YULEE ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement

The vision of Yulee Elementary School is to establish a positive collaborative work culture that promotes and fosters teaching and learning among the community of learners. The school's instructional focus will be centered on the use of small groups and include differentiation for all students as well as the integration of Science, Technology, Engineering and Math (STEM) within literacy blocks. Classroom instruction will include a strong emphasis on the development of a model for vocabulary instruction as well as the teaching of fluency and comprehension skills in Reading and Math blocks. Curriculum will also be spiraled on a daily basis.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Bryce Cubbal

Position Title

Principal

Job Duties and Responsibilities

- Overseeing daily activities and operations within the school.
- Disciplining or advising students.
- Approving teachers' curriculums and supporting instruction
- Ensuring a safe school environment for students and staff.
- Managing staff and implementing educational policies

Leadership Team Member #2

Employee's Name
Tara Libby

Position Title
Assistant Principal

Job Duties and Responsibilities

- Support the Principal and assume responsibilities in his absence.
- Overseeing daily activities and operations within the school.
- Disciplining or advising students.
- Approving teachers' curriculums.
- Ensuring a safe school environment for students and staff.
- Managing staff and implementing educational policies

Leadership Team Member #3

Employee's Name
Jessica Goddard

Position Title
Reading Coach

Job Duties and Responsibilities

- Support reading instruction campus wide
- Facilitate professional development in the Science Reading
- Coaching cycles with new teachers
- Collaborating with Administration about school data and instructional practices
- Facilitate and monitor after-school tutoring program

Leadership Team Member #4

Employee's Name
Kellie Jones

Position Title
5th Grade Chair

Job Duties and Responsibilities

- Liaison between Administration and grade level
- Facilitate weekly grade level meetings

- Lead weekly grade level ELA planning sessions
- Mentor new team members
- Provide ELA instruction

Leadership Team Member #5

Employee's Name
Rachael Albury

Position Title
4th Grade Chair

Job Duties and Responsibilities

- Liaison between Administration and grade level
- Facilitate weekly grade level meetings
- Lead weekly grade level ELA planning sessions
- Mentor new team members
- Provide ELA instruction

Leadership Team Member #6

Employee's Name
Gloria Szubelak

Position Title
3rd Grade Chair

Job Duties and Responsibilities

- Liaison between Administration and grade level
- Facilitate weekly grade level meetings
- Facilitate weekly grade level ELA/Math planning sessions
- Mentor new team members
- Provide classroom instruction

Leadership Team Member #7

Employee's Name
Jennifer Franklin

Position Title
ESE Chair

Job Duties and Responsibilities

- Liaison between Administration and ESE team
- Facilitate weekly grade level meetings
- Lead weekly ESE planning sessions
- Mentor new team members
- Provide ESE instruction
- Ensure ESE compliance with ESE teachers.

Leadership Team Member #8

Employee's Name
Jonathan Tate

Position Title
PE Teacher

Job Duties and Responsibilities

- Liaison between Administration and activity teachers
- Mentor new team members
- Collaborate with PE para
- Provide PE instruction

Leadership Team Member #9

Employee's Name
Moya Page

Position Title
Guidance Counselor

Job Duties and Responsibilities

- Schedule and facilitate a variety of parent meetings (504 and IEP)
- Collaborate with school staffing specialist and psychologist on student progress
- Monitor and provide guidance to teachers during MTSS process
- Collect and monitor MTSS paperwork
- Maintain accurate records for student cumulative folders
- Support students on campus

Leadership Team Member #10

Employee's Name

Kristi Paul

Position Title

Paraprofessional

Job Duties and Responsibilities

- Liaison between Administration and paraprofessionals
- Support instruction in the classroom
- Provide intervention to identified students
- Tutor students in the after school tutoring program

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The school leadership team is comprised of leaders in each job category at Yulee Elementary School. The leadership team is comprised of administration, grade level chairs, literacy coach, guidance, activity teacher, and paraprofessional. The school leadership team is involved in the analysis of data needed for the SIP. The leadership team also helps draft the SIP goals and action steps each year. This involvement is necessary as these members ensure that all action items are carried out with fidelity. In addition, Yulee Elementary develops a School Advisory Committee according to state guidelines. Each year the SAC offer feedback and vote to approve the current SIP. They also review mid year data and work with the school to complete a Mid Year Reflection. Finally, the SAC also offer end of year feedback and insight into Title I funds and expenditures.

SIP Monitoring

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

Monitoring must occur regularly and continuously in order to ensure our strategies and interventions are being successful. Monitoring of our SIP goals and strategies begin at the classroom level. Teachers regularly complete test item analysis following the administration of each test. Useful information is gained from this, and is used to make instructional decisions to close gaps in learning. Planning teams complete a similar process to ensure we are appropriately covering material, and teaching it to the level of rigor the state standard was written to. Related trends by subgroups or demographics are analyzed during the instructional planning process. Revisions or adjustments to the plan are made as needed in order to ensure the plan remains relevant and effective.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **3-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**25.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**44.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: A*** **2021-22: A** **2020-21: A** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days				23	24	15				62
One or more suspensions				0	0	0				0
Course failure in English Language Arts (ELA)				8	3	5				16
Course failure in Math				7	8	4				19
Level 1 on statewide ELA assessment				19	5	14				38
Level 1 on statewide Math assessment				19	7	19				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				18						18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				17						17

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				11	5	6				22

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				12	0	1				13
Students retained two or more times				0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days				28	28	35				91
One or more suspensions				5	10	16				31
Course failure in ELA				7	1	2				10
Course failure in Math				3	2	1				6
Level 1 on statewide ELA assessment				5	11	24				40
Level 1 on statewide Math assessment				3	14	34				51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				4	6	14				24

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				5		1				6
Students retained two or more times					1					1

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022 DISTRICT†	2022 STATE†
ELA Achievement *	68	69	57	67	69	53	67	69	56
ELA Grade 3 Achievement **	67	69	58	68	70	53			
ELA Learning Gains	68	65	60		65				
ELA Learning Gains Lowest 25%	62	57	57		56				
Math Achievement *	70	74	62	72	77	59	78		53
Math Learning Gains	72	72	62		68				
Math Learning Gains Lowest 25%	66	65	52		58				
Science Achievement *	60	65	57	63	69	54	66	81	59
Social Studies Achievement *								70	64
Middle School Acceleration								65	52
Graduation Rate								70	50
College and Career Readiness									80
ELP Progress	70		61	48		50			59

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	533
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	60%	65%	74%		64%	59%

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

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	44%	No		
English Language Learners	56%	No		
Asian Students	55%	No		
Black/African American Students	53%	No		
Hispanic Students	64%	No		
Multiracial Students	59%	No		
White Students	70%	No		
Economically Disadvantaged Students	60%	No		

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		
English Language Learners	48%	No		
Asian Students	75%	No		
Black/African American Students	50%	No		
Hispanic Students	68%	No		
Multiracial Students	67%	No		
White Students	69%	No		
Economically Disadvantaged Students	57%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	56%	No		
Native American Students				
Asian Students	80%	No		
Black/African American Students	50%	No		
Hispanic Students	64%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	67%	68%	62%	70%	72%	66%	60%					
Students With Disabilities	37%	42%	44%	48%	34%	56%	58%	32%					
English Language Learners	41%		54%		65%	62%							
Asian Students	40%				70%								
Black/African American Students	57%	45%	65%		54%	60%		36%					
Hispanic Students	64%	67%	65%		63%	63%		59%					
Multiracial Students	68%	65%	67%		53%	45%		58%					
White Students	70%	68%	70%	65%	74%	76%	70%	63%					
Economically Disadvantaged Students	57%	60%	61%	59%	60%	70%	67%	43%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%	68%			72%			63%					48%
Students With Disabilities	51%	62%			46%			44%					
English Language Learners	38%				75%								30%
Asian Students	50%				100%								
Black/African American Students	53%	55%			61%			31%					
Hispanic Students	66%	67%			74%			65%					
Multiracial Students	67%	73%			65%			64%					
White Students	68%	69%			72%			65%					
Economically Disadvantaged Students	55%	53%			64%			55%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	67%		65%	56%	78%	68%	58%	66%					
Students With Disabilities	39%		55%	52%	43%	42%	44%	29%					
English Language Learners	38%		60%		56%	70%							
Native American Students													
Asian Students	64%		85%		86%	85%							
Black/African American Students	49%		46%	55%	65%	54%							
Hispanic Students	60%		64%		70%	60%							
Multiracial Students	70%		70%		78%	70%		80%					
Pacific Islander Students													
White Students	69%		66%	56%	79%	68%	58%	68%					
Economically Disadvantaged Students	57%		60%	48%	67%	60%	50%	53%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	67%	68%	-1%	55%	12%
Ela	4	65%	69%	-4%	53%	12%
Ela	5	70%	69%	1%	55%	15%
Math	3	65%	64%	1%	60%	5%
Math	4	69%	76%	-7%	58%	11%
Math	5	74%	78%	-4%	56%	18%
Science	5	58%	64%	-6%	53%	5%

III. Planning for Improvement

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

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

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

Our school wide ELA data increased 1% in 2024 for an overall ELA achievement of 68%. 3rd grade ELA showed the most improvement increasing to 68% in 2024 compared to 67% in 2023. As a school we continue to develop our knowledge and understanding of the most recent B.E.S.T Standards and adopted curriculum. We also continue to perform data analysis activities to help guide instructional decisions. Our instruction is very specific and tailored to individual student needs. Specific populations such as lowest quartile, ESE, and demographic subgroups were identified, offered specific instruction, and progress monitored.

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

We continue to see a decline in our 5th grade Science scores over the past 3 years. Our 2024 Science proficiency rate was a 60%. This is our single lowest performing subject area. This is a 3% decrease from 2023 (63%) and a 6% decrease from 2022 (66%). Although our school average continues to be higher than the State average over the past 3 years (57% in 2024, 54% in 2023, and 59% in 2022), Yulee Elementary continues to perform below the District average (65% in 2024, 69% in 2023, and 81% in 2022). One contributing factor was related to effectively identifying students' foundational knowledge and filling their learning gaps. We realize we need to do a better job in vertically aligning our Science Standards and instruction. There are several standards that are assessed in 5th grade that are previously taught in 3rd and 4th grade.   An additional contributing factor is related to some new team members teacher Science. Although Professional Development and support is regularly offered, they have not yet mastered the pedagogy and content knowledge related to Science standards. Finally, we must continue to inspect our Science Instruction to ensure lessons and content are being taught with fidelity.

Mathematics showed the 2nd greatest decline school wide. Our proficiency rate for the 2024 school year was 70%. This is a 2% drop from the 2023 school year where our proficiency was 72%. A

deeper dive indicates the following decline in each grade level. 3rd Grade in the 2023 school year had a proficiency rate of 72% and dropped to 66% for the 2024 school year. 4th Grade in the 2023 school year had a proficiency rate of 73% and dropped to 69%% for the 2024 school year. 5th Grade in the 2023 school year had a proficiency rate of 78% and dropped to 74% for the 2024 school year. One contributing factor was related to effectively identifying students' foundational knowledge and filling their learning gaps. COVID and virtual learning was a tremendous barrier for our 3rd graders having not officially attended in person kindergarten. Other grade levels also experience similar domino effects. An additional contributing factor is related to some new team members teacher math. Although Professional Development and support is regularly offered, they have not yet mastered the pedagogy and content knowledge related to mathematic standards.

Greatest Decline

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

 Our Students with Disabilities subgroup performs lower than our non-disabled students. More specifically, our SWD achievement level performance has declined.   Our 2024 data indicates 37% of students performed at a proficiency level on the ELA F.A.S.T Progress Monitoring. This is a 14% decrease from 2023.   Our 2024 data indicates 34% of students performed at a proficiency level on the Math F.A.S.T Progress Monitoring 3 assessment. This is a 12% decrease from 2023. One contributing factor is related to the vast learning gap many of our students possess and new students enrolling. We successfully identified learning gaps for our SWD, but this is still a practice we an improve. Many students closed and are continuing to close the learning gap, but individual growth does not always translate into proficiency. We did however have some of the highest gains in the District not only for all students but also our Lowest Quartile. Our ELA Gains for SWD was 44% for ELA and 34% for Math. Our SWD ELA LQ gains were 44% and 56% for math.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

 All of performance indicators are above the state average. Our 5th grade math scores were 18% higher than the state average scoring 74% compared to 56%. Our lowest performance (although still above the state average) was 5th grade Science scoring 60% compared to 57%.

Our small group differentiated instruction model, MTSS process, and continuous data analysis are key factors in our academic success. Data drives our instruction, which allows us an opportunity to meet our students where they are academically.

Historically, our data outperforms the state average. Our Science data is trending downward as mentioned above. Our proficiency rate decreased from 63 % to 60%. We have already performed data analysis and professional development to increase our scores. We realize we need additional Science through Reading instruction as well as better vertical alignment in 3rd and 4th grade.

EWS Areas of Concern

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

 Attendance continues to be a concern in all grade levels. According to our EWS report 62 students school wide missed 10% or more of the school year which is considered Chronically Absent. The proficiency rate of Math continues to be an area of focus. School wide 45 students received a level 1 on the PM3 Math Assessment.

Highest Priorities

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

 Yulee Elementary has identified 3 priorities for the 2024-2025 school year. 1. Increase Science Proficiency Rate. 2. Increase Math Proficiency Rate 3. Increase proficiency rate for SWD in ELA and Math. 4. Increase the number of students who attend school with a 90% or higher attendance rate.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Yulee Elementary will increase the percentage of students school wide performing at or above the proficiency level of 3 or higher on the 24-25 ELA PM3 F.A.S.T Assessment. Our overall ELA scores improved for the 23-24 school year compared to the 22-23 school year, but there is still a need to increase the percentage of students performing at or above the proficiency level. Students becoming proficient readers is foundational for success in other subjects. If we continue to meet the needs of all learners, the percentage of students' proficiency performance will continue to increase.

Measurable Outcome

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

Yulee Elementary will increase the percentage of students school wide performing at or above the proficiency level of 3 or higher from 68% in the 23-24 school year to 73% in 24-25 on the F.A.S.T PM 3 Assessment.

More specifically, we will increase the percentage of SWD school wide performing at or above a level 3 or higher from 37% to 45% in 24-25 on the F.A.S.T PM3 Assessment. This will be an increase of 8 students increasing their score to a proficiency level.

Monitoring

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

School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers.

All data outcomes are also presented and discussed with the School Advisory Council. Stakeholder work collaboratively to identify problem areas, develop improvement strategies, monitor improvement, and make change as necessary when new data becomes available.

We will monitor our progress by dissecting our results from the Beginning of Year PM1 ELA Assessment and iReady Diagnostic Tool. These assessments are taken 3 times a year and are a good indicator on how students will perform on the End of Year. According to our most recent iReady Assessment we have an average of 69% of our students performing below grade level (3rd 61%, 4th 73%, 5th 72%). Grade levels meet weekly to perform a test item analysis on the most recent assessment. The dissected data is then used to make instructional decisions for the next several weeks of instruction. Our literacy coach also has data chats in order to guide teachers through instructional grouping practices. Many students are also served through our MTSS process to help ensure they are successful in the general education classroom.

To support our SWD, a master list of all students will be created identifying their past and current performance levels. Data chats will occur with teachers to plan specific gap instruction around their deficit areas. Progress monitoring will be completed biweekly to track progress on interventions.

Person responsible for monitoring outcome
Bryce Cubbal, Principal.

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

Description of Intervention #1:
We must first identify students who are performing below the proficiency level. From there, we examine current and additional instructional supports we can implement and put in place for our students. Most students receive multiple doses of instruction throughout the day. Differentiated small group instruction is a primary instructional strategy in which we find great success. The instruction must be standards based, differentiated and based on the Science of Reading research. Additional professional development is also needed to ensure they are equipped with the tools and knowledge they need as professionals. Most recently teachers received PD on the practice profiles with emphasis on explicit and scaffolded Instruction. For grades K-3, the following Institute of Educational Science (IES) Practice Guide recommendations support our use of explicit, systematic, small group differentiated and scaffolded instruction, Lexia, Iready, and use of the Sonday System: Foundational Skills to Support: Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/PracticeGuide/21 *Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (minimal evidence) *Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence) *Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence) *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate evidence) For Grade 3-5 the following Institute for Educational Science (IES) Practice Guide recommendations support our use of explicit, systematic, small group

differentiated and scaffolded instruction, Lexia, Iready, and use of the Sonday System: Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/WWC/PracticeGuide/29
*Build Students decoding skills so they can read complex multisyllabic words (strong evidence)
*Provide purposeful fluency-building activities to help students read effortlessly (strong evidence)
*Routinely use a set of comprehension-building practices to help students make sense of text (strong evidence) *Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence).

Rationale:
We must meet our students where they are academically. This will ensure learning gaps are filled so we can move forward toward on level instruction. We must also continue to provide professional development for teachers in how to provide quality research-based instruction. Teachers must continue to develop skills in the areas of explicit and scaffolded instruction, and engagement strategies. The purpose of small group instruction is to address learning deficits. When students are placed in small groups of 2 to 6 and provided direct instructional support, student success increases. The use of the Sonday System provides educators effective intervention resources and strategies that allow students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency within the five reading components. In addition, we will use Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.) K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes: Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Four types of classroom assessments: screening, progress monitoring, diagnostic and summative assessment. Three tiers of instruction: Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading. Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction. Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
ELA Student Improvement Plan

Person Monitoring:	**By When/Frequency:**
Bryce Cubbal, Principal	May 2025/Monitoring Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Targeted in-school support with small group instruction 2. Tiered support as indicated in MTSS and

supported by the A-Team 3. After school tutoring of our lower quartile with specific instruction based on area of need. 4. Intervention Time (Hornet Time) utilized with students needing support of specific skills and standards 5. Incorporating a more direct use of the Gradual Release Model in small group instruction, explicit instruction and scaffolded instruction. 6. Incorporating researched-based Vocabulary Strategies For monitoring, school administrators will support and monitor implementation of the interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Yulee Elementary will increase the percentage of students school wide performing at or above the proficiency level of 3 or higher on the 24-25 Math PM 3 F.A.S.T Assessment. Our overall Math scores declined for the 23-24 school year compared to the 22-23 school year, therefore we must be intentional to support our math students to ensure growth to reach proficiency. Students becoming proficient with foundational math skills is vital for their success. If we continue to meet the needs of all learners, the percentage of students' proficiency performance will continue to increase.

Measurable Outcome

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

Yulee Elementary will increase the percentage of students school wide performing at or above the proficiency level of 3 or higher from 70% in the 23-24 school year to 75% in 24-25 on the F.A.S.T Math PM 3 Assessment.

More specifically, we will increase the percentage of SWD school wide performing at or above a level 3 or higher from 34% to 45% in 24-25 on the F.A.S.T PM3 Assessment. This will be an increase of 8 students performing at the proficiency level.

Monitoring

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

School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Leadership team, grade level teams, departments, and individual teachers.

All data outcomes are also presented and discussed with the School Advisory Council.   Stakeholder work collaboratively to identify problem areas, develop improvement strategies, monitor improvement, and make change as necessary when new data becomes available.

We will monitor our progress by dissecting our results from the Beginning of Year PM1 Math Assessment and iReady Diagnostic Tool. These assessments are taken 3 times a year and are a good indicator on how students will perform on the End of Year. According to our most recent iReady Assessment we have an average of 85% of our students performing below grade level (3rd 94%, 4th 82%, 5th 77%). Grade levels meet weekly to perform a test item analysis on the most recent assessment. The dissected data is then used to make instructional decisions for the next several weeks of instruction. Our administrative team also has data chats in order to guide teachers through instructional grouping practices. Many students are also served through our MTSS process to help ensure they are successful in the general education classroom.

To support our SWD, a master list of all students will be created identifying their past and current performance levels. Data chats will occur with teachers to plan specific gap instruction around their deficit areas. Progress monitoring will be completed biweekly to track progress on interventions.

Person responsible for monitoring outcome
Bryce Cubbal, Principal

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

Description of Intervention #1:
We must first identify students who are performing below the proficiency level. From there, we examine current and additional instructional supports we can implement and put in place for our students. Most students receive multiple doses of instruction throughout the day. Differentiated small group instruction is a primary instructional strategy in which we find great success. The instruction must be standards based, differentiated and based on the B1G M. Additional professional development is also needed to ensure they are equipped with the tools and knowledge they need as professionals. Most recently teachers received PD on the practice profiles with emphasis on explicit and scaffolded Instruction as well as CRA (Concrete, Representational, Abstract) strategies.

Rationale:
We must meet our students where they are academically. This will ensure learning gaps are filled so we can move forward toward on level instruction. We must also continue to provide professional development for teachers in how to provide quality research based instruction. Teachers must continue to develop skills in the areas of explicit and scaffolded instruction, and engagement strategies. The purpose of small group instruction is to address learning deficits. When students are

placed in small groups of 2 to 6 and provided direct instructional support, student success increases. The use of the iReady program provides differentiated instruction on the students level with a prescribed pathway that is determined based on a beginning of year diagnostic assessment.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Math Student Improvement Plan

Person Monitoring:	**By When/Frequency:**
Bryce Cubbal, Principal	May 2025 / Monitoring Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Targeted in-school support with small group instruction 2. Tiered support as indicated in MTSS and supported by the A-Team 3. After school tutoring of our lower quartile with specific instruction based on area of need. 4. Intervention Time (Hornet Time) utilized with students needing support of specific skills and standards 5. Incorporating a more direct use of the Gradual Release Model in small group instruction, explicit instruction and scaffolded instruction. 6. School administrators will support and monitor implementation of the interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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

Yulee Elementary will increase the percentage of students school wide performing at or above the proficiency level of 3 or higher on the 24-25 Science Assessment. Our overall Science scores declined for the 23-24 school year compared to the 22-23 school year, therefore we must be intentional to support our Science students to ensure growth to reach proficiency. Students becoming proficient with foundational Science skills is vital for their success. If we continue to meet the needs of all learners, the percentage of students' proficiency performance will continue to increase

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Yulee Elementary will increase the percentage of students school wide performing at or above the proficiency level of 3 or higher from 60% in the 23-24 school year to 70% in 24-25 on the Science Assessment.

Monitoring

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

School wide data will be reviewed for each teacher and student. Principals will hold data chats with the Math/Science Curriculum Team, grade level team, and individual teachers. We will also utilize our Science Grades and Science software programs to assign lessons to monitor student understanding of key Science Standards.

All data outcomes are also presented and discussed with the School Advisory Council. Stakeholders work collaboratively to identify problem areas, develop improvement strategies, monitor improvement, and make change as necessary when new data becomes available

We will monitor our progress by dissecting our results from the Weekly Chapter Tests and IXL Science Software. These assessments are taken 3 times a year and are a good indicator on how students will perform on the End of Year. Grade levels meet weekly to perform a test item analysis on the most recent assessment. The dissected data is then used to make instructional decisions for the next several weeks of instruction. Our Science team will be provided a substitute to meet monthly to further dissect the latest data and plan additional Science Instruction. Our administrative team also has data chats in order to guide teachers through instructional grouping practices. Many students are also served through our MTSS process to help ensure they are successful in the general education classroom.

Person responsible for monitoring outcome
Bryce Cubbal, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

We must first identify students who are performing below the proficiency level. This is completed through test item analysis and through the use if IXL Science. From there, we examine current and additional instructional supports we can implement and put in place for our students. Differentiating instruction based on student need is a strategy in which we find great success. The Science instruction must be standards based and prescriptive to need. Additional professional development is also needed to ensure teachers are equipped with the tools and knowledge they need as

professionals. Most recently we developed a PD plan focused on increasing Science Instruction. We also realize the need to implement the same Reading Strategies from the ELA block into Science instruction. This plan involves using funds to purchase additional Science instructional materials, pay for substitutes to support planning days and PD Days, and offer stipends for additional after hours work.

Rationale:

We must meet our students where they are academically and fill any gaps students have in Science instruction. The use of Reading skills and strategies will also be used to support instruction. We realize that students who struggle with Reading also struggle with Science due to the readability level of the Science test and text. We must also continue to provide professional development for teachers in how to provide quality research-based instruction. Teachers must continue to develop skills in the areas of explicit and scaffolded instruction, as well as engagement strategies. The benefit of small group instruction and center rotations for Science is also being utilized.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Science Improvement Plan

Person Monitoring:	**By When/Frequency:**
Bryce Cubbal, Principal	May 2025/Monthly

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

1. Science Data Analysis. Analyze 23-24 Science data, ongoing Chapter tests, and IXL Science assigned lessons. 2. PD Development. Specific PD funds will be used to provide substitutes, purchase additional Science Resources, Peer Observations, and after school stipend work. 3. Admin/ Lead Inspection. Administration and team lead will regularly inspect Science instruction and ensure it is being done with fidelity. Follow up conferences will occur so "coaching strategies" can be implemented. All action steps will be monitored so weekly and monthly. Follow up conversations and documentation will occur to ensure if changes or improvements are necessary, they are implemented.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

reviewed.

For the 2024-2025 school year, Yulee Elementary will focus on improving student attendance. More specifically, we will focus on grades 3-5 and those students who are Chronically Absent. Chronically Absent is defined as students that miss more than 10% of the school year regardless of excused or unexcused absences. Our 2023-2024 school data indicated that 137 students school wide were defined as Chronically Absent. This is 21% of our total school population of 647 Students.

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

Yulee Elementary will reduce the number of students school wide (grades 3-5) who are Chronically Absent from 21% (2023-2024) to 16% (2024-2025). This is a reduction of 5% and approximately 40 students.

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

Attendance will be monitored at our Monthly Problem Solving Team Meeting (A-Team). A monthly attendance report is given to each grade level representative, school social worker, guidance counselor, SRO and administrator. We have also identified a list of our current/returning students who were Chronically Absent in the 23-24 school year, their current homeroom, and absent status.

Ongoing monitoring and intervention will increase accountability for all stakeholders. Students must attend school to experience and maximize all learning opportunities.

Person responsible for monitoring outcome
Bryce Cubbal, Principal

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Build the Team and Define the Need. Monthly Problem Solving Team Meetings (A-Team) where attendance reports are analyzed and specific student data tracked. The team will have discussions to identify root causes of chronic absenteeism. Additionally, we will assess our current attendance interventions and incentive systems for effectiveness.

Rationale:
Only by tracking and discussing our attendance data can we increase our accountability and take proper action. After root causes are identified, we can find a solution and solve the issue. Although

previous interventions have been in place it is important to check the level of effect on improving attendance. New school years, new students, and new families bring new challenges that may require different interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Foster Community, Nurture Collaboration, Increase Awareness Information will be given to all stakeholders indicating current attendance polices, attendance rates and the importance of attendance. Information will be shared through various platforms including, formal letters, phone calls, in person meetings and social media. Yulee Elementary will also create a Daily, Weekly, and Quarterly Incentive Plan. This plan will be relevant and supportive to all stakeholders.

Rationale:
All stakeholders (teachers, students and parents) need to be educated on the importance of good school attendance and the impact/consequence to poor school attendance. Society has changed over the past several years. New barriers are present and families have different priorities. As a school we hope to emphasize the importance of attendance while providing support to all stakeholders.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Further Develop our Multi-Tiered System of Support (MTSS) Yulee Elementary will put in place strategies and interventions to: -Make students excited about coming to school -Intervene early on attendance patterns -Monitored intervention fidelity -Engage in preventative strategies

Rationale:
Students and families may require different levels of support. The MTSS process will ensure the school is equipped to support each unique situation. Involving key stakeholders (admin, teachers, parents, social workers) will allow us an opportunity to explore all support agencies available to help ensure families needs are addressed. Monitoring and addressing early attendance patterns will provide us with opportunities to set up preventative and positive incentives for attendance. Creating preventative strategies will support parents and students as we navigate increasing attendance rates school wide.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Reducing the percentage of Chronically Absent Students

Person Monitoring: **By When/Frequency:**

Bryce Cubbal, Principal   May 2025/Monthly

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

1. Build the Team -Analyze and Communicate Data: Monthly A-Team Meetings, -Search to identify the root cause: Talk with parents, involve social worker, analyze absence notes 2. Foster Community, Collaboration and Awareness -Bring Parents into the school: volunteering, conferences, parent nights -Communicate importance to all stakeholders: flyers, messages, school reach calls 3. Develop MTSS -Positive School Culture: Attendance Interventions Daily, Weekly, Quarterly -Target Interventions: Parent calls, letters, Check in Check out, Alternate Transportation, -Individual Support: Home Visit, Social Worker Referral, Team Meeting

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

Yulee Elementary analyzes subgroup achievement data to develop our Title I Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). Both plans are discussed, evaluated, and voted on at our School Advisory Council (SAC) meetings. Our Title I CNA outlines how we plan to fund 1.) student needs (e.g., supplies, paraprofessionals, technology programs), 2.) parent and family engagement needs (e.g., parent nights, parent communication), 3.) curriculum development needs (e.g., data chats, planning days), and 4.) professional development needs (e.g., teacher walkthroughs, B.E.S.T. standards and Benchmark training). The CNA must be developed with participation from individuals that carry out school-wide program plans including teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. Our CNA is available upon request. A paper copy of our SIP is available in our front office and a digital copy can be viewed on our school's website. https://www.nassau.k12.fl.us/Domain/14. Both the paper copy and digital copy are referenced on our monthly school calendars, so that all school stakeholders are aware of the various methods of dissemination. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Yulee Elementary School continually strives to build positive relationships with parents, families, and community stakeholders. To achieve our goal in fulfilling our school's mission for parent and family engagement, we follow a process that starts at our spring School Advisory Council (SAC) meeting. At this meeting, we evaluate the results of our current year's Title I Parent Survey and school-level Parent and Family Engagement Plan (PFEP). Topics of discussion include flexible parent nights and meetings, progress monitoring of students, parent communication, barriers to parent involvement, and professional development to effectively train our staff on bridging the gap between school and home. Additionally, we reflect on parents' survey results indicating if they feel valued, respected, and welcomed at our school. The information gleaned at this meeting, along with insight gathered from our District Title I Meeting, weekly collaboration meetings, leadership team meetings, faculty meetings, and parent teacher meetings gives us a comprehensive look into our school's ability to build positive relationships with our school stakeholders. If an area of focus does not meet our level of expectations, we set goals and establish priorities for the upcoming school year and reassess them in the spring. Yulee Elementary School's PFEP is available on our school website https://www.nassau.k12.fl.us/domain/428 and in our front office. Our monthly calendars and newsletters state where this plan can be accessed. Our district PFEP and Title I Handbook & Parent Desk Reference are available on our Nassau County School District website. The Handbook is disseminated to all families at the start of each school year, and it outlines how to access the district PFEP. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

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

Title 1 funds are used to hire additional personnel to assist in the classroom with small group ELA and Math instruction and provide academic remediation. Technology programs such as Lexia Core 5, iReady, and IXL are utilized to strengthen students' phonics, phonemic awareness and comprehension skills as well as math skills. School-wide tutoring and intervention programs are also in place to provide additional intervention and remediation.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Yulee Elementary's School-Wide Program Plan is developed with participation from teachers,

administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. We work with our Title I department and Food Service department to determine our school's free and reduced lunch count, which dictates our Title I allocation. Yulee Elementary School and the Title I department work closely with other federal programs, including Title II and Title III to pinpoint staff development opportunities and to improve the achievement of our ELL student population. We work with our Director of School Services to ensure interventions are in place for our homeless students and foster care students. We collaborate with our ESE department to provide specially designed instruction to meet the unique needs of our students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

The district receives funds through the Mental Health Assistance Allocation (MHAA) to provide mental health support services. Mental health staff engage with students using the system of care process or the problem-solving team process to offer in-school support and connect students with community resources. In-school supports are monitored through the multi-tiered system of supports (MTSS). Interventions in resiliency, life skills, and mental health may include check-in check-out, Zones of Regulation, and cognitive-behavioral techniques, among others.

Preparing for Postsecondary Opportunities and the Workforce

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

NA

Addressing Problem Behavior and Early Intervening Services

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

The district uses the PBIS model in all its schools as a Tier 1 approach for prevention. The Multi-Tiered System of Supports (MTSS) is a data-driven process that provides support to both teachers and students by offering effective, research-based behavior and behavioral health instruction and interventions at the classroom/school-wide level, for small groups of students, or for individual students. Problem-solving teams use a 4-step problem-solving model to analyze data, identify problems, develop action plans, and monitor outcomes. If a disability is suspected during the data review process, the problem-solving team will recommend an evaluation to determine if the student may need specialized instruction to access the educational environment.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Our LEA comingles Title I funds with other state and federal programs including Title II, Title III, Title IV, and IDEA to ensure we provide professional learning activities for our teachers, paraprofessionals, and other school personnel to improve instruction. Teachers have participated in professional learning in the following areas: behavior management, Resiliency, explicit instruction for ELA and Math, New Teacher Orientation programs, Mentoring, Vocabulary, Science textbook training, and writing. We work closely with our Coordinator of Student Services & Assessments to ensure staff are trained to analyze data and use it to drive instruction. We work alongside our Human Resources Department to recruit and retain effective teachers, particularly those in high needs subjects. Annually, schools participate in a recruitment fair to hire qualified applicants early.   This year Nassau County will be working with our educational consortium, NEFEC, to provide teachers needing to obtain certification a PLCP (Professional Learning Certification Program).

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

NA

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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