Yulee Primary School

2023-24

Schoolwide Improvement Plan (SIP)

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Yulee Primary School

86426 GOODBREAD RD, Yulee, FL 32097

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Byrd, Leslie	Paraprofessional	Supporting teachers
Crowder, Amanda	Teacher, K-12	Educate students on standards based instruction and leading their team of teachers.
Foose, Sarah	Teacher, K-12	Educate students on standards based instruction and leading their team of teachers.
Miller, Stephanie	Teacher, K-12	Educate students on standards based instruction and leading their team of teachers.
Rachel, Cecil	Teacher, K-12	Educate students on standards based instruction and leading their team of teachers.
Dubberly, Kathy	School Counselor	Provides information, guidance and support to students related to scheduling, mental health, testing, academic monitoring, and counsels students with personal issues as needed.
Green, Lilley	Instructional Coach	Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that identify students to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Jones, Whitney	Assistant Principal	Provides administrative assistance to the principal, conducts data chats with teachers, assists with data disaggregation and provides evaluative process to all staff.
Grubbs, Vicki	Principal	Provides a common vision for the use of data-based decision-making. Ensures there is district support from Curriculum and Instruction as well as Student Services. Oversees student applications and acceptance. Recruits the best and the brightest teachers and staff; reflecting diversity that mirrors the student population. Serves as the liason between the school and the

Name	Position Title	Job Duties and Responsibilities
		community. Provides much needed resources to teachers and staff in order to meet students' social, emotional and academic needs. Ensures school compliance with federal policies such as Title 1. The principal ensures that all staff comply with the district-wide school site standards.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Yulee Primary School obtains input and comments from our School Advisory Council on key points in the project making decision process. We aim to promote a proactive and responsive context sensitive solutions approach that seeks the input of the full range of concerned stakeholders early and often through an open door policy and frequent meetings. The SIP will be updated as appropriate throughout the duration of the project.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be regularly monitored for effective implementation by individual data chats, grade level data chats and school wide data chats discussing math and reading achievement. These chats will be often and revisions will be made as needed based on the latest trends in data per individual students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	52%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	10	50	41	0	0	0	0	0	0	101
One or more suspensions	0	0	2	0	0	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	3	8	0	0	0	0	0	0	11
Course failure in Math	0	2	2	0	0	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	13	21	0	0	0	0	0	0	61

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	41	47	28	0	0	0	0	0	0	116
One or more suspensions	1	1	2	0	0	0	0	0	0	4
Course failure in ELA	25	18	11	0	0	0	0	0	0	54
Course failure in Math	13	7	4	0	0	0	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	25	18	11	0	0	0	0	0	0	54

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	7	4	0	0	0	0	0	0	24

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	41	47	28	0	0	0	0	0	0	116
One or more suspensions	1	1	2	0	0	0	0	0	0	4
Course failure in ELA	25	18	11	0	0	0	0	0	0	54
Course failure in Math	13	7	4	0	0	0	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	25	18	11	0	0	0	0	0	0	54

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	13	7	4	0	0	0	0	0	0	24

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	69	53	67	69	56	71		
ELA Learning Gains				65			72		
ELA Lowest 25th Percentile				56			58		
Math Achievement*	72	77	59	78	53	50	83		
Math Learning Gains				68			84		
Math Lowest 25th Percentile				58			77		
Science Achievement*	63	69	54	66	81	59	73		
Social Studies Achievement*					70	64			
Middle School Acceleration					65	52			
Graduation Rate					70	50			
College and Career Acceleration						80			
ELP Progress	30	50	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	48			
AMI				
ASN	75			
BLK	50			
HSP	68			
MUL	67			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	69			
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	56			
AMI				
ASN	80			
BLK	50			
HSP	64			
MUL	74			
PAC				
WHT	66			
FRL	56			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			72			63					30
SWD	51			46			44				4	
ELL	38			75							3	30
AMI												
ASN	50			100							2	
BLK	53			61			31				4	
HSP	66			74			65				4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	67			65			64				4	
PAC												
WHT	68			72			65				4	
FRL	55			64			55				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	67	65	56	78	68	58	66					
SWD	39	55	52	43	42	44	29					
ELL	38	60		56	70							
AMI												
ASN	64	85		86	85							
BLK	49	46	55	65	54		29					
HSP	60	64		70	60							
MUL	70	70		78	70		80					
PAC												
WHT	69	66	56	79	68	58	68					
FRL	57	60	48	67	60	50	53					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	71	72	58	83	84	77	73					
SWD	45	61	67	63	68	67	36					
ELL	38			62								
AMI												
ASN	65			76								
BLK	57	53		77	87		64					
HSP	67			77	80		60					
MUL	68	64		73	79		69					
PAC												
WHT	73	77	67	85	84	81	76					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	63	65	58	77	77	70	61					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

After reviewing the Needs Assessment and Data Review section, the data indicated that 43% of SWDs demonstrated proficiency. This data was collected from Yulee Elementary, our grades 3-5 feeder pattern.
2022-2023 Data for Yulee Primary School:
ELA - Kindergarten 91%, First 80%, Second 77%
Math- Kindergarten 78%, First 89%, Second 81%
Contributing Factors- New standards and new curriculum

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

After reviewing the Needs Assessment/Data Review for Yulee Elementary, the data components with the greatest decline were in ELA.
Total ELA proficiency dropped 71% to 67%. Students with disabilities (SWD) dropped from 45% to 39%. Learning gains dropped from 61% to 55%. The lowest quartile learning gains dropped for 67% to 52%. Total math proficiency dropped from 83% to 78%. Students with disabilities (SWD) dropped form 63% to 43%. Learning gains dropped from 68% to 42%. Lowest quartile gains dropped from 67% to 47%.

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.

State averages are currently not populated.

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

22-23 ESSA data for Yulee Elementary decreased in proficiency rates across the board.
Looking at Yulee Primary School data:

2022-2023 ELA data should significant increases from PM2 to PM3
List grade level ELA data from PM2 to PM3
Kindergarten 75% proficient at PM2 and 78% proficient at PM3
1st grade 80% proficient at PM2 and 80% proficient at PM3
2nd grade 75% proficient at PM2 and 77% proficient at 77%

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is an area of concerned in all grade levels.
ELA - 61 students were identified with as having deficits in reading.
Math- 8 students failed the course for the year.

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

Yulee Primary has identified three priorities for the 23-24 school year.
1. Increase student attendance.
2. Increase ELA proficiency rate specifically for students with disabilities.
3. Increase math proficiency rate.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities were identified from our review of the Needs Assessment /Data Review using the ESSA data provided from our feeder pattern (Yulee Elementary).
The data components with the greatest decline were in Math.
Total math proficiency dropped from 83% to 78%. Students with disabilities (SWD) dropped from 63% to 43%. Learning gains dropped from 68% to 42%. The lowest quartile gains dropped from 67% to 47%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Beginning of the year data indicates the following:
STAR Math - overall proficiency rate
Kindergarten- 29 %
First - 71%
Second- 27%
Proficiency rate for students with disabilities (SWD)
Kindergarten- 0%
First-16 %
Second- 4%
Yulee Primary plans to achieve the following measurable outcomes for PM3 (STAR Math):
Proficiency rate of 80% for Kindergarten, 90% for first grade, and 85% for second grade.
Proficiency rate for students with disabilities:
65% for Kindergarten, 70% for first grade, and 68% for second grade.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will be progress monitored three times a year using FAST STAR Math.
Classroom teachers will progress monitor students using the following resources:
math fact fluency programs, Go Math assessments, Go Math mid chapter checkpoints

Data is reviewed by teachers weekly in the grade level PLCs. Administration meet with the Leadership to discuss school wide data and review MTSS data. Individual teachers meet with administration to review student data to drive school wide instructional decisions.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

K-2 grade students receive daily small group differentiated math instruction and standards-based remedial core curriculum instruction as part of their 60-minutes math block.

Other:
After school tutoring is provided for students based on progress monitoring assessment.
Preferential scheduling with our students with disabilities.
Decreased the percentage of students with disabilities in the least restrictive environment.

Provided professional development for teachers in the following area:
UDL strategies, Trauma Informed Care, Behavior Management, Tips for Creating an Inclusive Environments, Specially Designed Instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers need professional learning to equip them with tools and resources to provide instruction in the least restrictive environment. Yulee Primary School has noticed an increase in students experiencing significant trauma which impacts their learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 A Team.
3. Incorporting a more direct use of the Gradual Release Model in small group math instruction, explicit instruction and scaffolding istruction.

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

By When: May 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities were identified from our review of the Needs Assessment /Data Review using the ESSA data provided from our feeder pattern (Yulee Elementary).
The data components with the greatest decline were in ELA.
Total ELA proficiency dropped 71% to 67%. Students with disabilities (SWD) dropped from 45% to 39%.
Learning gains dropped from 61% to 55%. The lowest quartile learning gains dropped from 67% to 52%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Beginning of the year data indicates the following:
STAR reading - overall proficiency rate
Kindergarten- 19%
First - 45%
Second- 20%
Proficiency rate for students with disabilities (SWD)
Kindergarten- 0%
First- 12%
Second- 4%
Yulee Primary plans to achieve the following measurable outcomes for PM3 (STAR Reading):
Proficiency rate of 90% for Kindergarten, 80% for first grade, and 77% for second grade.
Proficiency rate for students with disabilities:
70% for Kindergarten, 68% for first grade, and 60% for second grade.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students will be progress monitored three times a year using FAST STAR reading.
Classroom teachers will progress monitor students using the following resources:
phonics screeners, Next Steps to Guided Reading, Level Literacy Instruction LLI, Lexia Core 5, phonemic awareness screeners.
Data is reviewed by teachers weekly in the grade level PLCs. The Literacy coaches provide teachers a monthly Data & Donuts data review and instructional planning session. Administration meet with the school Literacy Team and Leadership to discuss school wide data and review MTSS data.
Individual teachers meet with administration are conducted to review student data and drive school wide instructional decisions.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

K-2 grade students received daily small group differentiated phonics instruction and standards-based remedial core curriculum instruction as part of their 90-minute reading block. The Fountas & Pinnell Leveled Literacy Intervention (LLI) program, Lexia Core Program, and Sonday System are also used to provide Tier 3 interventions.
Lexia Core 5 (strong evidence-per Evidence for ESSA)
Fountas & Pinnell Leveled Literacy Intervention (LLI)-(strong evidence-per Evidence for ESSA)
Sonday System program aligns with the IES Practice Guided recommendations. (Foundational Skills to

Support Reading for Understanding in Kindergarten Through 5th grade.)

Other:
After school tutoring is provided for students in the lowest quartile.
Preferential scheduling with our students with disabilities.
Decreased the percentage of students with disabilities in the least restrictive environment.
Provided professional development for teachers in the following area:
UDL strategies, Trauma Informed Care, Behavior Management, Tips for Creating an Inclusive Environments, Specially Designed Instruction
Practice Profiles- Explicit and Scaffolded Instruction

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers need professional learning to equip them with tools and resources to provide instruction in the least restrictive environment. Yulee Primary School has noticed an increase in students experiencing significant trauma which impacts their learning.

The purpose of small group instruction is to address learning deficits. When students are placed in small groups of 2 to 6 and provided direct instructional support, student success increases.
The use of the Fountas & Pinnell Leveled Literacy Intervention program provides educators effective intervention resources and strategies that allow students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency within the five reading components.
By using the Sonday System to target crucial foundational skills to students who are exhibiting extreme deficits in phonics and phonemic awareness.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 A-Team
3. After school tutoring of our lower quartile with specific instruction based on area of need.
4. Intervention Time - 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, explicit instruction and scaffolded instruction.
6. Incorporating researched-based Vocabulary Strategies.

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

By When: May 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase Tier 1 resiliency skills for all students. Strengthen teachers' ability to prevent and respond to behavioral challanges in the classroom. Students demonstrate a lack of resiliency and life skills needed to successfully regulate their emotions in the learning environmnet.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

22-23 Discipline Date for fghting and agressive acts was 9%.
Our goal is to decrease student discipline data for fighting and agressive acts by 3%.
Below are the forms/systems and procedures to monitor student success in this area.
Schoolwide disipline data
Individual students behavior tracking charts
PBIS Positive Behavior Referrels

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The following forms/systems and procedures will be used to monitor student success in the targeted area:
Schoolwide disipline data
Individual students behavior tracking charts
PBIS Positive Behavior Referrels

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Incorporating UDL strategies
Providing professional development in the areas of UDL, Trauma Incormed Classrooms and Behavior Restorative Practices for behavior and consequences.
Students are being provided resiliency life skills focusing on resiliency and communication.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To equip teachers with the knowledge and skills neccessary to prevent and respond to behavorial challanges of students that do not have the ability to regulate theirselves or their emotions.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Target in-school support during buzz groups instruction.
Identify student needs and problem solve their needs through our monthly Resiliency Team meetings.
Behavior technition (SF) intervention time during the gen ed setting (MTSS Tier 2 and 3)

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

By When: May 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Yulee Primary School analyzes subgroup achievement data to develop our Title I Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). Both plans are discussed, evaluated, and voted on at our School Advisory Council (SAC) meetings. Our Title I CNA outlines how we plan to fund 1.) student needs (e.g., supplies, paraprofessionals, technology programs), 2.) parent and family engagement needs (e.g., parent nights, parent communication), 3.) curriculum development needs (e.g., data chats, planning days), and 4.) professional development needs (e.g., teacher walkthroughs, B.E.S.T. standards and Benchmark training). The CNA must be developed with participation from individuals that carry out school-wide program plans including teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. Our CNA is available upon request. A paper copy of our SIP is available in our front office and a digital copy can be viewed on our school's website. Both the paper copy and digital copy are referenced on our monthly school calendars, so that all school stakeholders are aware of the various methods of dissemination. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Yulee Primary School continually strives to build positive relationships with parents, families, and community stakeholders. To achieve our goal in fulfilling our school's mission for parent and family engagement, we follow a process that starts at our spring School Advisory Council (SAC) meeting. At this meeting, we evaluate the results of our current year's Title I Parent Survey and school-level Parent and Family Engagement Plan (PFEP). Topics of discussion include flexible parent nights and meetings, progress monitoring of students, parent communication, barriers to parent involvement, and professional development to effectively train our staff on bridging the gap between school and home. Additionally, we reflect on parents' survey results indicating if they feel valued, respected, and welcomed at our school. The information gleaned at this meeting, along with insight gathered from weekly collaboration meetings,

leadership team meetings, faculty meetings, and parent teacher meetings gives us a comprehensive look into our school's ability to build positive relationships with our school stakeholders. If an area of focus does not meet our level of expectations, we set goals and establish priorities for the upcoming school year and reassess them in the spring. Yulee Primary School PFEP is available on our school website and in our front office. Our monthly calendars and newsletters state where this plan can be accessed. Our district PFEP is available on our Nassau County School District website. The Title I Handbook-Desk Reference is disseminated to all families at the start of each school year, and it outlines how to access the district PFEP. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Title 1 funds used to hire additional personnel to assist in the classroom with small group ELA and Math instruction and provide academic remediation. Technology programs such as Lexia Core and IXL are utilized to strengthen students' phonics, phonemic awareness and comprehension skills . School-wide tutoring and intervention programs are also in place to provide additional intervention and remediation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Yulee Primary School School-Wide Program Plan is developed with participation from teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. We work with our Title I department and Food Service department to determine our school's free and reduced lunch count, which dictates our Title I allocation. Yulee Primary School and the Title I department work closely with other federal programs, including Title II and Title III to pinpoint staff development opportunities and to improve the achievement of our ELL student population. We collaborate with Head Start programs to effectively transition our preschool children to kindergarten. We work with our Director of Intervention Prevention, and Safety Services to ensure interventions are in place for our homeless students, foster care students, and neglected and delinquent students. We collaborate with our ESE department to provide specially designed instruction to meet the unique needs of our students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The district utilizes the tiered process to provide support to students in need of school-based mental health services and specialized support services in order to help them to access the educational environment. In addition, if a student is experiencing an acute crisis, the mental health provider which is typically the school social worker can connect with the student through a system of care process to determine what supports, if any, may be needed either in or out of the school environment.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district utilizes the MTSS approach to prevent and address problem behavior. With PBIS, the school teams provide preventative support. If this is not sufficient, the school based problem solving team will convene to determine additional intervention supports. If these supports need to be ongoing and continuous or significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress, then the team will consider the need for services via IDEA (e.g., consider need for a psychoeducational evaluation, monitor the need for specialized instruction, etc.).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

District level PD includes:
Rethinking Behavior/Flip It
Power Struggles
Explicit/Scaffolded Instruction
Specially Designed Instruction

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Nassau County School District works in collaboration with other early childhood education agencies to ensure a smooth transition to our local school programs. (ie. Head Start, Child Find)