

Nassau County School District

Yulee Middle School



2022-23 Schoolwide Improvement Plan

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Yulee Middle School

85439 MINER RD, Yulee, FL 32097

[no web address on file]

Demographics

Principal: Tara Middleton

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
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: A (63%) 2020-21: (60%) 2018-19: B (59%) 2017-18: B (54%)
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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to build up strong children and educators in a way that brings joy, purpose, and passion for the journey ahead.

Provide the school's vision statement.

At Yulee Middle School, we envision that all who enter our doors will listen and learn, encourage the heart, and do their job.

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
Middleton, Tara	Principal	
Smith , Kristen	Assistant Principal	
Alvare, Charles	Assistant Principal	
Elwell, Chrissy	Guidance Counselor	
Thompson, Ashley	Reading Coach	
Koenig, Ricci	Teacher, K-12	
Rhodes, Stephanie	Teacher, K-12	
Yant, Shelby	Teacher, K-12	
Glover-Crosby, Debra	Teacher, K-12	
Smith, Anna	Teacher, K-12	

Demographic Information

Principal start date

Friday 7/1/2022, Tara Middleton

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.*

4

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.*

1

Total number of teacher positions allocated to the school

79

Total number of students enrolled at the school

1,204

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

7

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

16

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	0	0	0	0	0	0	417	395	392	0	0	0	0	1204	
Attendance below 90 percent	0	0	0	0	0	0	60	74	60	0	0	0	0	194	
One or more suspensions	0	0	0	0	0	0	14	21	25	0	0	0	0	60	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	27	44	73	0	0	0	0	144	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	29	36	51	0	0	0	0	116	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	50	60	0	0	0	0	145	

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	0	0	0	0	0	0	23	27	38	0	0	0	0	88

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	0	0	0	0	0	0	1	2	1	0	0	0	0	4	
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1	

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	0	0	0	0	0	0	379	352	361	0	0	0	0	1092
Attendance below 90 percent	0	0	0	0	0	0	105	94	109	0	0	0	0	308
One or more suspensions	0	0	0	0	0	0	5	5	18	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	4	4	10	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	26	1	16	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	39	54	0	0	0	0	117
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	17	34	32	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	27	28	45	0	0	0	0	100

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	1	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	0	0	0	0	0	0	379	352	361	0	0	0	0	1092
Attendance below 90 percent	0	0	0	0	0	0	105	94	109	0	0	0	0	308
One or more suspensions	0	0	0	0	0	0	5	5	18	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	4	4	10	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	26	1	16	0	0	0	0	43
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	39	54	0	0	0	0	117
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	17	34	32	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	27	28	45	0	0	0	0	100

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	1	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	66%	64%	50%	62%			59%	64%	54%
ELA Learning Gains	52%	52%	48%	57%			53%	53%	54%
ELA Lowest 25th Percentile	34%	34%	38%	39%			40%	44%	47%
Math Achievement	78%	77%	54%	75%			71%	74%	58%
Math Learning Gains	60%	58%	58%	68%			65%	62%	57%
Math Lowest 25th Percentile	49%	45%	55%	54%			59%	56%	51%
Science Achievement	71%	69%	49%	59%			65%	64%	51%
Social Studies Achievement	81%	83%	71%	77%			71%	72%	72%

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
06	2022					
	2019	56%	63%	-7%	54%	2%
Cohort Comparison						
07	2022					
	2019	55%	59%	-4%	52%	3%
Cohort Comparison		-56%				
08	2022					
	2019	63%	65%	-2%	56%	7%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	61%	71%	-10%	55%	6%
Cohort Comparison						
07	2022					
	2019	74%	76%	-2%	54%	20%
Cohort Comparison		-61%				
08	2022					
	2019	67%	62%	5%	46%	21%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	63%	60%	3%	48%	15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	72%	-3%	71%	-2%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	74%	25%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	29	42	28	48	50	37	39	51	44		
ELL	50	40		67	63						
ASN	91	80		100	75						
BLK	61	53	50	74	65	50	57	86	79		
HSP	64	49	36	73	61	48	71	78	83		
MUL	68	48	44	76	61	48	77	79	81		
WHT	66	52	29	79	59	49	72	80	76		
FRL	52	47	33	65	54	44	61	66	61		
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	27	37	25	43	53	45	26	45	36		
ELL	36			50	55						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	53	53	42	60	58	46	25	61	41		
HSP	55	51	33	70	67	55	50	65	44		
MUL	63	60	33	68	56	36	59	59	31		
WHT	64	57	39	78	70	57	66	81	50		
FRL	49	46	35	64	60	52	43	62	33		
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	23	33	24	31	44	45	40	24	8		
ELL		30			50						
ASN	80	69		87	62						
BLK	35	39	34	55	61	61	45	68			
HSP	50	51	40	67	65	67	41	62			
MUL	57	34	50	72	66	64	62	85			
WHT	62	56	40	72	65	57	68	71	49		
FRL	48	47	38	62	59	54	55	59	33		

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	63
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	569
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	55

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
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	64
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	63
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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	62
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	54
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?

While the school data for ELA and Mathematics proficiency continues to increase year-over-year, student learning gains and learning gains for the lowest quartile in ELA and Mathematics have decreased from the prior school year.

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

Yulee Middle School must continue to support and focus on proficiency, but must also begin strategic, targeted differentiated explicit and systematic instruction for both ELA and Mathematics regarding student learning gains and lowest quartile student learning gains.

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

Teachers in ELA and Mathematics must follow these action steps to assist all learners in making progress year-over-year:

1. Become masters of the new BEST standards and unpack the standards, developing a deep understanding of them and the content limits/clarifications.
2. Become comfortable with the SAVVAS textbooks that were recently adopted for ELA and Math Nation textbooks for mathematics. Trust that these texts are aligned with the standards and plan for the small group instructional model utilizing the textbooks to their maximum potential.
3. Differentiate instruction at the teacher table during small group instruction. Understand the difference between scaffolding and differentiation to assure that all students maintain or increase their proficiency in ELA and Mathematics, regardless of whether or not learning gains will be measured for accountability in the 2022-23 school year.

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

Middle school acceleration (+30 points), Science achievement (+12 points), 8th grade ELA proficiency (+10 points), 6th grade ELA proficiency (+8 points), Social Studies achievement (+4 points), and 6th grade mathematics (+5 points).

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

Teachers focused on students that were on the cusp of proficiency throughout the school year and utilized resources for better data analysis, such as Edulastic to zero-in on students to maintain and increase from a level 2 to a level 3 proficiency.

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

True differentiation strategies must be employed for small group mathematics and ELA to maintain and grow students in these key areas. Specifically, teachers must 1) know exactly which students are in their lowest quartile, and 2) employ differentiated strategies with differing outcomes for students depending on their current leading data and historical data. 3) Utilize the differentiation strategies directly from the SAVVAS and Math Nation resources.

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.

- 1) Develop key school leaders (Principal, Assistant Principals, and Reading Coach) into scholars on the Science of Reading and the Reading Rope with the assistance of the Florida State Literacy Team.
- 2) Train-the-trainer model on the Reading Rope and lesson planning within Professional Learning Communities for ELA.
- 3) Ensure teachers who are team leads for Mathematics and ELA are proficient in the use of their newly-adopted instructional materials from Math Nation and SAVVAS, respectively, as related to the BEST Standards.

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

Train-the-trainer model will be implemented for our team leads and leadership team in the areas of ELA and Mathematics, which will then be disseminated to the school grade-level teams to ensure sustainability of improvement year-over-year and beyond. We are working to build capacity and flatten our leadership structures so that each and every teacher knows exactly how to read and unpack the BEST Standards and select instructional materials from our latest adoption to support all learners in ELA and Mathematics.

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 Differentiation**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 FSA data indicated improvement is needed in the areas of learning gains and learning gains for the lowest quartile. Learning gains as a whole for ELA decreased five points from 57% to 52%. ELA lowest quartile gains also decreased five points from 39% to 34% year-over-year. For mathematics, our learning gains overall decreased 8 points from 68% to 60%. Lowest quartile learning gains also decreased five points from 54% to 49%.

Measurable**Outcome:**

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

Increase our learning gains for ELA and mathematics, both overall and for the lowest quartile by three percentage points.

ELA: 53% to 55%

ELA LQ: 34% to 37%

Math: 60% to 63%

Math LQ: 49% to 52%

Monitoring:

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

We will utilize the STAR Renaissance and the FAST assessment to monitor and predict student outcomes related to learning gains and lowest quartile learning gains.

Person responsible for monitoring outcome:

Tara Middleton (middletona@nassau.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will identify each student on their roster and determine their needs for differentiation at the teacher table using formative and summative measures. Teacher will track and monitor the projected performance of each student with beginning of the year, middle of the year, and end of year STAR assessments. FAST will be an additional measure to track projected performance and movement of students toward their individual desired outcomes for proficiency.

Evidence-based strategies that will be utilized for both reading and math will be differentiated small group instruction with differentiated outcomes for each student utilizing a gradual release model for small and whole group direct, systematic instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If each teacher knows their student data and is proficient in understanding and responding to their data to drive differentiated instruction, then student outcomes will increase for learning gains and learning gains of the lowest quartile.

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.

Ensure all teachers are able to retrieve, data-mine, and understand their student data from STAR and FAST utilizing the Renaissance Place and FLfast.org platforms.

Person Responsible Tara Middleton (middletonta@nassau.k12.fl.us)

Ensure all teachers know and are able to identify the students on their rosters who are in the lowest quartile for ELA and mathematics.

Person Responsible Tara Middleton (middletonta@nassau.k12.fl.us)

Provide professional development on the BEST standards, SAVVAS text resources, and Math Nation resources.

Provide professional development on the literacy instructional model using data to drive whole and small group instruction unique to differentiated learners.

Person Responsible Tara Middleton (middletonta@nassau.k12.fl.us)

English-language arts teachers will implement the new literacy framework provided by the State Regional Literacy Directors. Mathematics teachers will implement unit planning and PLC structures provided by Math Nation consultants.

Person Responsible Tara Middleton (middletonta@nassau.k12.fl.us)

#2. -- Select below -- specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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.

Yulee Middle School builds positive school culture through the following means:

- *School-wide implementation of PBIS (Positive Behavior Management Systems)
- *Back to School Campus Preview for all parents by grade level
- *Open House annually in the Fall
- *Homecoming events, such as an annual football game and student dance
- *Family Night Band Concerts (2-3 times per year)
- *Weekly Faculty and Staff Hornet Huddle on Friday afternoons once students depart campus.
- *Monthly Breakfast prior to Faculty Meetings
- *various communication formats including robo-calls via Blackboard Connect, updates to our school website weekly, Facebook announcements, Remind 101, and via FOCUS SIS platform.
- *Notifications posted on the school marquee for upcoming events.
- *Student Mentoring Programs
- *Various staff recognition programs
- *Various student recognition programs for positive behavior and academic success.
- *School mental health services and resources

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

- *Administration assures committees and clubs are active to promote and nurture student interests on campus, providing a safe and educational space for students during and after school.
- *School counselors and social workers who collaborate daily and synergize to promote positive mental health among students, faculty, and staff.
- *School Advisory Committee meets throughout the year to discuss student performance, gains toward performance measures.
- *PBIS coordinator ensures that all students know and understand the school-wide expectations and positive rewards for meeting and exceeding those positive behavior goals.