

Nassau County School District

YULEE PRIMARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Yulee Primary School, we adopt the Nassau County Mission Statement which is the following: Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement

Yulee Primary School will collaborate with all stakeholders by actively engaging all learners through a rigorous differentiated curriculum, aligned with state and district standards, in a respectful, age appropriate and safe environment.

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

Vicki Grubbs

Position Title

Principal

Job Duties and Responsibilities

Provides a common vision for the use of data-based decision-making. Ensures there is district support from Curriculum and Instruction as well as Student Services. Oversees student applications and acceptance. Recruits the best and the brightest teachers and staff; reflecting diversity that mirrors the student population. Serves as the liaison between the school and community. Provides much needed resources to teachers and staff in order to meet students' social, emotional and academic needs. Ensures school compliance with federal policies such as Title 1. The principal ensures that all staff comply with the district-wide school site standards.

Leadership Team Member #2

Employee's Name

Whitney Jones

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides administrative assistance to the principal, conducts data chats with teachers, assists with data disaggregation and provides evaluative process to all staff.

Leadership Team Member #3

Employee's Name

Linda Montoto

Position Title

Reading Coach

Job Duties and Responsibilities

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that identify students to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Leadership Team Member #4

Employee's Name

Kathy Dubberly

Position Title

School Counselor

Job Duties and Responsibilities

Provides information, guidance and support to students related to scheduling, mental health, testing, academic monitoring, and counsels students with personal issues as needed.

Leadership Team Member #5

Employee's Name

Rachel Cecil

Position Title

Classroom Teacher

Job Duties and Responsibilities

Educate students on standards based instruction and leading their team of teachers.

Leadership Team Member #6

Employee's Name

Stephanie Miller

Position Title

Classroom Teacher

Job Duties and Responsibilities

Educate students on standards based instruction and leading their team of teachers.

Leadership Team Member #7

Employee's Name

Sarah Foose

Position Title

Classroom Teacher

Job Duties and Responsibilities

Educate students on standards based instruction and leading their team of teachers.

Leadership Team Member #8

Employee's Name

Amanda Crowder

Position Title

Classroom Teacher

Job Duties and Responsibilities

Educate students on standards based instruction and leading their team of teachers.

Leadership Team Member #9

Employee's Name

Leslie Byrd

Position Title

Paraprofessional

Job Duties and Responsibilities

Supporting teachers

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.

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

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-2
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	29.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	54.6%
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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: 2020-21: 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	32	32	23							87
One or more suspensions	0	0	1							1
Course failure in English Language Arts (ELA)	0	7	13							20
Course failure in Math	0	6	6							12
Level 1 on statewide ELA assessment	3	8	24							35
Level 1 on statewide Math assessment	2	19	17							38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	16	6							32
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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	4	11	15							30

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	5	10	19							34
Students retained two or more times	0	0	1							1

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	10	50	41							101
One or more suspensions			2							2
Course failure in ELA		3	8							11
Course failure in Math		2	2							4
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	27	13	21							61

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		2	5							7

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	3	4	1							8
Students retained two or more times										0

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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	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	50
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
Graduation Rate								70	50
Middle School Acceleration								65	52
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	43%	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%
Disabilities				
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.
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%		29%		
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.

There is no assessment data available for this school.

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 Math data increased 8% in 2024 for an overall Math achievement of 91%. Kindergarten Math showed the most improvement increasing to 92% in 2024 compared to 78% in 2023. Kindergarten classrooms included additional paraprofessional support assigned to provide teacher-planned small group instruction. As a school we continue to develop our knowledge and understanding of the most recent B.E.S.T Standards and adopted Go Math 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.

Reading showed the lowest performing subject area school wide. Our proficiency rate for the 2024 school year was 88%. This is a 5% increase from the 2023 school year where our proficiency was 83%. A deeper dive indicates the following lowest performance by grade level. Kindergarten in the 2023 school year had a proficiency rate of 91% and increased to 93% for the 2024 school year. 1st Grade in the 2023 school year had a proficiency rate of 80% and increased to 87%% for the 2024 school year. 2nd Grade in the 2023 school year had a proficiency rate of 77% and increased to 83% for the 2024 school year. One contributing factor that was related to 2nd grade having the lowest performance is some new team members on the grade level. Although Professional Development and support is regularly offered, they have not yet mastered the pedagogy and content knowledge related to B.E.S.T. 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 proficiency percentile rank performance has declined. Our 2024 data indicates

78% of students performed at a proficiency level on the ELA STAR Progress Monitoring. 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 can improve. Many students closed and are continuing to close the learning gap, but individual growth does not always translate into proficiency.

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 lowest performance (although still above the state average) was 2nd Grade ELA scoring 83% compared to the state average of 54%. 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 SWD data is trending downward. Our proficiency rate decreased from 86% to 78%. We have already performed data analysis and professional development to increase our ELA scores. We realize we need additional research-based instruction as well as better vertical alignment in Kindergarten and First 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 for all grade levels. According to our EWS report 127 of students school wide missed 10% or more of the school year which is considered Chronically Absent. The proficiency rate of reading continues to be an area of focus. School wide 87 students received a level 1 on the PM3 Reading assessment.

Highest Priorities

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

Yulee Primary has identified 3 priorities for the 2024-2025 school year.

1. Increase school wide reading proficiency rate.
2. Increase Reading proficiency rate for SWD.
3. Increase 2nd grade math proficiency rate.
4. Increase 2nd grade math proficiency rate for SWD.
3. 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 Primary will increase the percentage of students school wide performing at or above benchmark on the 24-25 ELA PM3 STAR 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 benchmark. 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 Primary will increase the percentage of students school wide performing at or above benchmark from 87% in the 23-24 school year to 89% in 24-25 on the STAR Reading PM 3 Assessment. More specifically, we will increase the percentage of SWD school wide performing at or above a level 3 or higher from 78% to 81% in 24-25 on the STAR Reading PM3 Assessment. This will be an increase of 1 student 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 STAR Reading PM1 ELA Assessment. 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 STAR Reading PM1 Assessment we have an average of 69% of our students performing at/above grade level (Kindergarten 62%, 1st 80%, 2nd 76%). 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

Vicki Grubbs & Whitney Jones

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:

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 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) *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:

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 skill(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, Tier 2 – Moderate 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

* Systematic planning of para plans across the grade levels. * Intervention times with support for Tier 2 & Tier 3 students built into the master schedule. * SONDAY used with SF teachers and paraprofessionals during small group reading and intervention times. * Literacy Team creation of systematic progression of anchor charts. *Vertical alignment of standards and presentation of anchor charts planned through Literacy Team.

Person Monitoring:

Vicki Grubbs, Whitney Jones, Linda Montoto

By When/Frequency:

Monthly

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

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 Primary 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 STAR Assessment. Our overall math scores for the 23-24 school year indicated 83% of the 2nd Graders performed at or above grade level. 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 Primary School will increase the percentage of students in 2nd grade math performing at or above the proficiency level of 3 or higher from 83% in the 23-24 school year to 86% in 24-25 on the STAR math PM 3 Assessment.

Beginning of the year PM 1 STAR math indicated (24-25 school year)the following:

2nd grade:

At/Above 71%

Below 29%

PM3 GOAL: 86%

More specifically, we will increase the percentage of SWD school wide performing at or above a level 3 or higher from 78% in 23-24 on the STAR PM3 assessment to 81% on the STAR PM 3 in 24-25.

Proficiency rate for students with disabilities for 2nd grade math (23-24 1st graders) for PM 1 indicated the following:

70% above grade level

30% below grade level

PM3 GOAL: 75%

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.

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 beginning of year PM1 Math STAR Assessment. 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 monthly to track and communicate students progress on interventions.

Person responsible for monitoring outcome

Vicki Grubbs, Whitney Jones, Linda Montoto

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:

*The use of explicit, systematic, small group differentiated and scaffolded instruction, use of the CPA strategy will be utilized in the 2nd grade classrooms. *Teach students academic language skills, including the use of math journals and vocabulary knowledge. (minimal evidence). *Teach students problem solving skills and independent functioning skills through peer-to-peer stations during math centers.

Rationale:

Florida BEST Standards for math emphasize a progression of content across strands is purposeful so benchmarks are not taught in isolation, intentional balance of conceptual understanding and procedural fluency, real-world applications intertwined within concepts for relevance. 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 skill(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, Tier 2 – Moderate 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

*Vertical alignment of math standards used through progression mapping. *Walk through forms with feedback specifically updated to include CPA framework incorporated into instruction. *Walk through forms with feedback specifically updated to include student peer-to-peer feedback. * Intentional use of the Big M during lesson planning.

Person Monitoring:

Vicki Grubbs, Whitney Jones, Linda Montoto

By When/Frequency:

Weekly / Monthly

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

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.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

According to [attendanceworks.org](https://www.attendanceworks.org), starting in preschool and kindergarten, too many absences can cause children to fall behind in school.

- Missing 10% or about 2 days each month over the course of a school year can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom. Teachers slow down their instructional to help students catch up from missed time in the classroom.

During the 23-24 School Year 23% of students at Yulee Primary School were considered chronically absent. The following data indicates the number of students retained in each grade level and of those retained the students that were also chronically absent from school.

Kindergarten: 5 retained students - 3/5 were = chronically absent

1st grade: 10 students retained - 2/10 were chronically absent

2nd grade: 21 students retained - 7/21 were chronically absent

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.

2023-2024

- 23% Chronically Absent Students
- 93% Average Daily Attendance

2024-2025 SIP Goals

- * Decrease the average of chronically absent students 3% (from 23% to 20%)

*Increase the average daily attendance to 2% (from a 93% to 95%)

Strategies for Implementation

- Personal phone calls home
- Classes celebrate and track ADA within their classrooms
- Attendance Intervention Meetings
- Social Media Shout-Outs
- Education through school-wide monthly newsletters
- Attendanceworks.org campaign materials and resources

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 data is regularly reviewed monthly by administration, school Attendance Intervention team.

School administrators will support and monitor implementation of attendance interventions during monthly attendance meetings, regular data chats, monitoring of Tier 1 attendance strategies, and MTSS progress monitoring meetings.

Person responsible for monitoring outcome

Vicki Grubbs, Whitney Jones, Sherry McKimm, Kathy Dubberly

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:

The most recent federal data show that in the 2020-21 school year, at least 14.7 million students nationwide were chronically absent. This means that chronic absence has almost doubled from the more than 8 million students, pre-Covid-19, who were missing so many days of school that they were academically at risk. Chronic absence — missing 10 percent or more of school days due to absence for any reason. Excused, unexcused absences and suspensions can translate into students having difficulty learning to read by the third grade, achieving in middle school, and graduating from high school. Attendanceworks.org campaign materials and resources are used to bring an awareness of the importance of attending school daily.

Rationale:

Starting in preschool and kindergarten, too many absences can cause children to fall behind in school. • Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read. • Students can still fall behind if they miss just one or two days every few weeks • Being late to school may lead to poor attendance and make it difficult for children catch up. • Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help late / absent students.

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

* Personal phone calls home. * Implementation of an attendance intervention team. * Classes celebrate and track ADA within their classrooms. * Attendance Intervention Meetings * Social Media Shout-Outs * Education through school-wide monthly newsletters

Person Monitoring:

Vicki Grubbs, Whitney Jones

By When/Frequency:

Daily, weekly and monthly

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

Attendance data is regularly reviewed weekly & monthly by administration, school Attendance Intervention team. School administrators will support and monitor implementation of attendance interventions during monthly attendance meetings, regular data chats, monitoring of Tier 1 attendance strategies, and MTSS progress monitoring meetings.

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 Primary School analyzes subgroup achievement data to develop our Title I Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). Both plans are discussed, evaluated, and voted on at our School Advisory Council (SAC) meetings. Our Title I CNA outlines how we plan to fund 1.) student needs (e.g., supplies, paraprofessionals, technology programs), 2.) parent and family engagement needs (e.g., parent nights, parent communication), 3.) curriculum development needs (e.g., data chats, planning days), and 4.) professional development needs (e.g., teacher walkthroughs, B.E.S.T. standards and Benchmark training). The CNA must be developed with participation from individuals that carry out school-wide program plans including teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. Our CNA is available upon request. A paper copy of our SIP is available in our front office and a digital copy can be viewed on our school's website. <https://www.nassau.k12.fl.us/Domain/15>. 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 Primary School continually strives to build positive relationships with parents, families, and community stakeholders. To achieve our goal in fulfilling our school's mission for parent and family engagement, we follow a process that starts at our spring School Advisory Council (SAC) meeting. At this meeting, we evaluate the results of our current year's Title I Parent Survey and school-level Parent and Family Engagement Plan (PFEP). Topics of discussion include flexible parent nights and meetings, progress monitoring of students, parent communication, barriers to parent involvement, and professional development to effectively train our staff on bridging the gap between school and home. Additionally, we reflect on parents' survey results indicating if they feel valued, respected, and welcomed at our school. The information gleaned at this meeting, along with insight gathered from 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 Primary School's PFEP is available on our school website

<https://www.nassau.k12.fl.us/Domain/15> 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 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 Primary School-Wide Program Plan is developed with participation from teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers,

school staff, and district staff. We work with our Title I department and Food Service department to determine our school's free and reduced lunch count, which dictates our Title I allocation. Yulee Primary School and the Title I department work closely with other federal programs, including Title II and Title III to pinpoint staff development opportunities and to improve the achievement of our ELL student population. We 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))

As part of the schoolwide PBIS plan in accordance with our behavioral flow chart, if students exhibit behavioral, emotional or academic concerns due to behavioral or situational reasons, teachers fill out a guidance referral. The school counselor is the first point of contact for teachers to provide support to the student. If the school counselor feels more intervention is needed other than check-ins or social skills in small group, she will complete a system of care that alerts our school social worker who then meets with the student and determines if a possible BRAVE referral is needed for additional supports outside our school.

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))

N/A

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)).

Our school wide Tier 1 social and behavioral skills are explicitly taught through a 20 minute intentional time "Buzz Groups" each day (7:35-7:55). The school counselor implements additional Tier 2 support with social skills groups for the students identified by their teachers in need of extra supports. During these sessions the school counselor utilizes resources such as Zones of Regulation. As needed teacher created Positive Behavior Plans are created to support students in the classroom with more individualized supports. Teachers receive support in the creation of these plans from the school counselor and behavioral specialists. Problem solving team meetings are scheduled with parents to come together as a team in the creation and implementation of the additional behavioral supports for students.

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 combines 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, Trauma Informed Practices, 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))

Our LEA assists parents in effectively transitioning their preschool children to kindergarten by:

- 1. Inviting local prekindergarten students to a kindergarten orientation at the end of each school year. At the orientation, there is a parent meeting where information and literature about preparing for kindergarten is disseminated and questions are welcomed. Students and parents are taken on a campus tour where they are introduced to important personnel, taken through the lunch line, and boarded onto a school bus.*
- 2. Sending postcards to welcome students to school and invite them to the "Back to School Meet and Greet." At this event, students meet their teacher, see their new classroom, and become acquainted with the school environment in preparation for the first day of school.*
- 3. Assessing students on STAR Early Literacy to determine their abilities. This data is shared with parents and is used to drive differentiated instruction, so that a smooth transition into school academics ensues.*
- 4. Having prekindergarten teachers go into the kindergarten classrooms to help the teachers and students with the transition. They provide the kindergarten teachers with helpful strategies used the*

previous year for those students. Sometimes those strategies are even modeled. Throughout the school year, we ensure our primary schools have an established rapport with prekindergarten directors, so that the entire year runs as smoothly as possible.

During June 2024, we hosted a Kinder Readiness camp at each Title I kindergarten school site. We offered the program to all students who were enrolled in kindergarten the upcoming school year. The program consisted of four half-days of instruction. Students rotated between teachers and worked on hands-on activities in ELA and math, which gave them a snapshot of school life. We had over one-hundred fifty students in attendance.

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.

N/A

Specifics to Address the Need

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

N/A

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