Nassau County School District

Yulee Primary School

2022-23 Schoolwide Improvement Plan

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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: 6/30/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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	N/A

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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86426 GOODBREAD RD, Yulee, FL 32097

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	Yes	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year

Grade

School Board Approval

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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.

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Miller, Tracy	Assistant Principal	
Dubberly, Kathy	School Counselor	
Foose, Sarah	Teacher, K-12	
Miller, Stephanie	Teacher, K-12	
Crowder, Amanda	Teacher, K-12	
Byrd, Leslie	Paraprofessional	
Green, Lilley	Teacher, K-12	

Demographic Information

Principal start date

Thursday 6/30/2022, Vicki Grubbs

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

648

Identify the number of instructional staff who left the school during the 2021-22 school year.
16

Identify the number of instructional staff who joined the school during the 2022-23 school year.
20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	185	231	212	0	0	0	0	0	0	0	0	0	0	628
Attendance below 90 percent	41	47	28	0	0	0	0	0	0	0	0	0	0	116
One or more suspensions	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	25	18	11	0	0	0	0	0	0	0	0	0	0	54
Course failure in Math	13	7	4	0	0	0	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	18	11	0	0	0	0	0	0	0	0	0	0	54

Using the table above, complete the table below with the number of students by current grade level who have 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	13	7	4	0	0	0	0	0	0	0	0	0	0	24

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	10	3	0	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 10/11/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		69%	56%					76%	57%
ELA Learning Gains								65%	58%
ELA Lowest 25th Percentile								54%	53%
Math Achievement		53%	50%					85%	63%
Math Learning Gains								77%	62%
Math Lowest 25th Percentile								67%	51%
Science Achievement		81%	59%					75%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	39	55	52	43	42	44	29				
ELL	38	60		56	70						
ASN	64	85		86	85						
BLK	49	46	55	65	54		29				
HSP	60	64		70	60						
MUL	70	70		78	70		80				
WHT	69	66	56	79	68	58	68				
FRL	57	60	48	67	60	50	53				
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							
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				

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
FRL	61	55	37	72	61	44	63				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

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	458
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	66
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 School wide ELA Achievement percentage increased 2% from a 70% in 2021 to 72% in 2022. Our School wide Math Achievement percentage remained the same. In 2021 it was a 73% and a 73% in 2022. Although an increase was made within some grade levels more so then others the increase was

minute. The grade level that had the largest drop in percentage was first grade with a 3 point drop from 67% in 2021 to 64% in 2022. There is still specific concern for kindergarten scoring 68% in 2022. Kindergarten reading grade scores over the past 3 years continues to land below 70%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although highest in our previous 2 years, ELA proficiency rates demonstrates the greatest need scoring 72%.

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

The structure of our reading programs embed a strategy taught associated with every reading skill. We have since revamped our instructional practices to better meet the needs of our students learning to read. We have disected our data, and instructional practices in order to offer better instruction to our students. We are also continuing Professional Development to our teachers to help support this instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We had a slight improvement in our Reading data component from a 70% proficiency in 2021 to a 72% proficiency in 2022.

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

We continue to perform weekly and monthly data analysis to better understand our students performance data. Our data chats continue to improve so that productive instructional decisions can be made. Teacher support also continues as every grade level models lessons and instructional strategies weekly.

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

Targeted in school support using our small group instruction model, tiered support using our MTSS, differentiated and scaffolded instruction. After school tutoring and in school support time that targets student deficits and standards based instruction.

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 scaffolding, differentiated instruction, and the Science of Reading. We will continue to support best practices with all teachers through PLC, modeling, and classroom observations.

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

Our reading coach is continuously working with teachers to model reading strategies and techniques identified as a weakness along with working with our teachers to teach them best practices.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Yulee Primary will increase the total number of students performing at proficiency levels or higher on the 22-23 ELA State F.A.S.T. Assessment. Our ELA scores increased in all grade levels but very minutely. Students becoming proficient readers is fundamental for success in other subjects. If we continue to meet the needs of different subgroups, we will eventually improve proficiency for all.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Yulee Primary will increase the total number of students performing at a proficient level or higher from 72% on 21-22 SAT10 to 75% on F.A.S.T state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor our progress by dissecting our results from Progress Monitoring 1 of the F.A.S.T. Assessment. PM1 indicated 59% are at the proficiency level. We will continue the same practice for PM2 as well. Finally, we will also analyze student grades on standards based classroom assessments
Person responsible for monitoring outcome:	Vicki Grubbs (grubbsvi1@nassau.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small Group Differentiated Instruction and Professional Development for Teachers in the Science of Reading
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	We must meet our students where they are academically. This will ensure learning gaps are filled so that we can move toward On Level instruction. We must also continue to provide Professional Development for Teachers in how to provide quality differentiated and scaffolded instruction. Teachers need to continue to learn engagement strategies as well as researched based Science of Reading instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Targeted in-school support with small group instruction
2. Tiered support as indicated in MTSS and supported by the Threat Assessment Team
3. After school tutoring of our lower quartile with specific instruction based on area of need
4. Intervention Time (scheduled in master schedule) utilized with students needing support of specific skills and standards
5. Incorporating a more direct use of the Gradual Release Model in small group instruction.
6. Incorporating 5 researched-based Vocabulary Strategies.

Person Responsible	Vicki Grubbs (grubbsvi1@nassau.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Teacher Retention	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current data indicates that 76 % of our students are attending school 90% or more calendar days. Increasing student attendance will increase overall achievement. Students must be present in school to receive necessary doses of instruction, intervention and support.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, the goal at YPS is to increase the percent of students attending 90% of calendar days from 76% in 21-22 to 90% in 22-23.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Attendance data indicating the student and the number of unexcused absences will be reviewed each month at our Threat Assessment Team meeting.
Person responsible for monitoring outcome:	Vicki Grubbs (grubbsvi1@nassau.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Parent communication will be used to bring awareness of attendance policy and to implement student, classroom, and school-wide positive incentives regarding attendance. In addition, procedures have been put in place for teachers to communicate with parents about their student's absences.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	It is evident that parent/student communication and incentives are needed to express the importance of attendance and the correlation to student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Positive reinforcement/incentives given to classes, students, and teachers.

Person Responsible   [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Motivation, success, and feeling valued are what drives individuals at YPS. In our school setting, we celebrate and recognize the outstanding things that our school community accomplishes, both inside and out of our buildings.
Relationships are the most important part of establishing our school culture that is perceived as and breeds caring. We strive for our people to feel valued, staff and students alike. They work harder, stay the course, and enjoy their work. It is a goal of our staff to foster and forward positive relationships with all. We took on the theme of being bucket fillers, which promotes and celebrates kindness among all.

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

Our stakeholders are made up of parents, students, families of students, community members, Student advisory council, district office personnel, and business partners. These groups of people employ school improvement strategies that impact the school culture and environment at our school.