

Nassau County School District

YULEE HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

As stakeholders at Yulee High School, we value fostering a culture of teamwork, accountability, and passion. WE challenge one another to work together, support each other, and take responsibility for our actions. Our goal is to ignite a passion for learning and personal growth through real-world experiences. We are committed to empowering our students to become resilient, compassionate individuals who are ready to thrive in a complex world. At Yulee High School, we're not just building a school; we're building a legacy of excellence, fueled by passion, and united by purpose.

Provide the school's vision statement

Our vision at Yulee High School is to prepare all students for college and career readiness and success in a global society.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Lori Amos

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Rachel Norfleet

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3**Employee's Name**

Donna Jackson

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4**Employee's Name**

Susan Smith

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5**Employee's Name**

Janel Avila

Position Title

Dean of Students

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6**Employee's Name**

Josh Burch

Position Title

Athletic Director

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Kristin Meyer

Position Title

Testing Coordinator

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Brandi Heath

Position Title

ELA Department Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Jessica Eckman

Position Title

AVID Coordinator

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Daniel Mason

Position Title

CTE Department Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Janice Vandelinder

Position Title

Art Department Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Caroline Lacand

Position Title

Foreign Language Department Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #14

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #15

Employee's Name

Fredric Matricardi

Position Title

PE Department

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #16

Employee's Name

Thomas Blake

Position Title

Social Studies Department Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #17

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #18

Employee's Name

Ralph Mortier

Position Title

Math Department Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #19

Employee's Name

Kara Benenhaley

Position Title

School Counseling Department Chair

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #20

Employee's Name

Donna Perry

Position Title

Media Specialist

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The School Improvement Plan for Yulee High School was developed with the input of various stakeholders including the Leadership Team, School Advisory Committee, Administrative Team, and District Office personnel. These individuals reviewed the school data and plan draft and collaborated to make changes as warranted.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The School Improvement Plan will be monitored by administrators, department chairs, teachers, and the School Advisory Committee through the analysis of progress monitoring data gathered throughout the school year and observations. In the event modifications are needed to the plan, all stakeholders will reconvene to amend the plan presented.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	27.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	37.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: B 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	106	133	107	154	500
One or more suspensions	69	51	40	43	203
Course failure in English Language Arts (ELA)	16	20	9	9	54
Course failure in Math	5	18	34	19	76
Level 1 on statewide ELA assessment	58	63	41	66	228
Level 1 on statewide Algebra assessment	26	41	14	27	108

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	66	66	49	85	266

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	63	64	55	57	58	50	56	60	51
ELA Grade 3 Achievement **									
ELA Learning Gains	64	61	57				53		
ELA Learning Gains Lowest 25%	68	61	55				47		
Math Achievement *	48	54	45	41	43	38	52	43	38
Math Learning Gains	39	42	47				36		
Math Learning Gains Lowest 25%	43	48	49				26		
Science Achievement *	81	78	68	77	74	64	67	57	40
Social Studies Achievement *	78	80	71	76	75	66	78	42	48
Graduation Rate	93	91	90	94	94	89	94	73	61
Middle School Acceleration								31	44
College and Career Readiness	70	74	67	67	69	65	69	76	67
ELP Progress		48	49	15	45	45			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	647
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	62%	58%	59%		65%	65%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	49%	No		
Black/African American Students	52%	No		
Hispanic Students	56%	No		
Multiracial Students	68%	No		
White Students	68%	No		
Economically Disadvantaged Students	58%	No		
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%
Students With Disabilities	45%	No		
English	15%	Yes	2	2

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%
Language Learners				
Asian Students	40%	Yes	2	
Black/African American Students	60%	No		
Hispanic Students	65%	No		
Multiracial Students	72%	No		
White Students	71%	No		
Economically Disadvantaged Students	61%	No		

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%
Students With Disabilities	37%	Yes	1	
English Language	18%	Yes	1	1

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%
Learners				
Native American Students				
Asian Students	40%	Yes	1	
Black/African American Students	52%	No		
Hispanic Students	53%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	55%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	63%		64%	68%	48%	39%	43%	81%	78%		93%	70%	
Students With Disabilities	34%		63%	62%	22%	31%	42%	60%	60%		87%	31%	
Black/African American Students	44%		40%	47%	32%	33%	42%	69%	69%		100%	45%	
Hispanic Students	60%		69%	62%	28%	26%	20%	68%	73%		87%	70%	
Multiracial Students	61%		76%	83%	44%	45%		94%	67%		81%	62%	
White Students	66%		66%	71%	54%	40%	48%	83%	82%		93%	74%	
Economically Disadvantaged Students	54%		60%	61%	35%	34%	43%	77%	68%		86%	63%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	57%				41%			77%	76%		94%	67%	15%
Students With Disabilities	23%				22%			40%	58%		93%	31%	
English Language Learners	10%				14%								20%
Asian Students					40%								
Black/African American Students	53%				27%			70%	68%		96%	45%	
Hispanic Students	44%				40%			70%	70%		97%	67%	
Multiracial Students	57%				37%			78%	88%		100%	69%	
White Students	59%				45%			78%	78%		92%	71%	
Economically Disadvantaged Students	48%				33%			69%	72%		90%	56%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	56%		53%	47%	52%	36%	26%	67%	78%		94%	69%	
Students With Disabilities	22%		40%	42%	24%	23%	20%	37%	45%		88%	32%	
English Language Learners					18%								
Native American Students													
Asian Students					40%								
Black/African American Students	45%		58%	61%	33%	33%	33%	53%	52%		100%	50%	
Hispanic Students	48%		45%	47%	44%	29%	22%	52%	81%		94%	65%	
Multiracial Students	63%		63%		60%	38%		67%	81%		95%	71%	
Pacific Islander Students													
White Students	58%		53%	44%	55%	37%	26%	71%	79%		93%	72%	
Economically Disadvantaged Students	52%		50%	57%	47%	35%	36%	57%	67%		89%	63%	

04/22/2025

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E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	65%	64%	1%	53%	12%
ELA	9	59%	61%	-2%	53%	6%
Biology		80%	75%	5%	67%	13%
Algebra		18%	57%	-39%	50%	-32%
Geometry		65%	65%	0%	52%	13%
History		79%	78%	1%	67%	12%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		45%	36%	9%	36%	9%
Algebra		26%	22%	4%	16%	10%
Geometry		31%	24%	7%	21%	10%
History		71%	58%	13%	42%	29%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		21%	21%	0%	17%	4%
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

In review of the data provided within the School Improvement Plan under the ESSA Subgroup Data, the Students with Disabilities demonstrated the most improvement in index points increasing from 40% to 49%. During the 2023-2024 school year, Yulee High School used the English Language Arts department chair as an Instructional Coach to provide resources through modeling instruction including scaffolding strategies, providing feedback, and serving as the MTSS Co-chair. In addition, the Exceptional Student Education teachers used activities developed from Lexia and Reading XL program with our ESE students when working in small groups.

Lowest Performance

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

The data component that demonstrated the lowest performance rate was the Math achievement levels, performing at 48%. While this is an increase from the 2022-2023 school year of 7%, the Algebra 1 scores were still at a low of 17%.

Greatest Decline

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

While the graduation rate decreased by 1%, the target subject area for the 2024-2025 school year is Algebra 1. Due to poor student proficiency rates on the Algebra 1 EOC, this could potentially impact the graduation rate.

Greatest Gap

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.

In examination of the greatest gaps when comparing the school to the state performance rate

averages, Math Learning Gains for YHS were at 39% with the state average being 47% and Math Learning Gains for the Lower Quartile were at 43% with the state average being 49%.

EWS Areas of Concern

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

While the EWS Data Form was optional for schools serving grades 9-12, the attendance rate at YHS is a concern. For the 2023-2024 school year, the absentee rate for YHS fell at an all time high of 43.92%

Highest Priorities

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

For the 2024-2025 school year, the highest priorities will be to improve the Algebra 1 proficiency rate, attendance rate, and improve student proficiency rates in both 9th and 10th grade ELA FAST.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Area of Focus is English Language Arts for the 2024-2025 school year. While ELA was not identified as a crucial need based on the prior year data, the concern is still present. In review of student performance for the subgroups prior to the 2023-2024 data, ESE, ELL, and Asian students produced federal percent index points that were below 41%, causing YHS to secure placement on the ATS&I list. As a result, these subgroups are a concern moving forward to ensure their performance levels do not lapse, causing YHS to be identified as a CS&I school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

A minimum of 41% of students in all subgroups will perform at or above a level 3 on the ELA FAST PM 3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students performance on Star, IXL, and FAST PM 1 and 2. Data from this ongoing monitoring will be utilized by collaborative planning teams to ensure that areas of student weakness are remediated regularly.

Person responsible for monitoring outcome

Lori Amos, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Within the classrooms, teachers are using activities developed from Lexia and Reading XL program with students in the subgroups during small group instruction.

Rationale:

These programs are research-based and provide gap instruction targeting individual student deficits. The programs deliver independent instruction for students to participate in and allow for the educator to run a small group, teacher-table providing Tier 3 interventions.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Progress Monitoring

Person Monitoring:

Lori Amos, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Instructional Coach will produce reports each month monitoring student performance and participation rates.

Action Step #2

Walkthroughs

Person Monitoring:

Lori Amos, Donna Jackson, and Rachel Norfleet

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month administration will conduct walkthroughs to observe the instruction being delivered. Each teacher will receive a feedback form stating what was observed and areas to grow.

Action Step #3

Instructional Coach Support

Person Monitoring:

Lori Amos

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Instructional Coach will provide resources through modeling instruction including scaffolding strategies, providing feedback, and serving as the MTSS Co-chair. Additionally, she will plan site-based professional development as needs are identified.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The data component that demonstrated the lowest performance rate was the Math achievement levels performing at 48%. While this is an increase from the 2022-2023 school year of 7%, the Algebra 1 scores were still at a low of 17%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2023-2024 school year, the Algebra 1 EOC proficiency rate was at 17%. The percentage of students scoring at or above proficiency will increase to 30%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student progress on classroom-based assessments, monthly IXL, and quarterly STAR and Edge XL assessments will be used to track student progress towards proficiency. The Instructional Coach will monitor student progress towards mastery of these tasks.

Person responsible for monitoring outcome

Lori Amos, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Algebra 1 teachers will use Math Nation, IXL Math, and Math XL to assist in student deficits in mathematic concepts. Lessons and activities will incorporate BEST Standards while providing remediation for areas that demonstrate weaknesses. In addition, students will be strategically placed in the appropriate math course based on the math progression plan. Beginning in ninth grade, students who have performed consistently at a level 1 or 2 on the Math FSA FAST will be enrolled in

Algebra 1-A for 9th grade and Algebra 1 for 10th grade. This will provide two years of instruction over the math standards before sitting for the Algebra 1 EOC.

Rationale:

These programs are research-based and provide gap instruction targeting individual student deficits. The programs deliver independent instruction for students to participate in and allow for the educator to run a small group, teacher-table providing Tier 3 interventions. The Instructional Coach will produce reports each month monitoring student performance and participation rates. This individual will also provide resources through modeling instruction including scaffolding strategies, providing feedback, and serving as the MTSS Co-chair. With students receiving instruction over a two-year period, they can process and apply the information. This will allow for the concepts to become concrete over the two-year window resulting in increased performance rates on the Algebra 1 EOC.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Math Research-Based Programs

Person Monitoring:

Lori Amos, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Instructional Coach will produce reports each month monitoring student performance and participation rates.

Action Step #2

Instructional Coach Support

Person Monitoring:

Lori Amos, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Instructional Coach will provide resources through modeling instruction including scaffolding strategies, providing feedback, and serving as the MTSS Co-chair.

Action Step #3

Walkthroughs

Person Monitoring:

Lori Amos, Donna Jackson, and Rachel Norfleet

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each month administration will conduct walkthroughs to observe the instruction being delivered. Each teacher will receive a feedback from stating what was observed and areas to grow.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Severe Chronic Absenteeism is defined as students who were absent 10% or more full school days. Students who attend school are successful in their academics because they are present for instruction. Students who demonstrate success graduate; therefore, graduation rate is directly influenced by student attendance rates.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2023-2024, 43.92% of students at YHS were recorded as Chronically Absent. The District average for Chronic Absenteeism was 31.93%.

Our goal is to increase the average daily attendance rate from 89.36% to 90.5% with the intent to lower the chronic absenteeism rate to 30% for the 2024-2025 and continue to identify students and families in need and provide support where appropriate.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Daily class attendance is monitored by Focus with automated phone calls are generated by the district office to inform parents every time a student misses class during any period during the day (unexcused absence).

The Attendance Task Force committee monitors the attendance rates of all students. The district committee consists of the Assistant Superintendent, school administrators, teacher, and parents. The

committee meets to brainstorm ideas to improve student attendance rates. YHS is represented on this district level committee by an administrator, a teacher, and a parent.

Person responsible for monitoring outcome

Lori Amos, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Positive behavior interventions are in place to encourage student attendance rates. Students are permitted to participate in extracurricular activities if they meet the attendance criteria. Students are also only permitted to purchase a parking pass if their attendance is satisfactory.

Rationale:

The purpose of setting the expectation is to encourage students to attend school. When students are not allowed to participate in extracurricular activities because they do not attend school, their attendance rate will improve.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Parking Pass Purchase

Person Monitoring:

Lori Amos

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be able to purchase and keep their parking pass privilege if their attendance is satisfactory.

Action Step #2

Extracurricular Activities

Person Monitoring:

Lori Amos

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be able to attend extracurricular activities if their attendance is satisfactory.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2023-2024 school year the teacher retention rate goal for YHS was set for 85%, YHS exceeded that goal with 87%. For the 2024-2025 school year, the goal will be to improve to 88% retention rate.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, the goal will be to improve to 88% retention rate.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Based on the rounding conversations and feedback received from department chairs, administration will monitor the climate temperature of the faculty and staff. Engaged faculty and staff create classroom climates that encourage student attendance and participation. Increased attendance and participation will improve student achievement outcomes.

Person responsible for monitoring outcome

Lori Amos, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Administration will work to build a positive culture across all settings. Each month the administration will host a Culture Committee (Renamed "Culture Club" by the members) meeting focused on developing the culture amongst all stakeholders. Administration will conduct rounding meetings with all faculty and staff to adjust support to better meet the needs of our staff throughout the school year.

Rationale:

Check-in meetings and faculty collaboration allow for opportunities where individuals can communicate their concerns and share ideas on ways to improve the organization.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Rounding Meetings

Person Monitoring:

Lori Amos, Donna Jackson, Rachel Norfleet, and Susan Smith

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A schedule will be provided to teachers on their rounding time. Questions during rounding will be established by administration prior to the meeting to ensure all questions are consistent.

Action Step #2

Culture Committee (Renamed "Culture Club")

Person Monitoring:

Lori Amos, Donna Jackson, and Rachel Norfleet

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The culture club is divided into separate committees that focus on ways to build culture throughout the organization and community.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

No Answer Entered

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00