Yulee Elementary School

2020-21 Schoolwide Improvement Plan

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Yulee Elementary School

86063 FELMOR RD, Yulee, FL 32097

[no web address on file]

Demographics

Principal: Bryce Cubbal

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (64%) 2017-18: B (59%) 2016-17: B (60%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Our mission is to 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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Cubbal, Bryce	Principal	The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes the basis for the school improvement plan and school action plan. The Leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students. In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance, and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. The Leadership team meets monthly. Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders? Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/ teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.
Watkins, Jessica	Teacher, K-12	
Franklin, Jennifer	Teacher, ESE	

Name	Title	Job Duties and Responsibilities
Page, Moya	Guidance Counselor	
LaVacca, Jacqeline	Guidance Counselor	
Scott, Carrie	Teacher, K-12	
Whitekus, Dana	Paraprofessional	
Tate, Jonathan	Teacher, K-12	
Jones, kellie	Teacher, K-12	
Grubbs, Vicki	Assistant Principal	Support principal, teachers, and students at YES
Hill, Stephanie	Instructional Coach	Support ELA instruction at YES

Demographic Information

Principal start date
Monday 7/1/2019, Bryce Cubbal

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
20

Total number of teacher positions allocated to the school
42

Demographic Data

2020-21 Status (per MSID File)	Active
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SI Region	Northeast
Regional Executive Director	[Dustin Sims](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	229	221	220	0	0	0	0	0	0	0	670
Attendance below 90 percent	0	0	0	17	15	10	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	7	23	36	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	9	9	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 10/16/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	211	233	223	0	0	0	0	0	0	0	667
Attendance below 90 percent	0	0	0	25	20	35	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	7	12	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	2	3	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	14	41	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	13	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	1	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	211	233	223	0	0	0	0	0	0	0	667
Attendance below 90 percent	0	0	0	25	20	35	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	0	7	12	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	2	3	4	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	14	41	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	8	13	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	1	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	76%	57%	66%	72%	56%
ELA Learning Gains	63%	65%	58%	49%	59%	55%
ELA Lowest 25th Percentile	45%	54%	53%	36%	49%	48%
Math Achievement	80%	85%	63%	76%	82%	62%
Math Learning Gains	68%	77%	62%	71%	72%	59%
Math Lowest 25th Percentile	50%	67%	51%	50%	62%	47%
Science Achievement	71%	75%	53%	63%	74%	55%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	3	**4**	**5**	
	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	75%	75%	0%	58%	17%
	2018	71%	76%	-5%	57%	14%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	62%	68%	-6%	58%	4%
	2018	64%	69%	-5%	56%	8%
Same Grade Comparison		-2%				
Cohort Comparison		-9%				
05	2019	73%	75%	-2%	56%	17%
	2018	60%	71%	-11%	55%	5%
Same Grade Comparison		13%				
Cohort Comparison		9%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	81%	83%	-2%	62%	19%
	2018	75%	80%	-5%	62%	13%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	74%	81%	-7%	64%	10%
	2018	80%	83%	-3%	62%	18%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
05	2019	82%	86%	-4%	60%	22%
	2018	67%	79%	-12%	61%	6%
Same Grade Comparison		15%				
Cohort Comparison		2%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	70%	73%	-3%	53%	17%
	2018	61%	72%	-11%	55%	6%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	39	36	33	64	58	48	42				
ELL	42			75							
BLK	56	72		72	64		50				
HSP	67	54		76	57		68				
MUL	71	70		76	79	64	67				
WHT	72	62	41	81	68	51	74				
FRL	61	55	37	72	61	44	63				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	36	43	41	52	58	41	41				
ELL	45			70							
BLK	56	38		64	73	60	29				
HSP	65	57		73	73						
MUL	64	41	27	78	63		73				
WHT	67	50	37	77	71	51	66				
FRL	58	49	35	69	68	54	51				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

A.Our lower quartile students in ELA performed the lowest school-wide. It has been a trend over the last three years.

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

Math learning gains dropped from 71% in 2018 to 68% in 2019. All other categories went up.

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

C. The largest gap compared to the state average occurred with Math Achievement School data shows a gap of 17% over the state. School data for Math Achievement shows 80% and the state shows just 63%.

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

ELA Learning Gains. We went up 14% from 49% in 2018 to 63 in 2019. We looked at our ongoing progress monitoring data and planned deliberate differentiated instruction for our students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After reflecting on our EWS data, we will continue to monitor and implement strategies that will improve attendance, along with assisting students daily who attained a Level 1 on statewide assessments.

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

1. School-wide ELA achievement while focusing on the learning gains for our lower quartile in ELA.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	A. Description and Rationale- Yulee Elementary scored 71% achievement proficiency school-wide for ELA in 2019. Our District's expectation is 80%, so we chose to increase proficiency in ELA by utilizing several strategies and action steps below especially focusing on our lower quartile students. Our iReady BOY data for Fall 2020 supports this decision, as we are 43% proficient with end of the year grade level standards.
Measureable Outcome:	B. Measurable Outcome- Proficiency will increase from 71% in 2019 to 80% in 2021 school-wide as indicated on the FSA ELA Achievement Component and 43% to 80% as indicated on the iReady ELA Tier 1 Proficiency.
Person responsible for monitoring outcome:	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy:	C. Evidence Based Strategy- Evidence-based strategy used is intentional differentiated ELA instruction based on data from diagnostic assessments to progress monitor individual student achievement and growth.
Rationale for Evidence-based Strategy:	D. Rationale for Strategy- Based on previous FSA and various assessments using iReady, STAR and Benchmarks, our data reveals the need for continued adjustments in differentiating small group instruction and providing targeted additional instruction through intervention blocks such as After School Tutoring and In-school support time for intervention.

Action Steps to Implement

E. Action Steps-
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 utilized with students needing support of specific skills and standards
5. Professional Development focused on differentiation and instruction of vocabulary and comprehension

Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on 2019 attendance data, 12% of YES students did not maintain a 90% attendance rate. According to first quarter attendance data 2020, YES is showing that 6% of YES students are not maintaining a 90% attendance rate. Enrollment is similar to last year and we are already have a lower average.
Measureable Outcome:	At the end of the 2021 school year, the goal at YES is to decrease the percentage of students absent for more than 10% of the school year from 12% down to 10%.
Person responsible for monitoring outcome:	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)
Evidence-based Strategy:	Further communication and reminders related to our attendance policy followed by positive reinforcement and incentives. In addition, a clearly defined attendance flow chart involving all stakeholder role and responsibilities.
Rationale for Evidence-based Strategy:	Data indicates a strategy must be used to remedy the attendance concern. Strategy was selected through the local school response team (A-Team). All stakeholders play a role in a student's attendance.

Action Steps to Implement

1. Positive reinforcement of attendance
2. Attendance Policy clarified at parent conferences
3. Parent Letters and Phone Calls from teacher following up on absences
4. Tiered System of support and intervention for attending through A-Team.

Person Responsible	Bryce Cubbal (cubbalbr@nassau.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

YES identified ELA as the focus this year, but will continue to monitor Math Achievement data based on diagnostic assessments from iReady.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parent Nights for each of the subject areas: Reading, Math, Science, Writing and Technology are held in the first and second semester of school. Information is disseminated to parents regarding each subject area. Hands-on activities are implemented to show parents how to work with their child. School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.
The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.
B. Responsible parenting is promoted and supported.
C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.
E. Parents are full partners in the decisions that affect children and families.
F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:
• Open House, Parent Nights (STEAM, Literacy)
• School Web Page
• Focus
• Newsletters communicating classroom and school news to parents
• Parent phone calls, Blackboard, and conferences, school marquee, Remind

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.