of that sub group.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2nd grade ELA scores

What were the contributing factors to this improvement? What new actions did your school take in this area?

Two contributing factors were:
Implementing a consistent strategic approach to small group instruction that focused on standards based instruction with a strategy.
Monthly professional development for staff that focuses on small group instruction and a focus on differentiated instruction.

What strategies will need to be implemented in order to accelerate learning?

-Targeted in school support (intervention) with small group instruction
-After school tutoring of our lower quartile with specific instruction based on area of need

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development focused on differentiation and instruction of the 5 components of reading

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services implemented include:
Monthly professional development for teachers to meet the needs of students to make sure students are progressing.
Progress Monitoring for students in the lowest quartile.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Our current data reveals that our average daily attendance has fluctuated each month from 93% in August to 90% in September.
Measurable Outcome:	YPS would like to increase the student daily attendance from 90% to 93% by the end of the year.
Monitoring:	Students ADA from Focus will be reviewed monthly at Threat Team meetings.
Person responsible for monitoring outcome:	Kerri Boatright (kerri.boatright@nassau.k12.fl.us)
Evidence-based Strategy:	Parent communication will be used to bring awareness of attendance policy to implement student incentives for attendance.
Rationale for Evidence-based Strategy:	It is evident that parent/student communication is needed to express the importance of attendance.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	During the 2019-2020 school year, the average of YPS ELA Stanford10 scores were were 70%. We want to increase the school wide average percentile rank in ELA on Stanford 10.
Measurable Outcome:	Average percentile rank will increase by 3-5 percent on ELA Stanford 10.
Monitoring:	To implement intentional differentiated ELA instruction based on diagnostic data (phonics screeners, Lexia and STAR Literacy).
Person responsible for monitoring outcome:	Kerri Boatright (kerri.boatright@nassau.k12.fl.us)
Evidence-based Strategy:	The current data (phonic screeners, Lexia, and STAR Literacy) shows students at varying levels of need in ELA.
Rationale for Evidence-based Strategy:	The current data (phonic screeners, Lexia, and STAR Literacy) shows studemts at varying levels of need in ELA.

Action Steps to Implement

1. Differentiated small group instruction
2. After school tutoring program
3. Tiered support through MTSS process
4. Collaborative Planning
5. Targeted ELA Professional Development

Person Responsible	Kerri Boatright (kerri.boatright@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the safeschoolsforAlex.org data, Yulee Primary ranks significantly low compared to other elementary schools in the state of Florida. YPS uses PBIS to provide each student with expectations, rewards, and consequences. School discipline data is analyzed each month during our MTSS meetings using our School Discipline Notices and Discipline Referrals from FOCUS. Students are provided interventions based on the data that include: "Check-In Check-Out". If the behavior elevates beyond the use of a Tier 2 intervention, other resources are provided which may include a behavior plan, meetings with the counselor/school psychologist, family support, community outreach, etc.

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.

School staff, faculty, and administrators strive to strengthen parent involvement in the school which builds a positive school culture and environment. The school will coordinate and integrate parental involvement strategies including community involvement opportunities and business partnerships.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.

B. Responsible parenting is promoted and supported.

C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.

D. Parents are welcome, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

• Open House, Parent Nights (STEAM, Literacy)

• School Web Page

• Focus

• Newsletters communicating classroom and school news to parents

• Parent phone calls, Blackboard, and conferences, school marquee, Remind

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholder groups include instructional staff and non-instructional staff, students, and families of students, volunteers, School Advisory Council members and District Office personnel. Additional stakeholder groups include after-school care providers, social services, and business partners. Stakeholder groups meet or are consulted to employ school improvement strategies that impact the positive school culture and environment of our schools.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0271 - Yulee Primary School	Title, I Part A	659.0	$0.00
			Notes: Salary for paras to work in small group instruction			
	6300	120-Classroom Teachers	0271 - Yulee Primary School	Title, I Part A	659.0	$0.00
	6300	750-Other Personal Services	0271 - Yulee Primary School	Title, I Part A	659.0	$0.00
			Notes: Subs will be provided for teachers to have work days in order to develop their curriculum.			
	6400	750-Other Personal Services	0271 - Yulee Primary School	Title, I Part A	659.0	$0.00
			Notes: Subs will be provided for teachers to observe other teachers in order to increase highly effective instructional strategies.			
					Total:	$0.00