

Nassau County School District

Yulee Elementary School



2017-18 School Improvement Plan

Yulee Elementary School

86063 FELMOR RD, Yulee, FL 32097

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School 3-5	Yes	52%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Yulee Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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.

b. Provide the school's vision statement

The vision of Yulee Elementary School is to create a community of learners where students and teachers become lifelong learners so they are citizens of good character and contribute to society.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Ensure teachers are trained in Classroom management strategies.
Instructional team reviews classroom data to ensure students are engaged while in class.
Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
Class meetings will occur on a frequent basis to include student feedback.
School-wide recognition systems are in place.
Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.
PBS

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School based teams meet to discuss students with barriers to academic and social success.
Mentors are assigned to students identified with concerns.
Offer instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)
Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.) Each counselor meets with all classes once a month to reinforce school wide expectations.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our early warning indicators consist of the aforementioned categories listed above. The number of students below 90 percent will decrease due to school wide expectations as well as a decrease in student population due to the opening of a new school.

b. Provide the following data related to the school's early warning system

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
Attendance below 90 percent	0	0	1	40	51	39	0	0	0	0	0	0	0	131
One or more suspensions	0	0	0	3	5	5	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	1	2	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	5	37	52	0	0	0	0	0	0	94

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	13	12	0	0	0	0	0	0	0	27

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our school's Action Plan includes the following strategies that will assist in improving proficiency and learning gains of our lowest 25%.

1. After School Tutoring
2. Differentiating Instruction in small groups
3. Professional Development for paraprofessionals
4. Prescribed Gap Instruction by ESE Teachers
5. Intensive Reading class for ESE students 2 years or more below grade level

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432520>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data

- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Raysor, George	Principal
Loudermilk, Celena	Assistant Principal
Rutledge, Amber	Teacher, K-12
Hursey, Salena	Teacher, K-12
Watkins, Jessica	Teacher, K-12
Bellar, Matthew	Teacher, K-12
Proffit, Miranda	Teacher, K-12
Francis, Lindsey	Teacher, K-12
Weaver, Lisa	Teacher, ESE
Franklin, Jennifer	Teacher, ESE
Ariatti, Tarin	Instructional Coach
Gio, Kim	Guidance Counselor
Page, Moya	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

* For Title I, Part A, The school needs assessment process that is included in the Title I Part A project requires an extensive self analysis of student performance data, attitudinal and quantitative data from all areas of the school self evaluative process. The results of this self study drive the goals and activities as reflected in the Title I Part A project as well as providing the basis for all expenditures. The School Improvement Plan is the state reporting mechanism to reflect the required federal elements as the federal assurances state.

* For Title 1, Part C, the Nassau School District currently reports no students identified as migrant.

* For Title I, Part D, The Nassau School District does not house any juvenile justice facilities;

however, as a

result of a prior year facility being shut down, funds still flow to the district for 2017-2018 school year. These funds will be utilized to target students who are identified as being in the "at risk" population through the provision of supplemental academic services.

* Title II funds are utilized to provide teachers and paraprofessionals ongoing staff development/training in the areas of reading assessment and progress monitoring, RTI model implementation, reading, science, and mathematics differentiated instruction, utilizing technology, transition to Common Core Standards for literacy, science, and math instruction.

* The supplemental academic instruction to students who are English Language Learners is augmented through funding from Title III that provides additional support to middle and high school students during the school day as well as after school tutoring for primary school ELLs.

* A portion of the Title I Part A funds as well as the Title I Part D funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

* The SAI funds are utilized to provide supplemental academic reading coaches, and supplemental extended day tutoring.

* All students at Yulee Elementary are made aware of the detrimental effects of violent behaviors. These behaviors may be student to student, student to family member, adult to student, or any combination of these. The Student Code of Conduct identifies specific steps that are adhered to in the event such behaviors may take place. The expectation of a well behaved violence free campus is conveyed to all students during class meetings.

* Yulee Elementary School has no specifically identified nutrition program as a stand alone program. However, the school food service personnel regularly involve students in selection of menu items. Our students are actively involved with community based organizations and their nutrition and health awareness programs through the Boys and Girls Club, The YMCA, and "Girls On the Run" organizations.

* There are no federally subsidized housing units within the attendance boundaries of Yulee Elementary School. However, there is a shelter for abused women and their children. The student services department serves as the conduit for identifying students who are under protective services and for whom interventions are required.

* The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

* There are no opportunities for collaboration with the adult program in regard to student services, but our personnel do offer opportunities to publicize adult programs that might be taken advantage of by our parents. We provide an outlet for flyer distribution and information dissemination.

* With the current full blown implementation of the Common Core State Standards, CTE is a focus of all integration efforts within the scope and sequence of the curriculum. Text selections in primary grades are heavily influenced by subject matter that supports the tenets of providing for successful articulation into postsecondary experiences. As students move into the intermediate grades, text accountability is utilized to guarantee a fusion of literature supporting career and technical fields. The social studies curriculum is highly infused within the reading genre that are used to teach the Common Core Standards.

* There are no opportunities for job training within the LEA other than the Florida State College at Jacksonville. Yulee Elementary School is able to provide bulletin board space, flyer dissemination and information posting upon request by FSCJ. The student services department regularly refers parents to Work Source, located nearby, for employment opportunities.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
George Raysor	Principal
Shea Zaccaro	Parent
Jennifer Franklin	Teacher
Danielle Loudermilk	Principal
Jessica Lopes	Parent
Jenna Martin	Parent
Jennifer Mann	Parent
Lenore Haley	Parent
Kellie Jones	Teacher
Kim Kirkland	Teacher
Teneel Wilder	Business/Community
Melody Austin	Parent
Amber Rutledge	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC's involvement of the evaluation of last year's school improvement plan was accomplished by ensuring the strategies included in the plan were implemented. We also reviewed our student achievement data as it came available.

b. Development of this school improvement plan

In the spring of 2017, the school improvement committees met to discuss data and set goals and strategies for the upcoming year. In attendance were both members of the school improvement and the SAC committee. A second meeting was held over the summer to look at FSA scores and create a plan to improve student success. The SAC members reviewed and approved the implementation of the plan.

c. Preparation of the school's annual budget and plan

The school's annual budget plan was presented and discussed in a School Advisory Council Meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There funds allocated last year were used to provide supplemental office help to assist in the new student registration process.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Raysor, George	Principal
Ariatti, Tarin	Instructional Coach
Loudermilk, Celena	Assistant Principal
Francis, Lindsey	Teacher, K-12
Hursey, Salena	Teacher, K-12
Watkins, Jessica	Teacher, K-12
Rutledge, Amber	Teacher, K-12
Bellar, Matthew	Teacher, K-12
Proffit, Miranda	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will support instructional strategies to improve reading comprehension and the Florida State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers work together to create opportunities for encouraging positive working relationships and foster collaboration and participation in Leadership Meetings, Faculty Meetings, and Team Meetings. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues, share ideas, knowledge, techniques, and participate in collaborative planning. Students have early release every Wednesday in order for teachers to have additional collaborative instructional planning time.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Provision of mentoring, training and coaching for:
 - a) First and second-year new teachers, including those in Alternative Certification (ACP) or

Educator Preparation Institute (EPI) programs

b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework

instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an

intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,240

Teachers meet weekly in their grade levels to collaboratively plan and discuss how to strengthen small group instruction in order to meet the individual needs of their students.

Title I tutoring program is provided to our students who represent our lowest 25%.

Strategy Rationale

Teachers will be more effective when collaboration occurs. Lower performing students will benefit from extra instructional time.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ariatti, Tarin, tarin.ariatti@nassau.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Grade Level Chairs will submit an agenda to administration detailing the specific areas and strategies used in small group instruction.

Data from STAR, FSA, and iReady will be collected and analyzed by the instructional staff in order to determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Yulee Elementary School will strive to help all students achieve proficiency in science as determined by scoring at or above grade level on the FCAT Science test.
- G2.** Yulee Elementary School will strive to help all students achieve proficiency in ELA as determined by scoring at or above grade level on the State Performance Assessments.
- G3.** Yulee Elementary School will strive to help all students achieve proficiency in math as determined by scoring at or above grade level on the State Performance Assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Yulee Elementary School will strive to help all students achieve proficiency in science as determined by scoring at or above grade level on the FCAT Science test. 1a

G092182

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0
FSA ELA Achievement	73.0
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Various ability levels.
- Parental knowledge or ability may be limited when assisting students with the science process.
- Staff development and time and money required.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Thinkcentral, STEAM Lab, Science Based Literature and Activities, Florida State Standards, iReady, STAR Reading, Brain Pop, Discovery Education, Instructional Focus Calendars, CPalms, Core Curriculum, and other assorted supplemental materials.

Plan to Monitor Progress Toward G1. 8

Student progress toward goal

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data such as progress monitoring assessments, FSA Assessments, lesson plans, teacher observations, teacher evaluations, deliberate practice evidence on iObservation.

G2. Yulee Elementary School will strive to help all students achieve proficiency in ELA as determined by scoring at or above grade level on the State Performance Assessments. 1a

G092183

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	73.0

Targeted Barriers to Achieving the Goal 3

- Various ability levels
- Parental knowledge or ability may be limited when assisting students with the reading process.
- Staff development and time and money required.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida State Standards, Star Reading, Think Central, Accelerated Reader, iReady, STAR Reading, CPALMS, Instructional Focus Calendar, Core Curriculum, and other assorted supplemental materials.
-

Plan to Monitor Progress Toward G2. 8

Student achievement toward proficiency

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data such as progress monitoring assessments, FSA results, lesson plans, teacher observations, teacher evaluations, and deliberate practice evidence on iObservation.

G3. Yulee Elementary School will strive to help all students achieve proficiency in math as determined by scoring at or above grade level on the State Performance Assessments. 1a

G092184

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Various ability levels.
- Parental knowledge or ability may be limited when assisting students with the math process.
- Staff development and time and money required.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IXL, Star Math, Think Central, iReady, Core Curriculum, and other assorted supplemental materials. After school tutoring will be offered to low performing students.

Plan to Monitor Progress Toward G3. 8

Student progress towards proficiency

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data such as progress monitoring assessments, FSA Assessments, teacher observations, teacher evaluations, and deliberate practice evidence on iObservation.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Yulee Elementary School will strive to help all students achieve proficiency in science as determined by scoring at or above grade level on the FCAT Science test. **1**


 G092182

G1.B1 Various ability levels. **2**

 B246952

G1.B1.S1 The 90 minute reading block small group instruction will include integration of the science curriculum. Technology activities, leveled readers, poems, and science reading passages will be utilized to differentiate science instruction for various ability levels. Response to Literature and integration of text based writing instruction will be integrated as well. Provide inquiry based interdisciplinary science learning opportunities through the use of STEAM labs, classroom activities, after school programs, etc.

4

 S260255

Strategy Rationale

Provide a variety of interdisciplinary and hands-on science activities to engage students in real-world problem solving.

Action Step 1 **5**

Utilizing technology such as the Think Central, and Discovery Education, leveled readers, poems, and science passages during small group instruction. Teachers will also implement discovery and experimental lessons in the STEAM Lab. Provide teachers with continued training on standards and effective teaching strategies to ensure effective small group and differentiated instruction.

Person Responsible

George Raysor

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans and classroom observations, science committee meeting agendas, professional development rosters and agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk-throughs/ observations, attend collaborative planning meetings, and review lesson plans

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observation, opportunity documentation, staff development documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Assessment data

G1.B2 Parental knowledge or ability may be limited when assisting students with the science process. 2

B246953

G1.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the science process. 4

S260256

Strategy Rationale

Keeping parents informed of standards and resources will allow them the opportunity to better assist their child.

Action Step 1 5

Parental involvement opportunities and communication

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, calendars, parent surveys, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Process of informing parents about the expectations and student progress

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, sign-in sheets, Focus, and STEAM Parent Night

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G1.B3 Staff development and time and money required. 2

B246954

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies. 4

S260257

Strategy Rationale

Increase in instructional effectiveness will provide an increase in student proficiency of Florida Standards as determined by FSA.

Action Step 1 5

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, PGP's, Grade level sign-in sheets and agendas, and iObservation documentation.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Weekly planning meetings to ensure science is being incorporated during the reading block and utilization of STEAM lab to include hands on grade level appropriate activities.

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Formative and summative assessments will be used to monitor student achievement towards proficiency.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G1.B3.S2 Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in researched based strategies for teaching science, and district provided horizontal planning and collaboration. 4

S260258

Strategy Rationale

To raise student achievement by increasing teacher understanding of science content knowledge. Providing district curriculum maps will ensure all standards are covered.

Action Step 1 5

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, PGP's, Grade level sign-in sheets and agendas, and iObservation documentation.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Provide time for collaborative teacher planning and training

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Formative and Summative Assessment Data

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment Data

G2. Yulee Elementary School will strive to help all students achieve proficiency in ELA as determined by scoring at or above grade level on the State Performance Assessments. 1

G092183

G2.B1 Various ability levels 2

B246955

G2.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. After school tutoring will be offered to low performing students. 4

S260259

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 5

Provide training on instructional best practices. Provide time and materials for teachers to collaboratively create engaging lessons and activities. Provide reading professional development activities SDE- Comprehension Strategies, fall SDE Reading Workshop. Provide writing rubrics and practice opportunities.

Person Responsible

Tarin Ariatti

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Integrate text based writing instruction. Familiarize students with keyboarding/ computer skills .
Provide small group differentiated instruction and tutorial programs.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observation, attendance rosters for tutoring

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Assessment data

G2.B2 Parental knowledge or ability may be limited when assisting students with the reading process. **2**

 B246956

G2.B2.S1 Continue to keep parents informed about expectations and student's progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the reading process. **4**

 S260260

Strategy Rationale

Keeping parents informed of standards and resources will allow them the opportunity to better assist their child.

Action Step 1 **5**

Parental involvement opportunities and communication

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, calendars, parent survey, Reading Parent Night sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Process of informing parents about the expectations and student progress

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, sign-in sheets, Focus, Edline, School Messenger, Reading Parent Night,

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018


Evidence of Completion

Assessment data

G2.B3 Staff development and time and money required. 2

 B246957

G2.B3.S1 Provide collaborative planning time for teachers and staff development opportunities. Provide county and/or school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies. Provide staff development - SDE Reading instructions. 4

 S260261

Strategy Rationale

Giving teachers time to plan and collaborate will improve instruction.

Action Step 1 5

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, PGPs, Instructional Focus Calendar ,grade level sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Provision of planning time for teachers and implementation of researched based practices and school wide staff development.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, staff development, meeting agendas, classroom and peer observations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G3. Yulee Elementary School will strive to help all students achieve proficiency in math as determined by scoring at or above grade level on the State Performance Assessments. 1

G092184

G3.B1 Various ability levels. 2

B246958

G3.B1.S1 Small group instruction will be utilized during the math block to meet the learning needs of each student. This instructional time will include the current skill in addition to a spiral review and an introduction to a skill that will be taught at a later time. 4

S260262

Strategy Rationale

Provide differentiated instruction of Florida Standards as assessed on FSA.

Action Step 1 5

Provide training on iReady reports and instructional best practices. Provide time and materials for teachers to collaboratively create engaging lessons and activities.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walk-throughs, monitoring of technology usage reports, attend collaborative planning meetings, and review lesson plans.

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observations, meeting and staff development documentation, attendance rosters for tutoring, and peer observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G3.B2 Parental knowledge or ability may be limited when assisting students with the math process. 2

B246959

G3.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Provide parents with opportunities to learn about the math process. 4

S260263

Strategy Rationale

Keeping parents informed of standards and resources will allow them the opportunity to better assist their child.

Action Step 1 5

Parental involvement opportunities and communication

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, calendars, parent surveys, sign-in sheets from parent nights

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitoring of various parent communication tools.

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Newsletters, sign-in sheets, Focus, parent nights

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

G3.B3 Staff development and time and money required. 2

B246960

G3.B3.S1 Provide collaborative planning time for teachers. Provide county and/or staff development for Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies. 4

S260264

Strategy Rationale

Giving teachers time to plan and collaborate will improve instruction.

Action Step 1 5

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Person Responsible

George Raysor

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, PDPs, sign-in sheets, agendas, and deliberate practice

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Provision of planning time for teachers and implementation of school wide staff development

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, staff development, classroom and peer observations

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Formative and summative assessments

Person Responsible

George Raysor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M363247	Student progress toward goal	Raysor, George	8/10/2017	Assessment Data such as progress monitoring assessments, FSA Assessments, lesson plans, teacher observations, teacher evaluations, deliberate practice evidence on iObservation.	5/25/2018 weekly
G2.MA1 M363254	Student achievement toward proficiency	Raysor, George	8/10/2017	Assessment Data such as progress monitoring assessments, FSA results, lesson plans, teacher observations, teacher evaluations, and deliberate practice evidence on iObservation.	5/25/2018 weekly
G3.MA1 M363261	Student progress towards proficiency	Raysor, George	8/10/2017	Assessment Data such as progress monitoring assessments, FSA Assessments, teacher observations, teacher evaluations, and deliberate practice evidence on iObservation.	5/25/2018 weekly
G1.B1.S1.MA1 M363239	Formative and summative assessments	Raysor, George	8/14/2017	Assessment data	5/25/2018 daily
G1.B1.S1.MA1 M363240	Classroom walk-throughs/ observations, attend collaborative planning meetings, and review lesson...	Raysor, George	8/10/2017	Lesson plans, classroom observation, opportunity documentation, staff development documentation	5/25/2018 daily
G1.B1.S1.A1 A342637	Utilizing technology such as the Think Central, and Discovery Education, leveled readers, poems,...	Raysor, George	8/14/2017	Lesson plans and classroom observations, science committee meeting agendas, professional development rosters and agendas	5/25/2018 daily
G1.B2.S1.MA1 M363241	Formative and summative assessments	Raysor, George	8/10/2017	Assessment data	5/25/2018 weekly
G1.B2.S1.MA1 M363242	Process of informing parents about the expectations and student progress	Raysor, George	8/10/2017	Newsletters, sign-in sheets, Focus, and STEAM Parent Night	5/25/2018 daily
G1.B2.S1.A1 A342638	Parental involvement opportunities and communication	Raysor, George	8/10/2017	Newsletters, calendars, parent surveys, sign-in sheets	5/25/2018 daily
G1.B3.S1.MA1 M363243	Formative and summative assessments will be used to monitor student achievement towards...	Raysor, George	8/10/2017	Assessment data	5/25/2018 weekly
G1.B3.S1.MA1 M363244	Weekly planning meetings to ensure science is being incorporated during the reading block and...	Raysor, George	8/10/2017	Lesson plans, classroom observations	5/25/2018 daily
G1.B3.S1.A1 A342639	Provide collaborative planning time and professional development to meet the needs of the teachers....	Raysor, George	8/10/2017	Lesson plans, PGP's, Grade level sign-in sheets and agendas, and iObservation documentation.	5/25/2018 weekly
G2.B1.S1.MA1 M363248	Formative and summative assessments	Raysor, George	8/10/2017	Assessment data	5/25/2018 weekly
G2.B1.S1.MA1 M363249	Integrate text based writing instruction. Familiarize students with keyboarding/ computer skills	Raysor, George	8/10/2017	Lesson plans, classroom observation, attendance rosters for tutoring	5/25/2018 weekly
G2.B1.S1.A1 A342641	Provide training on instructional best practices. Provide time and materials for teachers to...	Ariatti, Tarin	8/10/2017	Lesson plans and classroom observations	5/25/2018 weekly
G2.B2.S1.MA1 M363250	Formative and summative assessments	Raysor, George	8/10/2017	Assessment data	5/25/2018 daily
G2.B2.S1.MA1 M363251	Process of informing parents about the expectations and student progress	Raysor, George	8/10/2017	Newsletters, sign-in sheets, Focus, Edline, School Messenger, Reading Parent Night,	5/25/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1 A342642	Parental involvement opportunities and communication	Raysor, George	8/10/2017	Newsletters, calendars, parent survey, Reading Parent Night sign-in sheets	5/25/2018 daily
G2.B3.S1.MA1 M363252	Formative and summative assessments	Raysor, George	8/10/2017	Assessment data	5/25/2018 weekly
G2.B3.S1.MA1 M363253	Provision of planning time for teachers and implementation of researched based practices and school...	Raysor, George	8/10/2017	Lesson plans, staff development, meeting agendas, classroom and peer observations	5/25/2018 weekly
G2.B3.S1.A1 A342643	Provide collaborative planning time and professional development to meet the needs of the teachers....	Raysor, George	8/10/2017	Lesson plans, PGP's, Instructional Focus Calendar ,grade level sign-in sheets and agendas	5/25/2018 weekly
G3.B1.S1.MA1 M363255	Formative and summative assessments	Raysor, George	8/10/2017	Assessment data	5/25/2018 daily
G3.B1.S1.MA1 M363256	Classroom walk-throughs, monitoring of technology usage reports, attend collaborative planning...	Raysor, George	8/10/2017	Lesson plans, classroom observations, meeting and staff development documentation, attendance rosters for tutoring, and peer observations	5/25/2018 daily
G3.B1.S1.A1 A342644	Provide training on iReady reports and instructional best practices. Provide time and materials...	Raysor, George	8/10/2017	Lesson plans and classroom observations	5/25/2018 weekly
G3.B2.S1.MA1 M363257	Formative and summative assessments	Raysor, George	8/10/2017	Assessment data	5/25/2018 daily
G3.B2.S1.MA1 M363258	Monitoring of various parent communication tools.	Raysor, George	8/10/2017	Newsletters, sign-in sheets, Focus, parent nights	5/25/2018 daily
G3.B2.S1.A1 A342645	Parental involvement opportunities and communication	Raysor, George	8/10/2017	Newsletters, calendars, parent surveys, sign-in sheets from parent nights	5/25/2018 weekly
G3.B3.S1.MA1 M363259	Formative and summative assessments	Raysor, George	8/10/2017	Assessment data	5/25/2018 daily
G3.B3.S1.MA1 M363260	Provision of planning time for teachers and implementation of school wide staff development	Raysor, George	8/10/2017	Lesson plans, staff development, classroom and peer observations	5/25/2018 daily
G3.B3.S1.A1 A342646	Provide collaborative planning time and professional development to meet the needs of the teachers....	Raysor, George	8/10/2017	Lesson plans, PDP's, sign-in sheets, agendas, and deliberate practice	5/25/2018 weekly
G1.B3.S2.MA1 M363245	Formative and Summative Assessment Data	Raysor, George	8/10/2017	Assessment Data	5/25/2018 weekly
G1.B3.S2.MA1 M363246	Provide time for collaborative teacher planning and training	Raysor, George	8/10/2017	Assessment Data	5/25/2018 weekly
G1.B3.S2.A1 A342640	Provide collaborative planning time and professional development to meet the needs of the teachers....	Raysor, George	8/10/2017	Lesson plans, PGP's, Grade level sign-in sheets and agendas, and iObservation documentation.	5/25/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Yulee Elementary School will strive to help all students achieve proficiency in science as determined by scoring at or above grade level on the FCAT Science test.

G1.B1 Various ability levels.

G1.B1.S1 The 90 minute reading block small group instruction will include integration of the science curriculum. Technology activities, leveled readers, poems, and science reading passages will be utilized to differentiate science instruction for various ability levels. Response to Literature and integration of text based writing instruction will be integrated as well. Provide inquiry based interdisciplinary science learning opportunities through the use of STEAM labs, classroom activities, after school programs, etc.

PD Opportunity 1

Utilizing technology such as the Think Central, and Discovery Education, leveled readers, poems, and science passages during small group instruction. Teachers will also implement discovery and experimental lessons in the STEAM Lab. Provide teachers with continued training on standards and effective teaching strategies to ensure effective small group and differentiated instruction.

Facilitator

Teachers, administration, district office, UF

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 5/25/2018

G1.B2 Parental knowledge or ability may be limited when assisting students with the science process.

G1.B2.S1 Continue to keep parents informed about expectations and student progress. Provide parents with tools which enable them to better assist their children. Parents will have opportunities to learn about the science process.

PD Opportunity 1

Parental involvement opportunities and communication

Facilitator

Grade Level Chairs for weekly planning

Participants

Teachers

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B3 Staff development and time and money required.

G1.B3.S1 Provide collaborative planning time for teachers. Provide county and/or school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Facilitator

Teachers, Administrators, District Office Staff

Participants

Teachers, Administrators

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G1.B3.S2 Provide opportunities for teachers to participate in District Curriculum Mapping, district provided professional development in researched based strategies for teaching science, and district provided horizontal planning and collaboration.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Facilitator

Teachers, Administrators, District Office Staff

Participants

Teachers, Administrators, District Office Staff

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G2. Yulee Elementary School will strive to help all students achieve proficiency in ELA as determined by scoring at or above grade level on the State Performance Assessments.

G2.B1 Various ability levels

G2.B1.S1 Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student to include response to literature and integration of science. After school tutoring will be offered to low performing students.

PD Opportunity 1

Provide training on instructional best practices. Provide time and materials for teachers to collaboratively create engaging lessons and activities. Provide reading professional development activities SDE- Comprehension Strategies, fall SDE Reading Workshop. Provide writing rubrics and practice opportunities.

Facilitator

School Administration, Teachers, District Office staff, iReady Staff, Linda Hoyt Trainers

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G2.B3 Staff development and time and money required.

G2.B3.S1 Provide collaborative planning time for teachers and staff development opportunities. Provide county and/or school wide staff development in Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies. Provide staff development - SDE Reading instructions.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Facilitator

District Office staff, administration, teachers, Grade Level Chairs

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G3. Yulee Elementary School will strive to help all students achieve proficiency in math as determined by scoring at or above grade level on the State Performance Assessments.

G3.B1 Various ability levels.

G3.B1.S1 Small group instruction will be utilized during the math block to meet the learning needs of each student. This instructional time will include the current skill in addition to a spiral review and an introduction to a skill that will be taught at a later time.

PD Opportunity 1

Provide training on iReady reports and instructional best practices. Provide time and materials for teachers to collaboratively create engaging lessons and activities.

Facilitator

Teachers, district office staff, administration, Linda Hoyt Trainers, Grade level and PLC leaders

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G3.B3 Staff development and time and money required.

G3.B3.S1 Provide collaborative planning time for teachers. Provide county and/or staff development for Florida Standards implementation to include a focus on curriculum shifts and Marzano instructional strategies.

PD Opportunity 1

Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.

Facilitator

District Office staff, administration, teachers, and Grade Level Chairs

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Utilizing technology such as the Think Central, and Discovery Education, leveled readers, poems, and science passages during small group instruction. Teachers will also implement discovery and experimental lessons in the STEAM Lab. Provide teachers with continued training on standards and effective teaching strategies to ensure effective small group and differentiated instruction.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$800.00
<i>Notes: STEAM Parent Night</i>						
2	G1.B2.S1.A1	Parental involvement opportunities and communication				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$300.00
<i>Notes: Newsletters</i>						
3	G1.B3.S1.A1	Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$1,000.00
4	G1.B3.S2.A1	Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$2,000.00
<i>Notes: Walkthrough visits</i>						
5	G2.B1.S1.A1	Provide training on instructional best practices. Provide time and materials for teachers to collaboratively create engaging lessons and activities. Provide reading professional development activities SDE- Comprehension Strategies, fall SDE Reading Workshop. Provide writing rubrics and practice opportunities.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0102 - Yulee Elementary School	Title I, Part A		\$1,000.00
6	G2.B2.S1.A1	Parental involvement opportunities and communication				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title, I Part A		\$500.00
7	G2.B3.S1.A1	Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Provide Substitute teachers to cover for various training and collaboration activities.</i>			
8	G3.B1.S1.A1	Provide training on iReady reports and instructional best practices. Provide time and materials for teachers to collaboratively create engaging lessons and activities.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$400.00
			<i>Notes: Math Parent Night</i>			
9	G3.B2.S1.A1	Parental involvement opportunities and communication				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$300.00
10	G3.B3.S1.A1	Provide collaborative planning time and professional development to meet the needs of the teachers. Allow teachers to conduct walk-throughs and allow teachers to visit other classrooms to observe best practices.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0102 - Yulee Elementary School	Title I, Part A		\$2,400.00
			<i>Notes: Subs for Walk-Through Visits</i>			
					Total:	\$10,700.00