BAKER COUNTY SCHOOL DISTRICT

Committed to Excellence

AGENDA
SCHOOL BOARD MEETING (OPEN TO THE PUBLIC)
Monday, October 20, 2025 - 5:00 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #54 / Page #3

"The Vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

1. INVOCATION AND PLEDGE OF ALLEGIANCE

2. CALL TO ORDER

3. ROLL CALL OF MEMBERS

4. PUBLIC HEARINGS

4.1 Public Hearing on New and Revised School Board Policies: 3.06*+, 3.30+, 5.04*, 5.13*, 5.15*+. 5.25*, 5.382+, 6.17*+, 6.19*, 6.103*, 6.370*, 8.07, 8.13*, 8.271*, 8.32
Thomas Hill - (259-0429)

5. RECOGNITIONS / PRESENTATIONS

5.1 Quarterly Update Presentation by Director of School Safety
Steve Cannon - (259-0432)

6. APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA

7. REMOVAL OF ROUTINE ITEMS

8. APPROVAL OF ROUTINE ITEMS

8.1 Approval of the Personnel Items List for Approval on October 20, 2025.
Wyatt Milton - (259-0401)

8.2 Approval of the Minutes of the October 6, 2025, Work Session.
Wyatt Milton - (259-0401)

8.3 Approval of the Minutes of the October 6, 2025, Work Session.
Wyatt Milton - (259-0401)

8.4 Approval of the Minutes of the October 6, 2025, School Board Meeting.
Wyatt Milton - (259-0401)

8.5 Approval to Renew Agreement with H2 Holdco Inc. for Athletic Training Services, Effective July 1, 2025 - June 30, 2026.
Andy Giddens - (259-6995)

8.6 Approval of Baker County Pre-K / Kindergarten Center's 2025-2026 School Improvement Plan.
Bonnie Jones - (259-0405)

8.7 Approval of Westside Elementary School's 2025-2026 School Improvement Plan.

Lynn Green - (259-2216)

8.8 Approval of Macclenny Elementary School's 2025-2026 School Improvement Plan.
Kelly Horne - (259-2551)

8.9 Approval of Legacy Elementary School's 2025-2026 School Improvement Plan.
Naomi Anderson - (259-0300)

8.10 Approval of Baker County Middle School's 2025-2026 School Improvement Plan.
Johnnie Jacobs - (259-2226)

8.11 Approval of Baker County High School's 2025-2026 School Improvement Plan.
Andy Giddens - (259-6995)

9. APPROVAL OF ITEMS FOR ACTION

9.1 Approval of Removed Routine Items.
N/A

9.2 Approval of the Memorandum of Understanding with Chrysalis Health for Mental Health Services for Students and Families.
Alice Schmitges - (259-0444)

10. CITIZEN INPUT

A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to three (3) minutes.

11. INFORMATION AND ANNOUNCEMENTS

12. ADJOURNMENT

NOTICE: Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

AGENDA ITEM NO. 4.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Thomas Hill - (259-0429)
ITEM TYPE:	Public Hearing
AGENDA SECTION:	**PUBLIC HEARINGS**
SUBJECT:	Public Hearing on New and Revised School Board Policies: 3.06*+, 3.30+, 5.04*, 5.13*, 5.15*+. 5.25*, 5.382+, 6.17*+, 6.19*, 6.103*, 6.370*, 8.07, 8.13*, 8.271*, 8.32

ATTACHMENTS:
10.20.2025 Public Hearing for the School Board Policies_T.Hill.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Office of Human Resources
270 South Boulevard East
Macclenny, FL 32063
(904) 259-6251
www.bakerk12.org

Wyatt Milton, Superintendent

September 17, 2025

Wyatt Milton, Superintendent
Baker County School District
270 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Milton,

I am requesting that a public hearing be held on Monday, October 20, 2025, for the following Board Policies, policies are attached for your review:

- 3.06*+ Safe and Secure Schools
- 3.30+ Automatic External Defibrillators
- 5.04* Student Attendance
- 5.13* Zero Tolerance for School Related Crimes
- 5.15*+ Administration of Medication
- 5.25* Student use of Cellular Telephones and Other Communication Devices
- 5.382+ Foreign Exchange Students
- 6.17*+ Employment of Non-Degreed Vocational, Adult Instructional, and Fine and Performing Arts Personnel
- 6.19* Certification of Administrative and Instructional Personnel
- 6.103* Appointment or Employment Requirements
- 6.370* Professional Ethics
- 8.07 Guardian Program
- 8.13* Student Transportation
- 8.271* Change Orders
- 8.32 Smoking and Tobacco Free Environment

Sincerely,

Thomas Hill
Associate Superintendent of Human Resources

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 3.06

POLICY TITLE: Safe and Secure Schools

PURPOSE AND EFFECT: Updates policy to be in compliance with changes in statute and applies the name "School Safety and Security Plan" as opposed to "District Crisis Management Plan." Additional changes include page 6 deletion of language associated with mental health stipulations and housing of copies of the Florida Model forms which will now be housed on the State system. Page 9 has a deletion that represented redundant language about notification. Page 9 also has an addition of language stipulating that the security procedures and protocols must also apply to the thirty minutes immediately before and after the school day. Page 10 adds language to define "exclusive" safety zones and potential exceptions. Page 11 allows the District School Safety Specialist to determine the process for identifying and correcting instances of safety noncompliance.

SUMMARY: [School Safety] Broad school safety language changes are proposed.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 316.614, 1001.43, 1001.51, 1006.062, 1006.07, 1006.145, 1006.1493, 1006.21, 1013.13, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28th through September 11th, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

SAFE AND SECURE SCHOOLS 3.060*+

I. Introduction

The Baker County District School Board has as its first obligation to provide a safe, secure and orderly learning environment in all schools and at all sponsored activities for students, school personnel, and other persons.

II. Orderly Environment

An orderly environment can only be achieved by developing procedures to control students, personnel, and other persons on school property and while attending School Board or school sponsored events or activities. All procedures shall reflect the following policy provisions:

A. No person other than a student and employee of a school site shall be on a school campus during school hours unless they are in compliance with Policy 9.07 (Visitors).

B. A student who is suspended or expelled is not in good standing and is not permitted on the school campus, school grounds, or at a school sponsored activity.

C. Any person on a school campus or school grounds not in accordance with this policy is hereby declared to be a trespasser and shall be asked to leave immediately by any staff member. Each principal shall keep a log of such incidents, which shall provide the name of the person asked to leave and other pertinent information. If said person shall again be seen upon the school campus or school grounds, any staff member shall immediately notify the principal or appropriate local law enforcement officials without further warning.

D. Individuals who enter School Board property, activity, or School Board meeting without a legitimate reason and create a disturbance or refuse to leave the property or activity when asked by the board chairperson, Superintendent/designee, principal or person in charge are subject to criminal penalty as provided in Florida Statutes. The person in charge shall contact appropriate law enforcement officials in cases of disruptive activity or refusal to leave the school property or activity and take appropriate actions to have the offender punished as prescribed by law. The Superintendent shall be notified immediately of any such action at schools or school activities.

E. No person except law enforcement, security officers, and school guardians certified by the Baker County Sherriff may have in his/her possession any weapon, illegal substance, or dangerous substance while on school property or at school events.

III. The following emergency response agency(ies) will notify the District in the event of an emergency:

Emergency Response Agency	Type of Emergency
Baker County Sheriff's Department	Community Wide Threats
National Weather Service (NOAA)	School Site Threats
Emergency Operations Center (EOC)	Weather Events

IV. Safety, Security and – Emergency Plans

A. The Superintendent shall develop a ~~*DISTRICT CRISIS MANAGEMENT PLAN*~~ School Safety and Security Plan with input from representatives of the local law enforcement agencies, the local Fire Marshall(s), representative(s) from emergency medical services; building administrators, representative(s) from the local emergency management agency, School Resource Officer(s) and/or representative(s) of the Baker County Health Department.

~~B. The School Board shall approve the *DISTRICT CRISIS MANAGEMENT PLAN* annually and copies shall be maintained in the District office and at each school. The plan shall be pursuant to Florida Statutes and shall be comprehensive for all schools, school district facilities and all extracurricular activities. The plan shall include procedures that are State and Federally required, nationally recognized best practice, and researched-based interventions. After School Board approval, the *DISTRICT CRISIS MANAGEMENT PLAN* shall be made a part of this rule.~~

C. As required by state law, the Superintendent shall require the use of the Safe School Assessment Survey based on the School Safety and Security Best Practices Indicators created by FL DOE Safe School Assessment Tool (FSSAT) to conduct a self-assessment of the District's current safety and security practices.

D. Upon completion of these self-assessments, the Superintendent shall convene a safety and security review meeting for the purpose of (a)reviewing the current School Safety and Security Plan ~~*DISTRICT CRISIS MANAGEMENT PLAN*~~ and the results of the self- assessment; (b) identifying necessary modifications to the plan; (c) identifying additional necessary training for staff and students; and (d) discussing any other related matters deemed necessary by the meeting participants.

E. The Superintendent shall present the findings of the safety and security review meeting to the Board for review and approval of the appropriate school safety, emergency management and preparedness plans. The Superintendent shall make any necessary recommendations to the Board that identify strategies and activities that the Board should incorporate into the School Safety and Security Plan ~~*DISTRICT CRISIS MANAGEMENT PLAN*~~ and/or implement in order to improve school safety and security. The School Safety and Security Plan ~~*DISTRICT CRISIS MANAGEMENT PLAN*~~ is, however, confidential and is not subject to review or release as a public record.

F. The Superintendent shall report the self-assessment results and any action taken by the Board to review and/or approve changes to the School Safety and Security Plan ~~*DISTRICT CRISIS MANAGEMENT PLAN*~~ to the Commissioner of Education within thirty (30) days after the Board meeting.

G. Emergency management and preparedness plans shall include notification procedures for weapon use and active assailant/hostage situations, hazardous materials and toxic chemical spills, weather emergencies, and exposure resulting from a manmade emergency.

H. Emergency management and preparedness procedures for active assailant situations shall engage the participation of the district school safety specialist, threat assessment team members, faculty, staff and students for each school and be conducted by the law enforcement agency or agencies designated as first responders to the school's campus.

Accommodations for drills conducted at exceptional student education centers may be provided.

I. Each school shall develop and maintain an up-to-date plan based upon the uniform guidelines and including the provisions of Florida law, State Board of Education rules, and other applicable regulations.

J. Copies of school plans shall be provided to county and city law enforcement agencies, fire departments, and emergency preparedness officials.

V. Threat Management

A. The primary purpose of ~~a~~ threat management is to identify individuals exhibiting threatening or other concerning behavior, assess the risk of harm, and coordinate appropriate interventions and services for such individuals. The Board's threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Florida Harm Prevention and Threat Management Model is designed to identify, assess, manage, and monitor threats to schools, school staff and students. The goal of the threat management process is to prevent violence or harm to members of the school community. The threat management process uses a methodology that identifies students exhibiting

threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes.

B. The Board authorizes the Superintendent to designate a Threat Management Coordinator; a District Threat Management Team and school-based management teams.

1. The District Threat Management Coordinator (DTMC) must complete all trainings specific to the Coordinator role and will oversee threat management at all public k-12 schools, including charter schools sponsored by the District. The DTMC must:

    a. Ensure all district-level and school-level threat management team personnel are trained in threat management and on the Florida Model.

    b. Serve as Chair of the District Threat Management Team and as the liaison to the Department of Education's Office of Safe Schools.

    c. Ensure procedures are outlined for making referrals to mental health services for students exhibiting threatening or concerning behavior of self-harm or harm to others.

    d. Assist School Based Threat Management Teams in the District.

2. District Threat Management Team (DTMT) will receive referrals from the School Based Threat Management Teams, assess serious situations, and provide support to school-based teams, including charter schools in their district. The DTMT must include the DTMC, persons from school district administration and persons with expertise.

3. School Based Threat Management Team (SBTMT) will be headed by a Chair and Vice-Chair who are appointed by the principal or designee.

    a. The Chair serves as the point person for threat management at the school-level and is responsible for triaging reported threats or concerning behavior and communications to determine whether the matter should be summarily closed, or whether it should be reviewed by the full SBTMT.

    b. The team shall be comprised of a minimum of four (4) members, including a person with expertise in counseling (school/psychological), instructional personnel, school administration, and law enforcement (school resource officer).

    c. If none of the SBTMT members are familiar with the student of concern, the SBTMT Chair will assign a member of the school's staff who is familiar with the student to consult with and provide background information to the threat management team. Consulting personnel do not have to complete

Florida Model training and may not participate in the decision-making process.

d. All members of the threat management team must be involved in the threat management process and final decision making.

e. Parental Notification

i. If the SBTMT Chair determines the concerning threat or behavior reported is a low level of concern and summarily closes the case, the Chair/designee must use reasonable efforts to notify the parent or guardian of the student threat or behavior.

ii. If the Chair does not summarily close the case and refers the matter to the SBTMT, reasonable efforts must be made to notify the student of concern's parent or guardian on the same day the SBTMT assigns the preliminary level of concern. The SBTMT must document all attempts to make contact with the parent or guardian using the contact information shared by the parent or guardian with the District.

iii. If the preliminary level of concern is high, the SBTMT chair or designee must notify the Superintendent or designee to ensure the requirements of F.S. Stat. 1006.07 are met.

iv. The SBTMT Chair must notify the student of concern's parent or guardian if the threat management process reveals information about their student's mental, emotional, or physical health or well-being or results in a change in related services or monitoring, including but not limited to implementation of a Student Support Management Plan (SSMP).

v. The SBTMT Chair or designee must provide a copy of the SSMP to the student of concern's parent or guardian upon the plan's finalization and anytime the SSMP is substantially revised.

vi. The SBTMT Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern is unfounded.

4. The threat management team will be responsible for the assessment of individuals whose behavior may pose a threat to the safety of school staff and/or students and coordinating resources and interventions for the individual.

5. If a student with a disability is reported to have made a threat to harm others and the student's intent is not clear, a referral will be made to the threat management team for evaluation.

6. Upon a preliminary determination that a student poses a threat of violence or physical harm to him/herself or others, the threat management team may obtain criminal history record information. The team must immediately report its determination to the Superintendent who must immediately attempt to notify the student's parent or legal guardian. A parent or guardian has the right to inspect and review the threat management. The team will coordinate resources and interventions to engage behavioral and or mental health crisis resources when mental health or substance abuse crisis is suspected.

7. The threat management team must plan for the implementation and monitoring of appropriate interventions to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.

8. Upon the student's transfer to a different school, the threat management team must verify that any intervention service provided to the student remain in place until the threat management team of the receiving school independently determines the need for intervention services. Threat management teams must meet as often as needed to fulfill their duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly. The teams must maintain documentation of all meetings, including meeting dates and times, team members in attendance, cases discussed and actions taken.

9. Through the DTMC, the District must ensure that all threat management teams in the District report to the DOE office on the team's activities during the previous year. The District School Safety Specialist must ensure all schools in the District timely report all required information. The report will contain all data or information required by Florida law.

10. ~~The School Based Threat Management Team (SBTMT) at each school, on a case by case basis, will determine the need to seek mental health intervention in the following areas:~~
    - ~~School-based counseling~~
    - ~~Community-based counseling~~
    - ~~Area Mobile Response Team (MRT) intervention~~
    - ~~Crisis Stabilization Unit (CSU)~~

    ~~The team will use the Florida Harm Prevention and Threat Management Model (Florida Model) and support from the therapist when assessing mental health intervention needs.~~
    ~~Documentation will be maintained in the Florida Modelforms associated with the student being served.~~

11. ~~Each threat management team will maintain the copy of the Florida Model forms used for each SBTMT case. The documentation will also be housed in the student data system. The following items will be recorded for each monthly SBTMT meeting and documentation maintained by the principal or their designee:~~

- ~~Meeting dates and times~~
- ~~SBTMT members in attendance~~
- ~~Cases discussed~~
- ~~Action taken~~

VI. Safety – Procedures

A. School alarms shall be monitored on a weekly basis and malfunctions shall be reported for immediate repair.

B. A safety program shall be established consistent with the provisions of Policy 8.01. The emergency preparedness procedures will identify the individuals responsible for contacting the primary emergency response agency and the emergency response agency that is responsible for notifying the school district for each type of emergency.

C. Emergency evacuation drills (fire, hurricane, tornado, active assailant/hostage situation, other natural disaster, and school bus) shall be held in compliance with state requirements and formulated in consultation with the appropriate public safety agencies. Each principal, site administrator or transportation official is responsible for:

1. Developing and posting emergency evacuation routes and procedures;

2. Assigning and training all staff members in specified responsibilities to ensure prompt, safe and orderly evacuation;

3. Identifying and reporting hazardous areas requiring corrective measures; and

4. Preparing and submitting within fifteen (15) calendar days an after-action report of each emergency drill and fire drill to the District school safety specialist for review.

D. In the event of an emergency, the Superintendent is authorized to dismiss early or close any or all schools. ~~Except that the~~ The principal may dismiss the school when the Superintendent or designee cannot be contacted and an extreme emergency exists endangering the health, safety, or welfare of students. Any such actions shall be reported immediately to the Superintendent or designee along with a statement describing the reasons for the action. Such report shall be submitted to the School Board at the next regular meeting unless a special meeting is held relating to the emergency.

E. Parents, as defined by law, have a right to timely notification of threats, unlawful acts, and significant emergencies that occur on school grounds, during school

transportation or during school-sponsored activities pursuant to sections 1006.07(4) and (7), F.S.

1. Parents have a right to access school safety and discipline incidents as reported pursuant to section 1006.07(9), F.S.
2. Prior to the start of each school year, or at the time of a student's enrollment, if during the school year, the District shall make training available for parents and guardians on the use of FortifyFL. The training must explain the potential disciplinary actions and potential criminal charges that may result as a consequence for anyone making a threat or false report concerning school or school personnel's property, school transportation, or a school sponsored activity. The information concerning criminal charges must include a summary of Sections 790.162, 790.163, 836.10 and 837.05, F.S., and the penalties for violating those statutes.
3. Within the first five (5) days of each school year, each district school board must ensure that instruction on the use of FortifyFL is provided to students in accordance with Section 943.082(4)(b), F.S. Instruction on FortifyFL must be developmentally appropriate and include the possible school disciplinary actions as well as the potential for criminal charges as a result of making a threat or false report involving school or school personnel's property, school transportation, or a school-sponsored activity.

VII. Safety – Violence Prevention

A. The Superintendent shall develop a violence prevention plan for use by each school.

B. Training in identification of potentially violent behaviors and the procedures to be implemented shall be provided to personnel and students of the schools.

C. ~~Each school will notify students, faculty, and staff of who to report concerning behaviors.~~

VIII. Security

A. The Superintendent shall establish and implement a Domestic Security Plan consistent with the requirements of the National Incident Management System (NIMS).

B. The Superintendent shall develop and implement guidelines and procedures for reviewing each school's security provisions. The security provisions shall include procedures restricting the ingress to or egress from a school campus when students are on the campus. These security procedures and protocols will apply from 30 minutes before the start time until 30 minutes after the end of the school day.

~~Unless the gate or access point is attended or actively staffed, the security procedures shall state how all gates or other access points will remain closed and locked. If the school safety specialist determines there are other safety measures in place to allow a gate or access point to not be locked, the determination must be documented in the FSSAT.~~

C. When students are on campus, all gates or other access points that restrict ingress to or egress from the "exclusive zone" (the area within a gate or door allowing access to the interior perimeter of a school campus beyond a single point entry) of a campus shall remain closed and locked. Gates or other access points to or from the exclusive zone shall remain closed and locked when students are on campus, unless the gate or access point separates the open or unlocked gate from areas occupied by students, or the use complies with a shared use agreement. If the school safety specialist determines there are other safety measures in place to allow a gate or access point to not be locked, or if the space is designed as an open area for career and technical instruction where locking door affects the health and safety of the students, said determination(s) must be documented in the FSSAT.

D. Within the first ten (10) days of school students must be notified of the safest areas to shelter in a classroom. The safety areas for students to shelter within the classrooms and/or instructional spaces must be clearly marked. All classrooms and other instructional spaces must be locked or actively staffed when occupied by students except between class periods.

E. The Superintendent shall designate an administrator or a law enforcement officer employed by the Baker County Sheriff's Office as the school safety specialist for the District. The School Safety Specialist is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the District. The School Safety Specialist's responsibilities include, but are not limited to the following:

1. On an annual basis the school safety specialist will review district and charter school policies and procedures for compliance with state law and rules and ensure the timely and accurate submission of the school environmental safety incident report (FSSAT) to the Department.

2. The School Safety Specialist must provide recommendations to the superintendent and school board at a publicly noticed board meeting identifying strategies and activities that the Board should implement in order to address the findings to improve school safety and security.

3. No later than November 1, the School Safety Specialist shall submit a district best-practice assessment in the FSSAT that includes the school board's action(s) to the school security risk assessment findings and recommendations provided to them.

4. Provide training and resources to students and staff in matters relating to mental health awareness and assistance; emergency procedures (including active assailant training), and school safety and security.

5. The school safety specialist will develop a process related to safety used to identify and correct instances of noncompliance at the school. ~~identify and correct instances of non-compliance of state mandates regarding security procedures and policies at each school. This will be done annually through state and local assessments administered by the district school safety specialist. Monthly documentation will be sent by the school to the district safety specialist certifying the monthly pre/post planning for the implementation of the options- based active assailant drills held at each school~~.

   a) On a quarterly basis, the school safety specialist will report to the superintendent and school board any non-compliance by the district or school(s) with school safety laws or rules.

   b) Deficiencies relating to safe-school officer coverage must be resolved by the next school day.

   c) Within 24 hours, the School Safety Specialist must notify the Office of Safe Schools of the deficiencies related to safe-school officer coverage and any instance of noncompliance that is determined to be an imminent threat to the health, safety and welfare of students or staff. The Office of Safe Schools shall be notified within three (3) days of any instance of noncompliance that is not corrected within 60 days.

6. The School Safety Specialist must make unannounced visits while school is in session to all public schools in the district, including charter schools and perform inspections for safe school compliance. The school safety specialist must notify and report to the district's superintendent or charter school principal, if there are any violations discovered or if non-compliance of the safe school requirements is suspected by a district school or charter school.

F. A review of each school's security provisions shall be conducted annually by the principal with a written report submitted to the Superintendent or designee for submission to the Board for review.

G. Each school's emergency plan shall include security provisions including emergency "lock down" procedures.

H. Establishing policies and procedures for the prevention of violence on school

grounds; including assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.

I. Adhering to background screening procedures for all staff, volunteers and mentors.

J. Security trailers may be located on school property.

IX. Mental Health

A. The School Board shall identify a mental health coordinator for the District. The mental health coordinator shall serve as the primary contact for the district's coordination, communication, and implementation of student mental health policies, procedures, responsibilities, and reporting.

B. The mental health coordinator shall be responsible for:

1. working with the Office of Safe Schools;

2. maintaining records and reports regarding student mental health as it relates to school safety and the mental health assistance allocation;

3. facilitating the implementation of school district mental health policies relating to the respective duties and responsibilities of the school district, the superintendent, and school principals;

4. coordinating the staffing and training of threat assessment teams with the school safety specialist, and facilitating referrals, to mental health services, as appropriate for students and their families;

5. coordinating with the school safety specialist, the training and resources for students and school district staff relating to youth mental health awareness and assistance; and

6. annually review of the district's policies and procedures related to student mental health for compliance with state law and alignment with current best practices and making recommendations, as needed, for amending said policies and procedures to the superintendent and the district school board.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 316.614, 1001.43, 1001.51, 1006.062, 1006.07, 1006.145, 1006.1493 1006.21, 1013.13, F.S.

STATE BOARD OF EDUCATION RULE: 6A-1.0403, 6A-3.0171, 6A-1.0018

HISTORY: ADOPTED:
REVISION DATE(S): 04/05/04, 10/04, 01/02/07, 01/05/08, 04/01/19, 12/02/19, 11/17/20, 04/05/21, 02/22/22, 04/03/23, 02/20/24, 01/21/25, 7/21/25
FORMERLY: 2.22; 9.06

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 3.30

POLICY TITLE: Automatic External Defibrillators

PURPOSE AND EFFECT: Page 1 requires the district to develop a Plan for Urgent Life-Saving Emergencies (PULSE). Page 1 also requires FHSAA schools to have an additional AED that is available during and outside of the school year. Page 1 also contains stipulations for the plan to be reviewed annually and be approved by the local emergency medical services organization.

SUMMARY: [Health Services] District must develop a PULSE plan.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 401.2915, 768.1325, 1001.42, 1001.43, 1003.457, 1006.165, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk,

joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

AUTOMATED EXTERNAL DEFIBRILLATORS 3.300+

1) The School Board authorizes the use of an automatic external defibrillator (AED) in a perceived medical emergency.

2) Using evidence-based core elements as well as considering recommendations by the American Heart Association, each school shall develop a plan for urgent life-saving emergencies (PULSE) to address the appropriate use of school personnel needed to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds.

3) All persons, who are reasonably expected to use an AED, shall be trained in first aid, cardiopulmonary resuscitation, and how to use the defibrillator device. Employees or volunteers ~~expected to use an AED~~ must complete a course in cardiopulmonary resuscitation (CPR), ~~or~~ a basic first aid course, ~~which includes CPR~~ and demonstrate~~d~~ proficiency in the use of a defibrillator.

4) Each school must have at least one operational automated external defibrillator on school grounds. In addition, e~~E~~ach school, that is a member of the Florida High School Athletic Association, ~~shall~~ must have ~~an~~ a seperate operational AED on school grounds for all activities, including those held outside of the school year. The device(s) shall be available in a clearly marked and publicized location(s) ~~for all athletic activities, including those held outside of the school year.~~ The location(s) of the device(s) shall be registered with the local emergency medical services director. All persons, reasonably expected to use the device, shall be notified annually in writing of the location of each AED on school grounds.

5) The Superintendent or designee shall develop procedures to implement this policy. School officials shall work with local emergency service providers to integrate the PULSE into the community's emergency responder protocols and t~~T~~he procedures. The protocols and procedures shall be reviewed annually and approved by the local emergency medical services director.

STATUTORY AUTHORITY: **1001.41; 1001.42, F.S.**

LAWS IMPLEMENTED: **401.2915, 768.1325, 1001.42, 1001.43, 1003.457, 1006.165, F.S.**

HISTORY: **ADOPTED:**
REVISION DATE(S): 11/17/2020
FORMERLY: NEW

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 5.04

POLICY TITLE: Student Attendance

PURPOSE AND EFFECT: Pages 1 and 2 broaden the scope of the attendance policy to include both enrolled and non-enrolled students. Page 2 outlines specific procedures that include referring the student to a child study team at the school as well as referring to the student's family to the Families in Need of Services (FINS). An additional procedure for referring non-compliant individuals to the State Attorney is also added on Page 2. The District has identified three potential information guides created by DCF that can be utilized to meet the criteria listed in the last section of the proposed policy.

SUMMARY: [Teaching and Learning] The District must include students who did not enroll (DNE) as well as enrolled non-attending students. Additional District actions are outlined.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 985.03, 1000.21, 1001.43, 1003.21, 1003.23, 1003.24, 1003.26, 1003.27, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

STUDENT ATTENDANCE 5.040*

I. A student who is absent without the principal's approval shall have his/her parent(s), as defined by Florida Statutes, report such absences to the school center in the manner prescribed by the *Code of Student Conduct*.

A. The *Code of Student Conduct* shall prescribe attendance requirements including, but not limited to, provisions for excused and unexcused absences, opportunities to make up work assignments, and reporting absences.

B. Students shall be excused from any examination, study, or work assignments for observance of a religious holiday or because the tenets of his/her religion forbid secular activity at such time. The school principal shall implement this provision on an individual basis pursuant to Florida Statutes and State Board of Education rule.

C. Students diagnosed with autism spectrum disorder may be excused from school to attend medical appointments necessary to receive therapy for autism spectrum disorder, including, but not limited to, applied behavioral analysis, speech therapy and occupational therapy.

D. No adverse or prejudicial effects shall result to any student who avails himself/herself to the provisions of this rule.

II. Student absences must be tracked on a daily basis and parents contacted as required by law.

III. A person designated by the Superintendent or his/her designee shall investigate truancy problems and non-enrollment issues.

Revised: 04/05/2021

A. When a student who is subject to compulsory school attendance has been absent as set forth in 1003.26, the Superintendent/designee may file a truancy petition seeking early truancy intervention with the circuit court.

i The Superintendent/designee may also refer the student to a child study team for review and recommendations on remediating the truancy; or

ii The Superintendent/designee may refer the case to the department of Juvenile Justice's authorized agent for families in need of services.

B. When a student subject to compulsory school attendance is required to be enrolled in school and is not enrolled the designee:

i Must report the case to the Superintendent. The Superintendent must refer the case to the child study team at the school; and

ii May refer the case to the Department of Juvenile Justice's authorized agent for families in need of services.

If the parent refuses to cooperate or enroll the child in school within 15 days after referral of the case to the child study team, the Superintendent must make a report to law enforcement and refer the case to the Office of the State Attorney. The Superintendent or designee must give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance.

C. The designee will distribute the Department of Children and Families information guide that explains the process for obtaining assistance for a child in need of services or for a family in need of services and the community services and/or resources available to parents upon request or deemed to be in need including parents of truant children.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **985.03, 1000.21, 1001.43, 1003.21, 1003.23, 1003.24, 1003.26, 1003.27 F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-1.044, 6A-1.09514**

HISTORY: **ADOPTED: _____**
REVISION DATE(S): 1/89, 1/90, 11/91, 11/95, 04/05/04, 01/02/07, 04/05/21
FORMERLY: 4.03, 5.24, 4.06, 4.10

Revised: 04/05/2021

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 5.13

POLICY TITLE: Zero Tolerance for School Related Crimes

PURPOSE AND EFFECT: Page 1 deletes language that stipulates petty misconduct will not be reported to law enforcement. Page 3 removes stipulations related to the principal making recommendations to law enforcement and other procedures that are redundant (included in SESIR requirements). Page 3 also removes language that is redundant and is more appropriately handled via the School Safety and Security Plan. Page 4 adds language mandating that the Threat Management Team will meet prior to a student returning from an expulsion to make appropriate determinations. Page 5 has deleted language mandating a student crime watch program and placement at an alternative educational setting.

SUMMARY: [Teaching and Learning] Removes several stipulations for District actions and no longer mandates a student crime watch program.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY:

LAWS IMPLEMENTED: 120.57(1), 775.08, 784.081, 790.162, 790.163, 985.04, 1001.42, 1001.43, 1001.54, 1003.31, 1003.42, 1006.07, 1006.08, 1006.09, 1006.13, 1006.135, 1006.14, 1012.28, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

ZERO TOLERANCE FOR SCHOOL RELATED CRIMES 5.130*

I. The following policy implements the zero-tolerance policy as outlined in Florida Statutes. It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. The District shall strive to protect students, staff, visitors and volunteers from harm and to protect victims of crime from further victimization. In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened for the defense of others or in the student's own self-defense, was using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer that was necessary to restore or maintain the safety of others. This policy applies to conduct on School District property, school or District provided transportation and at any school or District sponsored activity. ~~This policy implements the zero-tolerance policy as outlined in Florida Statutes.~~

II. Acts that pose a threat to school safety are those acts that endanger the life or safety of a student, staff member or other person on campus or at a school or District sponsored activity. Such acts include but are not limited to

A. Aggravated battery;

B. Armed robbery;

C. Arson;

D. Battery or aggravated battery on a teacher or other school personnel;

E. Kidnapping or abduction;

F. Murder;

G. Manslaughter;

H. Possession, use or sale of a controlled substance;

I. Possession, use or sale of any explosive devise;

J. Possession, use or sale of any firearm or weapon;

K. Sexual battery.

III. Acts that are considered petty misconduct may disrupt the educational process but do not endanger the life or safety of an individual. ~~Such acts will not be reported to law enforcement. Students who commit acts of petty misconduct, as listed below, may be considered for school-based intervention programs~~. Such acts include but are not limited to

A. Cellular telephone violation;

B. Defiance of authority;

C. Disruption, minor;

D. Dress code violation;

E. Eating or drinking on the bus;

F. Forgery;

G. Horseplay;

H. Leaving campus without permission;

I. Lying or misrepresentation;

J. Profanity;

K. Vehicle parking violation.

IV. The District shall establish agreements with the county sheriff's office and local police department(s) that provide for reporting conduct that threatens school safety and obtaining assistance from the appropriate law enforcement agency. Law enforcement consultation is not required for petty acts of misconduct which are not a threat to school safety.

V. The District shall report to the appropriate law enforcement agency any act that poses a threat to the safety or welfare of students, staff and other persons on school property or at school events or is a serious violation of law. The following acts when committed on School District property or at a District activity shall be reported to the appropriate law enforcement agency:

A. Alcohol violation;

B. Alcohol, sale or distribution;

C. Arson;

D. Battery;

E. Bomb or biochemical threat;

F. Breaking and entering or burglary;

G. Disruption of school, major;

H. Drug use, sale or distribution;

I. Explosives, possession or use;

J. Extortion;

K. False alarm;

L. Firearms violation;

M. Gang-related activity;

N. Hate crime;

O. Illegal organization, membership;

P. Robbery;

Q. Sexual battery;

R. Sexual harassment;

S. Sexual misconduct;

T. Sexual offense;

U. Stalking;

V. Trespassing;

W. Weapons violation;

X. Any felony as defined by Florida Statutes.

VI. Consultation with law enforcement is required when a student commits more than one misdemeanor, to determine if the act(s) should be reported. ~~The school principal will recommend to law enforcement that all potential misdemeanor~~ criminal charges ~~committed by a student during school hours, or at a school sponsored activity, be considered for a juvenile civil citation, when appropriate. All student code of conduct violations that are a felony in the state of Florida, and weapons possession/use or threats by a student as defined by F.S. 790.162 or~~ F.S. 790.163, ~~must be addressed in consultation with local law enforcement. Law enforcement will be consulted relative to any student who demonstrates a pattern of behavior, based on previous acts or the severity of the acts, that would pose a threat to school safety.~~

VII. The school principal shall notify all school personnel of their responsibility to report to the principal or his/her designee crimes or incidents posing a threat to school safety and ensure the incident is properly documented.

VIII. ~~Notice will be given to the student and parent of any student who has been deemed by the school's threat assessment team to constitute a serious substantive or very serious substantive threat, or has made a false report of a threat. This notice is to~~

~~be given by the principal or their designee.~~ Students found to have committed one of the following offenses on school property, school sponsored transportation or during a school sponsored activity shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and be referred to the criminal justice or juvenile justice system:

A. Bringing a firearm or weapon as defined in Chapter 790, Florida Statutes, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.

B. Making a threat or false report as defined in Florida Statutes Sections 790.162 and 790.163 respectively, involving school or school personnel's property, school transportation or a school-sponsored activity.

C. Assault or battery on specified officials or employees in violation of Section 784.081, Florida Statutes.

D. Hazing as defined in 1006.135, Florida Statutes.

IX. When a student is formally charged with a felony or a delinquent act that would be a felony if committed by an adult, the Superintendent shall notify appropriate personnel including the principal, the transportation director, the student's classroom teachers, the student's bus driver and other school personnel who directly supervise the student.

X. The School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.

XI. The Superintendent may consider the one (1) year expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.

XII. If a student committing any of the offenses in this policy is a student with a disability, the School Board shall comply with the applicable State Board of Education rules.

XIII. Before the expiration of an expulsion period, the threat management team will meet to make a recommendation to the Superintendent on whether the expulsion period should be extended. Upon receiving the threat management team's recommendation, the Superintendent will determine if the expulsion period will be extended and, if the expulsion period is extended, what educational services will be provided. Written notice shall be given to the student and the student's parent(s) of the recommendation to the School Board extending the expulsion period. The notice to the student and the student's parent(s) shall include their rights to the same due process procedures related to the potential extension of the expulsion in accordance with Section 1006.08(1).

XIV. Any student found to have committed a violation of Section 784.081(1), (2) or (3), Assault or Battery on Specified Officials or Employees shall be expelled or placed in an alternative school setting or other program as appropriate. Upon being charged with the offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

XV. A student or his/her parent may request a review by the Superintendent of any disciplinary action taken by the District. Such request must be submitted in writing to the Superintendent within ten (10) days of the imposition of disciplinary action.

XVI. ~~The Baker County School Board will implement a student crime watch program to promote responsibility among students and improve school safety. The student crime watch program will allow students and the community to anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, to appropriate public safety agencies and school officials.~~

XVII. ~~Alternative education placement may be used for any student who has been deemed violent or disruptive by the principal or their designee.~~

LAW(S) IMPLEMENTED: **120.57(1), 775.08, 784.081, 790.162, 790.163, 985.04, 1001.42, 1001.43, 1001.54, 1003.31, 1006.07, 1006.08, 1006.09, 1006.13, 1006.135, 1006.14, 1012.28, F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-6.03311**

HISTORY: **ADOPTED:**

REVISION DATE(S): **04/05/04, 10/04, 11/07/05, 12/07/09, 9/20/10, 05/21/12, 04/01/19, 4/05/21, 02/22/22, 02/20/24**

FORMERLY:

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 5.15

POLICY TITLE: Administration of Medication

PURPOSE AND EFFECT: Page 1 removes language mandating directions provided by a physician or described on the mediation container. Page 2 adds language related to the possession of over-the-counter medications. Page 3 adds language in reference to training staff (anaphylactic reaction and the administration of epinephrine) and having access to emergency action plans (red folders). Pages 3 and 4 remove references to Narcan and Naloxone and replace them with Emergency Opioid Antagonist (EOA).

SUMMARY: [Health Services] Removes reference to Narcan and replaces it with Emergency Opioid Antagonist (EOA). It also changes policy related to over-the-counter headache medication.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 381.88, 381.887, 381.885, 499.003, 768.13, 1000.21, 1001.43, 1002.20, 1002.22, 1006.062, 1014.06, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

ADMINISTRATION OF MEDICATION **5.150*+OPTION 2**

I. Administration of Prescription Medication

A. Each school principal shall designate a staff member(s) to administer medications. The staff member(s) shall be trained annually by an authorized individual pursuant to Section 1006.062, Florida Statutes. ~~the registered nurse at each school.~~

B. Administration of prescription medications during school hours is discouraged unless a physician determines that a student's health needs require medication during school hours. The Code of Student Conduct and the *School Nurse Resource Manual* shall set forth provisions for administering prescription medications.

C. ~~Instructions on using a prescription shall be provided by a physician or described on the medication container provided by the physician or pharmacist.~~ All prescription medications shall be delivered to the office/clinic with the following information provided:

1. Diagnosis;
2. Reason for giving
3. Name and purpose of medication
4. Time the medication is to be given
5. Specific instructions on the administration of the medication
6. Approximate duration of medication
7. Beginning date - Ending date
8. Allergies
9. Side effects
10. A medical permission form signed by the student's parents, as defined by Florida Statutes, or legal guardian to grant permission for administering the prescription medication must be on file;
11. Medication is counted by the school nurse or trained designee and noted on medical permission form.

D. First dosage of any new medication shall not be administered during school hours because of the possibility of an allergic reaction.

E. Prescription medication, which is kept at school, shall be stored in the school clinic under lock and key with the student's name attached. Only authorized staff, who administers said medication, shall have access to it.

F. A student with a special health condition(s) such as asthma, diabetes, pancreatic insufficiency, cystic fibrosis or hypersensitivity may carry prescription medication for emergency situations on self if approved by his/her physician and his/her parent. The approval of the physician and the parent and information regarding the medication required in Section I C. Must be on file in the office/clinic. A student who has permission to self-administer emergency medication may carry the medication on the school bus or at any school related activity. The principal shall notify the bus driver and the transportation department regarding such students.

G. A record shall be maintained on each student who receives a prescription medication during school hours, including the date and time each dose of prescription medication was administered. These records shall be made available at all times to the principal and authorized staff.

H. Field Trips – The requirements for the administration of medication while Students are away from school property or on official school business shall be the same as those while on school property. All medications including non-prescription medications that are taken on field trips or other official school business must be in the original container. Only trained personnel will administer medication away from the school site except for students who have permission to self-administer emergency medications.

I. A student may possess and use a medication regulated by the US Food and Drug Administration for over-the-counter use to treat and/or relieve headaches while on school property or at school-sponsored event or activity without a physician's note or prescription.

II. Administration of Emergency Medication

A. Epinephrine

1. Schools may purchase and maintain a supply of epinephrine auto- injectors to use when a student is having an anaphylactic reaction. The medication shall be kept in a locked, secure location accessible only to trained personnel.

2. The School Board shall adopt a protocol, developed by a licensed physician, for the administration of epinephrine in emergency situations.

3. Only school personnel who are trained to recognize an anaphylactic reaction and certified to administer an epinephrine auto-injector or a person who is authorized by an authorized health care practitioner shall be permitted to administer this medication; however, the auto- injector may be given to a student who is authorized to self-administer an epinephrine auto-injector.

4. All schools serving students in K-8 shall provide training to adequate
Number of school personnel and contracted personnel on the recognition of anaphylactic reaction and administration of epinephrine delivery device.

5. Under the provisions of Florida Statutes, the District, trained and certified personnel, or an uncertified person who administers an epinephrine auto-injector under the authorization of an authorized health care provider shall not be liable for any injury resulting from the administration of an auto-injector provided that school personnel were trained or authorized as provided by law, followed the established protocol and believed that the student was having an anaphylactic reaction.

6. For a student in grades K-8 that has an emergency action plan for anaphylaxis, the plan must be accessible at all times when the student is on school grounds, whether during the school day or participating at school in a school-sponsored activity.

B. Emergency Opioid Antagonist (EOA) ~~Naloxone ("Narcan").~~ The School Board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. The following protocols for the administration of EOA ~~Narcan~~ in emergency situations are adopted to assist a person at risk of experiencing an opioid- related overdose.

1. Definitions
   a. Drug overdose: an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction.
   b. Emergency Opioid Antagonist (EOA): ~~Naloxone (Narcan):~~ is a medication that may be obtained, pursuant to state law, and used to treat individuals who are experiencing, or may be experiencing, an opioid related overdose.
   c. Opioids are illegal drugs including, but not limited to, heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin, Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.

2. The Superintendent shall adopt Administrative Guidelines governing the procurement, maintenance and use of EOA ~~Narcan~~ at school, for use in emergency situations and emergency notification requirements. The Superintendent will consult with a licensed health professional when developing the Administrative Guidelines.

3. The Administrative Guidelines shall:

   a. Specify the individuals (by position) employed by the School Board who may, in accordance with law, procure EOA ~~Narcan~~;
   b. Include the physician-established protocol(s), as required by law;
   c. Identify the location(s) in each school building where EOA ~~Narcan~~ shall be stored;

d. Specify the conditions under which EOA ~~Narcan~~ must be stored, replaced, and disposed of;
e. Specify the individuals (by position) employed by or under contract with the School Board, in addition to a licensed school nurse, who are authorized to access and use EOA ~~Narcan~~ in emergency situations;
f. Specify the training that Board employees or contractors must complete before being authorized to access and administer EOA ~~Narcan;~~ and
g. Specify that the assistance from an emergency medical service provider (911) must be requested as soon as practicable before or after EOA ~~Narcan~~ is administered.

4. To the extent provided by law, the Board, its members, employees and contractors shall not be liable civilly for acts or omissions associated with procuring maintaining, accessing, or using EOA ~~Narcan~~ in emergency situations as prescribed by this policy and any administrative guidelines.

5. Delegation of Responsibility

a. The School Medical Director shall provide and annually renew standing order of EOA ~~Narcan~~ to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose on school grounds or at a school-sponsored activity, at which the school nurse or any other individual properly trained to administer EOA ~~Narcan~~ is present as permitted by this policy. The standing order shall include at least the following information:
    i Type of EOA ~~Naloxone~~ (intranasal and/or auto-injector)
    ii Date of issuance
    iii Dosage
    iv Signature of the school physician/school Medical Director
b. The standing order shall be maintained in the office of the Nurse Supervisor and copies of the standing order shall be kept in each location where EOA

~~Narcan~~ is stored.

6. Acquisition, Storage and Disposal

   a. The school nurse(s) shall obtain sufficient supplies of EOA ~~Narcan~~ pursuant to the standing order in the same manner as other medical supplies are acquired for the school health program.
   b. The school nurse or designee shall regularly inventory and refresh EOA ~~Narcan~~ stocks, and maintain records thereof, in accordance with Administrative Guidelines, manufacturer's recommendations and any applicable Department of Health guidelines.
   c. EOA ~~Narcan~~ shall be safely stored in accordance with the drug manufacturer's instructions in the school nurse's office or other location(s) designated by the school nurse that is only accessible by the individuals' authorized to administer EOA ~~Narcan~~.

7. Training

   a. School nurses shall be trained in the use of EOA ~~Narcan~~ by the Baker County Department of Health.
   b. School Departments are encouraged to send other staff to be trained, including but not limited to coaches, guidance counselors, teachers, etc.
   c. Training for designated staff shall occur annually prior to the beginning of each school year and throughout the year, as needed.

8. Parent Notification

   a. Prior notice to the parents of a student of the administration of EOA ~~Narcan~~ is not required.
   b. If EOA ~~Narcan~~ has been administered to a student, immediately following the administration, the school shall provide notice to the parent/guardian of the student who received EOA ~~Narcan~~.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **381.88, 381.887, 381.885, 449.003, 768.13, 1000.21, 1001.43, 1002.20, 1002.22, 1006.062, 1014.06 F.S. STATE BOARD OF EDUCATION RULE(S): 6A-6.0251, 6A-6.0252, 6A-6.0253**

STATE DEPARTMENT OF HEALTH RULE(S): 64F -6.004

HISTORY: ADO PTED: REVISION DATE(S): 01/07, 09/20/10, 08/21/17, 12/05/2022, 11/06/23

FORMERLY:

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 5.25

POLICY TITLE: Student Use of Cellular Telephones and other Communication Devices

PURPOSE AND EFFECT: Extensive additions to the cell phone policy to include the new statutory requirements.

SUMMARY: [Teaching and Learning] Language includes new cell phone protocols that are now mandated by law.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 1000.21, 1001.43, 1003.04, 1003.31, 1006.07, 1006.08, 1006.09, 1006.145, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

STUDENTS USE OF CELL TELEPHONES AND OTHER COMMUNICATION DEVICES 5.250*

Personal telephones or other wireless communication devices may be brought to school with the following conditions applying:

I. General Provisions

A. Elementary and middle school students may not use a wireless communications device during the school day.

B. High school students may not use a wireless communication device during instructional time, except when expressly directed by a teacher solely for educational purposes. The student code of conduct will designate the locations within the school buildings where a high school student may use his or her wireless communications device with the express permission of a school administrator.

C. Devices must be ~~turned off~~ silenced during school hours.

D. If emergency calls to or from students are necessary they should be placed through the school office and not to or from the student's telephone.

E. Devices should be kept secure to prevent theft (*e.g.,* vehicles, purses, backpacks, lockers).

F. A student will be allowed to use a wireless communication device during the school day in accordance with:

i The student's individualized education plan;

ii The student's 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; or

iii A doctor's note from a physician licensed under Chapter 458 or Chapter 459 certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence.

II. Violation of these provisions shall result in the confiscation of the personal telephone or other communication devices and its return only to the parent, as defined by Florida Statutes. If the student is of majority age, then he/she may be prohibited from possessing a phone or other communication devices on campus.

III. The use of personal telephones or other communication devices at school

events shall not be limited by this policy; however, the principal shall have full authority to promulgate rules that implement all provisions herein.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **1000.21, 1001.43, 1003.04, 1003.31, 1006.07, 1006.08, 1006.09, 1006.145, F.S.**

HISTORY:
ADO
PTED:
REVISION DATE(S): 01/02/07
FORMERLY: NEW

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 5.382

POLICY TITLE: Foreign Exchange Students

PURPOSE AND EFFECT: Page 1 includes additional language about the benefits of schools having foreign exchange students. Page 1 also adds stipulations related to ensuring the stability of the host family environment. Page 2 removes language limiting foreign exchange student access to one individual per year and the stipulation that the decision is based on enrollment.

SUMMARY: [Teaching and Learning] Adds stipulations for ensuring stability of host family environment.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 1001.43, 1006.07, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk,

joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

FOREIGN EXCHANGE STUDENTS 5.382+

I. The School Board recognizes the positive cultural benefits to the students, staff, and the community in meeting students from other countries and having nonimmigrant students with citizenship in countries other than the United States as members of the student body of the District. A foreign exchange student may be enrolled in a Baker County school provided that the student

A. Is sponsored by a program listed with and approved by the Council on Standards for International Educational Travel (CSIET). The representatives from the approved Foreign Exchange Student Program must secure written acceptance from the Student Services Department prior to placement and enrollment in the District schools.

B. Is at least fifteen (15) years of age but has not attained the age of eighteen and one/half (18 ½) years of age at the time of enrollment. Proof of age must be documented by a birth certificate or passport.

C. Agencies must arrange for host family placements with ~~Will be living with~~ an American host family that resides in the county and has been approved by the sponsoring program prior to the student leaving their home country. Exchange students must be enrolled and start attending classes no later than the first day of the first semester each year for full-year placements and the first day of the second semester each year for second-semester placements.

D. Shall gain legal entry into the United States with a J-1 Exchange Visa, required ~~INS~~ Department of Homeland Security documents, and present to the District the general enrollment documents required by all students.

E. The Foreign Exchange Program must certify that financial resources are sufficient to cover all expenses for the student, including funds to cover school lunches.

F. Provides an academic transcript from the home school with English translation, and has not previously graduated.

G. Provides evidence of sufficient English proficiency to function successfully in the academic level in which he/she is enrolled.

H. Meets immunization requirements in accordance with Florida statutes.

I. Has health, accident and liability insurance coverage that is valid in the United States.

J. ~~Must pass a language assessment prior to acceptance~~.

II. A student shall be enrolled for one (1) semester or a complete school year (two (2) semesters.)

III. The student shall be subject to the *Code of Student Conduct*.

IV. Eligibility for participation in athletics shall be consistent with Florida High School Athletic Association and School Board rules.

V. The Superintendent or designee shall approve the admission of each foreign exchange student.

VI. The Superintendent shall develop procedures for implementing the foreign exchange student program.

~~VII. A maximum of one foreign exchange student will be accepted during a single school year.~~

~~VIII. The acceptance of foreign exchange students is based on the capacity of the school.~~

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **1001.43, 1006.07 F.S.**

HISTORY: **ADOPTED:**

REVISION DATE(S): 05/07/12, 06/21/21, 12/05/2022

FORMERLY: NEW

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 6.17

POLICY TITLE: Employment of Non-Degreed Vocational, Adult Instructional, and Fine Performing Arts Personnel

PURPOSE AND EFFECT: New policy related to the employment of nondegreed vocational, adult instructional and fine and performing arts personnel. This policy requires a procedural manual to be developed by the District.

SUMMARY: [Human Resources] Stipulates policy for district certification of instructional personnel.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAWS IMPLEMENTED: 1001.43, 1012.32, 1012.36, 1012.39, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk,

joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

EMPLOYMENT OF NONDEGREED VOCATIONAL, ~~AND~~ ADULT INSTRUCTIONAL, AND FINE AND PERFORMING ARTS PERSONNEL 6.17*+

The Superintendent is authorized to develop a procedural manual for the employment of nondegreed vocational and adult instructional personnel which is entitled Qualifications for Employment of Nondegreed Full Time and Part-time Vocational, ~~and~~ Part-time Adult Instructional Personnel, and fine and performing arts instructors per Florida Statutes. These procedures shall be consistent with Florida Statutes and shall be approved by the School Board. The manual shall be published and made available to persons who are seeking employment as nondegreed vocational, ~~or~~ adult education, or fine and performing arts instructors.

I. Qualifications must include, but are not limited to these requirements:

A. The teacher must submit a complete set of fingerprints and photograph in the same manner as required by s.1012.32

B. The teacher must submit documentation of education and successful experience, including documentation of:

1. A high school diploma or the equivalent;
2. Completion of 3 years of full time successful experience or the equivalent of part-time experience in teaching specification area.

STATUTORY AUTHORITY: **1001.41, 1012.22, 1012.23, F.S.**

LAW(S) IMPLEMENTED: **1001.43, 1012.32, 1012.36, 1012.39, F.S.**

HISTORY: ADOPTED: _____ REVISION DATE(S): _____

FORMERLY:

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 6.19

POLICY TITLE: Certification of Administrative and Instructional Personnel

PURPOSE AND EFFECT: Page 1 adds a stipulation stating that the applicant is governed by the laws and rules in effect at the time of hiring.

SUMMARY: [Human Resources] Adds language governing applicants.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAWS IMPLEMENTED: 1001.43, 1011.60, 1012.24, 1012.54, 1012.55, 1012.56, 1012.57. F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

CERTIFICATION OF ADMINISTRATIVE AND INSTRUCTIONAL PERSONNEL 6.190*

No person shall be employed or continued in employment if he/she does not hold or is ineligible to hold a Florida Educator's Certificate, a local certificate, or a certificate issued by a Florida school district that has a reciprocal agreement with the School District or holds a professional license. However, a person may be employed under emergency conditions, pursuant to Florida Statutes, or may qualify as non-certificated instructional personnel pursuant to School Board rule. The staff member shall be responsible for maintaining a valid certificate. The staff member shall register his/her certificate and each certificate re-issuance or renewal in the District office as soon as the Department of Education issues the new validity period on the certificate.

(1) The Superintendent shall designate a certification contact person to work directly with the Bureau of Educator Certification, Florida Department of Education, to assist personnel with certification issues.

A. If an individual employed by the District does not achieve a passing score on any subtest of the general knowledge examination, the District must provide information regarding the availability of state-level and district level supports and instruction to assist in achieving a passing score.

B. Information must include state-level test information guides, school district test preparation resources and preparation courses offered.

(2) An individual nominated for an instructional position shall be properly certificated, be eligible for certification, meet conditions prescribed in State Board of Education rules or qualify for employment or re-employment as a non-degreed vocational education or adult education teacher based on School Board rule. All persons applying for employment are governed by the law and rules in effect at the time of application for issuance of the initial certificate or employment, provided that continuity of certificates or employment is maintained.

(3) Pursuant to Sections 1012.39, 1012.55 and 1012.57, employment of temporary instructors, teachers of adult education, non-degreed teachers of career education, adjunct educators, career specialists, and experts in the field, each school district will establish the minimal qualifications for the issuance of Baker County Public Schools Certificates. Such certificates establish eligibility for employment, but do not confer a right to employment.

A. The School Board defines an adjunct educator as a teacher who has expertise in the subject area to be taught. A teacher shall be considered to have expertise in the subject area to be taught if the teacher demonstrates sufficient subject area mastery through passage of a subject area test. The district is permitted to issue

adjunct certificates to qualified applicants.

B. Adjunct certificate holders should be used primarily to enhance the diversity of course offerings offered to all students.
C. Adjunct teaching certificates issued for full time teaching positions are valid for no more than three (3) years and are nonrenewable.

STATUTORY AUTHORITY: **1001.41; 1012.22; 1012.23, F.S.**

LAWS IMPLEMENTED: **1001.43; 1011.60; 1012.24; 1012.54; 1012.55; 1012.56; 1012.57, F.S.**

STATE BOARD OF EDUCATION RULES: **6A-1.0501; 6A-1.0502; 6A-1.0503**

HISTORY: **ADOPTED:**
REVISION DATE(S): 04/05/04, 10/04, 04/05/21
FORMERLY: 3.06

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 6.103

POLICY TITLE: Appointment or Employment Requirements

PURPOSE AND EFFECT: Page 1 removes language referencing applicants' eligibility. Pages 2 and 3 add language referring to the District Criminal Background Check (CBC) committee. If approved, this will be a new committee. These decisions have been previously delegated solely to the associate superintendent of human resources. Language additions also bring the policy in-line with new state mandates to screen applicants through the AHCA Clearinghouse. Page 4 has three additional stipulations related to the removal, arrest, and conviction of instructional and administrative staff. Page 6 has additional reference to the Criminal Background Check committee in lieu of the associate superintendent.

SUMMARY: [Human Resources] Stipulates policy for district consideration of applicants.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAWS IMPLEMENTED: 288.061, 381.0056, 435.12, 448.095, 1001.42, 1001.43, 1012.01, 1012.22, 1012.27, 1012.315, 1012.32, 1012.39, 1012.465, 1012.55, 1012.56, 1012.799, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

APPOINTMENT OR EMPLOYMENT REQUIREMENTS 6.103* OPTION 2

Any person desiring employment shall file a completed application on the form provided by the Superintendent.

I. Qualifications

A. Must be of good moral character.

B. Must have attained the age of eighteen (18) years with the exception of students employed by the Board.

C. Must meet the educational requirements of the job description that the employee is hired to fulfill.

D. ~~Must not be ineligible for employment under 1012.315, F.S., if applying for an instructional, administrative or any other position requiring direct contact with students.~~

II. Certificate Requirements

Each applicant for an instructional or a certificated administrative position shall hold a certificate, have a receipt from the Florida Department of Education acknowledging that an application has been filed and that issuance of the certificate is pending, or have the proper license to perform services.

A. To be considered for a position, an applicant shall be duly qualified for that position in accordance with state law, regulations of the Florida Department of Education and the approved job description. If it appears that the applicant is eligible for proper certification, appointment may be made subject to the conditions set forth in the annual contract of employment as approved by the School Board.

B. Any person not holding a valid Florida certificate at the time of employment shall be required, upon initial employment, to make application to the Florida Department of Education for such a certificate, through the Personnel Services office of the District. When such certificate is received, it must be filed with the office of the Superintendent. If the Department of Education declines to issue a certificate, the person's employment shall be terminated immediately. Failure to file such certificate, except for good cause as determined by the Superintendent, shall result in the termination of employment.

III. Interviews and Appointments

A. Interview teams, including those with community representatives, shall reasonably reflect the District's diverse racial, ethnic, and gender composition.

B. The Superintendent or designee shall monitor and ensure that appointments and assignments are consistent with the District's intent of maintaining a diverse work force.

IV. Driving Record

A. The driving record of each applicant for the position of school bus operator or for any position that would require the person to drive a School Board vehicle shall be reviewed to determine if the record contains any infractions of the driving code that would make the applicant unqualified for the position in accordance with the District safe driver plan.

B. The driving record of each current school bus operator shall be reviewed prior to the first day of the fall semester and periodically during the school year to determine if the record contains any infractions of the driving code that would make the operator unqualified for the position in accordance with the district safe driver plan. The driving record of any employee who is required to drive a School Board vehicle shall also be reviewed periodically during the year to determine whether the employee may continue in the position.

V. Initial Employment

A. Any offer of employment with the School District is conditioned on submission of fingerprints and a photograph as required by Florida Statute and a background investigation by the Superintendent or designee and District Criminal Background Check (CBC) committee. After a job offer, but prior to beginning employment with the District, all candidates for all positions must undergo a criminal and employment background check (including verification of work authorization status through the E-Verify system) to determine suitability for employment. The application for employment shall inform applicants they are subject to criminal background checks, and advise applicants that failure to be truthful on the application about prior criminal history will be grounds for ineligibility or dismissal from employment.

B. As a condition of employment and prior to beginning work, an applicant who has received a conditional job offer must undergo background screening as required by Florida Statutes by filing a complete set of fingerprints and a photograph taken by an individual trained to take fingerprints. The fingerprints and photograph shall be submitted to the Care Provider Background Screening Clearinghouse (Clearinghouse). ~~The fingerprints shall be processed by~~ the

Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The applicant shall be required to pay for full costs of processing at the time of fingerprinting.

C. A Criminal Background Check (CBC) committee ~~The Associate Superintendent of Human Resources~~ will review the criminal history of all persons nominated for initial employment. The CBC committee ~~He/she~~ shall obtain criminal background information for applicants through requests to the Care Provider Background Screening Clearing House (Clearninghouse) Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The CBC committee shall include, but not limited to, the Director of Personnel Services, the District EEO Officer, and a representative of the County Sheriff's Department.

D. When the fingerprint or background check reports are returned, the Associate Superintendent shall review both the application and the report(s) concerning the individual. The CBC committee ~~He/she~~ will compare the information provided by the new employee with the information received from the Clearinghouse, FDLE and/or the FBI pursuant to Florida Statute.

E. The Superintendent or designee shall conduct employment history checks of applicants for instructional, administrative or any other positions requiring direct contact with students. The employment history check shall include, but not be limited to, screening through the use of educator screening tools described in law and contact with each previous employer. All findings shall be documented. If the Superintendent ~~or designee~~ is unable to contact a previous employer, he/she shall document all efforts to contact the previous employer. For all other applicants, the CBC committee or its designee shall contact or attempt to contact all prior employers for a minimum of the past ten (10) years and all private of public educational institutions by which the applicant was previously employed while age eighteen
(18) or older. The committee ~~designee~~ shall document all attempts to contact previous employers.

F. No applicant who has received a conditional job offer shall begin work before his/her fingerprints are processed, the criminal and pre-employment investigation is completed, and a determination is rendered as to suitability for employment.

G. Based upon the facts of an application, criminal background check or other valid or reliable data sources, applicants who are, or have been convicted of certain serious offenses may be denied employment by the School District. As used in this section the term conviction is defined as a finding of guilt, a plea of guilty, or a plea of *nolo contendere*, or a verdict of guilty. The withholding of adjudication or the entry of an order sealing or expunging the record requiring a pre-trial

intervention or pre-trial diversion shall not be considered an exception to this section. Other information derived from the pre-employment investigation, which indicates the applicant may not be suitable for employment by the School District, may be grounds for denying employment to an applicant.

H. An applicant shall be disqualified from employment in any position requiring direct contact with students if he/she is ineligible for employment under 1012.315, F.S.

I. Any instructional or noninstructional persons under contract to the School District to operate student programs, student teacher, persons participating in short-term teacher assistance experiences or field experiences who have district contact with students must meet the requirements of V. A., B., E, and F. Such person may not be in direct contact with students if ineligible under 1012.315, F.S.

VI. Current Employees

A. Whenever a personnel investigation of a complaint against an employee is required, a criminal background check may be conducted as part of the investigation.

B. Instructional personnel shall be removed from the classroom within 24 hours of the District being notified by law enforcement or a self-reporting by the employee of the employee being arrested for a felony offense or for a misdemeanor offense listed in s. 435.04(2), to determine the potential impact on the student health, safety and welfare.

C. Instructional personnel and administrative personnel must self-report within 48 hours to the Superintendent or his/her designee any arrest for a felony offense or misdemeanor offense listed in s. 435.04(2). The self-reporting is not considered an admission of guilt.

D. Instructional and administrative personnel must self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pre-trial diversion program, or entering a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgement.

E. If it is discovered during the period of employment that a regular employee has a prior criminal record and that the employee was requested to provide this information at the time of hire, but did not do so, the employee may be subject to disciplinary action, including dismissal for submitting false information on the employment application, or otherwise having misled the District.

F. If it is discovered during the period of employment that an employee has a prior criminal record and no falsification of an application nor attempt to mislead occurred, the record shall be reviewed by the Associate Superintendent. He/she

shall consider all information, including any mitigating conditions, and report findings of fact, possible mitigating circumstances and recommendations for action to the Superintendent. The employee shall have the opportunity to respond in writing to the findings and recommendation. The Superintendent shall review the record, recommendation and response before taking appropriate action. Appeal of the Superintendent's action shall follow collective bargaining agreements or School Board policy, as appropriate.

G. Instructional personnel and noninstructional or contractual personnel who have direct contact with students or have access to or control of school funds must meet the screening requirements described in law every five (5) years. Personnel whose fingerprints have not been maintained by the Department of Law Enforcement are required to be refingerprinted.

H. An employee whose criminal record after employment would disqualify him/her from employment shall be subject to disciplinary action up to and including termination.

VII. Drug Testing

A. Initial Employment

1. A negative drug screen will be a requirement of initial employment. An applicant who has been offered a position will be referred to a Board approved, independent, certified laboratory. The drug screen must be conducted within thirty (30) days prior to employment. The cost of the drug screening will be the responsibility of the applicant.

2. Applicants testing positive will not be eligible for employment by the School Board for a minimum of one (1) year from the date of the test. Refusal to participate in the drug screening will prohibit an applicant from employment with the Board.

B. Current Employees

1. An employee may be subject to drug testing based on a reasonable belief that he/she is using or has used drugs in violation of the Drug -free Workplace policy.

2. An employee may be subject to follow up testing at the recommendation of a substance abuse professional or medical review officer.

3. An employee shall be subject to a drug screen immediately following a work-related accident or injury.

4. An employee who is subject to the requirements of the Omnibus Transportation Employees Testing Act (OTETA) shall be subject to random drug testing, post-accident drug testing and return to duty testing as required by federal law.

VIII. Acceptance of Appointment

Failure to signify acceptance of appointment within ten (10) days after receipt of the official notice of appointment shall be considered a rejection of the offer and the position shall be declared vacant.

IX. Reconsideration and Appeal

A. Applicants who have been denied employment, and probationary employees who have been denied permanent employment, on the basis of their criminal record, drug screening and/or background check, may request reconsideration by the CBC committee ~~Associate Superintendent~~ only if they present new information not previously available.
B. Applicants who have been denied employment, and probationary employees who have denied permanent employment, because of their criminal record and/or background check, may appeal to the Superintendent. Applicants and probationary employees shall receive written notice of the right to appeal the decision by the CBC committee ~~Associate Superintendent~~ to the Superintendent. Their appeal must be in writing, and may respond to the findings and decision of the CBC committee ~~Associate Superintendent~~. If new information is to be submitted, the applicant must first request reconsideration by the CBC committee ~~Associate Superintendent.~~ The Superintendent's decision shall be final.

X. The District shall ensure that all aspects of the recruitment and selection process are job-related and are consistent with business necessity so as to ensure equal employment opportunity. Neither the District nor its agents shall engage in any discrimination with respect to employment in violation of any state or federal laws. Applicants shall be informed of the complaint procedure that may be used should they allege discrimination.

STATUTORY AUTHORITY: **1001.41, 1012.22, 1012.23, F.S.**

LAW(S) IMPLEMENTED: **288.061, 381.0056, 440.102, 448.095, 1001.42, 1001.43, 1012.01, 1012.22, 1012.27, 1012.315, 1012.32, 1012.39, 1012.465, 1012.55,1012.56, F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-3.0141**

HISTORY: **ADOPTED:** _____

REVISION DATE(S): **11/13/06, 04/23/07, 11/18/08, 11/17/20, 04/05/21, 04/03/2023**

FORMERLY:

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 6.370

POLICY TITLE: Professional Ethics

PURPOSE AND EFFECT: Page 1 includes a title change for the code of ethics, additional language requiring ethics training for the Superintendent and School Board members on an annual basis, and a ban on knowingly communicating false information. Pages 1 through 5 include language additions that stipulate the standards of ethical conduct for school and district administrators.

SUMMARY: [Human Resources] Stipulates expectations for administrators in a similar fashion to that of teachers.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 112.312, 112.313, 112.3142, 1001.42, 1012.01, 1012.22, 1012.23, 1012.27, 1012.796, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

PROFESSIONAL ETHICS 6.370*

I. An effective educational program requires the services of personnel of integrity, high ideals, and human understanding. All employees shall be expected to maintain and promote these qualities. The Board shall also expect all administrative, instructional and support staff members to adhere to the ~~*Code of Ethics of the Education Profession in Florida* and the~~ *Principles of Professional Conduct for the Education Profession* in Florida, the Code of Ethics for Public Officers and Employees, and the standards set forth in F.S. 112.313.

II. Administrative and instructional personnel, as defined by Florida Statute, shall be required to complete training on these ethical standards. All other employees shall be encouraged to participate in training related to professional ethics.

III. The Superintendent and School Board members shall complete annual ethics training as required by law.

IV. All employees shall be responsible for reporting misconduct by School Board employees that affects the health, safety or welfare of a student.

V. Pursuant to F.S. 1001.42(7), the Superintendent may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the Superintendent knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel and school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of these provisions will result in the forfeit of the Superintendent's salary for one (1) year.

VI. Standards of Ethical Conduct

A. Administrators (means those individuals identified in F. S. 1012.01(3), F.S.) shall be guided by and adhere to the following ethical principles:

1. The administrator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

2. The administrator's primary professional concern will always be for the student and for the development of the student's potential. Therefore, the administrator will strive for professional growth and seek to exercise the best professional judgment and integrity.

3. The administrator recognizes the importance of maintaining the respect and confidence of one's colleagues, students, parents, and other members of the

community and therefore strives to achieve and sustain the highest degree of ethical conduct.

B. District administrators shall comply with the disciplinary principles listed below. Violation of any of these principles shall subject the individual to revocation or suspension of the individual administrator's certificate, or other penalties as provide by law.

1. Obligation to the student means the District administrator shall:

a) make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

b) not unreasonably restrain a student from independent action in pursuit of learning.

c) not unreasonably deny a student access to diverse points of view.

d) not intentionally suppress or distort subject matter relevant to a student's academic program.

e) not intentionally expose a student to unnecessary embarrassment or disparagement.

f) not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by F.S. 1003.42(2)(n)3. and 1003.46.

g) not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by State academic standards as adopted in F.A.C. 6A-1.09401, as is part of a reproductive health course or health lesson for which a student's parent has the option to have their student not attend.

h) not intentionally violate or deny a student's legal rights.

i) not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in F.S. 39.01.

j) not harass or discriminate against any student based on race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination. Discrimination based on race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in F.S. 1000.05(4)(a).

k) not exploit a relationship with a student for personal gain or advantage.

l) keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

m) not violate F.S. 553.865(9)(b), which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.

n) not violate F.S. 1000.071, which relates to the use of personal titles and pronouns in educational institutions.

2. Obligation to the public means that the District administrator shall:

a) take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

b) not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

c) not use institutional privileges for personal gain or advantage.

d) accept no gratuity, gift, or favor that might influence professional judgment.

e) offer no gratuity, gift, or favor to obtain special advantages.

3. Obligation to the profession of education means that the District administrator shall:

a) maintain honesty in all professional dealings.

b) not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

c) not interfere with a colleague's exercise of political or civil rights and responsibilities.

d) not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination.

e) not make malicious or intentionally false statements about a colleague.

f) not use coercive means or promise special treatment to influence professional judgments of colleagues.

g) not misrepresent one's own professional qualifications.

h) not submit fraudulent information on any document in connection with professional activities.

i) not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

j) not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

k) provide upon the request of a certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

l) not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida statutes and State Board of Education rules.

m) self-report within forty-eight (48) hours to appropriate authorities (as determined by the District) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt, nor shall such notice be admissible for any purpose in any proceeding, civil or criminal; judicial or administrative; or investigatory or adjudicatory.

In addition, District administrators shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4) (c) and 943.059(4)(c).

n) report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

o) seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).

p) comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

q) as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

4. No administrative staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of their duties in the public interest.

5. No administrative staff member shall solicit or accept anything of value including a gift (See F.S. 112.312), loan, reward, promise of future employment, favor, or service, based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.

6. All District administrative staff members shall adhere to the ethical and disciplinary principles enumerated above.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **112.312, 112.313, 1001.42, 1012.01, 1012.22, 1012.23, 1012.27, 1012.796, F.S.**

STATE BOARD OF EDUCATION RULES: **6B-1.001, 6B-1.006**

HISTORY:

ADOPTED:
REVISION DATE(S):
FORMERLY: NEW

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 8.07

POLICY TITLE: Guardian Program

PURPOSE AND EFFECT: There are 8 pages of language additions for the description, protocols, and implementation of the Guardian Program.

SUMMARY: [School Safety] Provides a more detailed description of program and participant consideration.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, 1003.01, 1003.02, 1003.32, F.S.

LAWS IMPLEMENTED: 30.15, 776.012, 790.174, 1006.07, 1006.09, 1006.12, 1012.01 (2)(a), F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk,

joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

GUARDIAN PROGRAM 8.07

A. Purpose

The purpose of this policy is to establish the Guardian Program and outlines the selection, procedures, and training of guardians employed by the Baker County School District ("District").

B. Definitions

Guardian means any member of a designated employee group ~~or a school safety guard~~, as defined in Section 30.15, Florida Statutes, in the District who has successfully completed all of the training requirements and prerequisites defined in F.S. 1006.12, and who has been appointed to serve as a guardian ~~or school safety guard~~ by the Superintendent. A candidate for the Guardian Program shall be a volunteer ~~or a school safety guard~~ and will receive a one-time stipend outlined in the statute. A volunteer Guardian will be offered no monetary benefit aside from the one-time stipend. The volunteer candidate must be a full-time employee of the District who is in good standing. Further, volunteer candidates shall not be employees exclusively performing classroom duties as teachers as defined in F.S. 1012.01(2)(a).

School Safety Specialist means the certified School Safety Specialist appointed by the Superintendent to oversee all security programs and personnel, as defined in F.S. 1006.07, to include oversight of appointed guardians.

Active Assailant/Armed Intruder is an individual(s) actively engaged in ~~killing~~ the use or attempting to use deadly physical force on other people in a confined and/or populated area.

C. Priorities and Objectives

The purpose of this policy is to define the procedures for the approval of a volunteer guardian ~~or a school safety guard~~. This will include the roles of guardians, define their supervision, and list additional training requirements that may be imposed by the District. The objective is to ensure that the use of guardians conforms to the standards of the District and that they serve to enhance the overall security of campuses throughout the District.

D. Responsibilities

1. School Safety Specialist

a. The School Safety Specialist or designee, ~~a representative from Safety and Security,~~ Human Resources, School Principal, the Baker County Sheriff's Office ("BCSO") and others, as appointed

by the Superintendent, will be part of a District panel that will review all potential guardians for compliance with state law and District policy. The School Safety Specialist shall provide recommendations to the Superintendent for approval or denial of potential guardians based on their required background checks, drug screenings, evaluations, training as defined in F.S. 1006.12, and the panel's recommendation. The Baker County Sheriff's Office ("BCSO") must also approve all applicants.

b. A designee from the BCSO shall be responsible for inspecting all guardian equipment. Equipment may include firearms, ammunition, magazines, holsters, magazine holder, vests, radio, and identification. All equipment must be issued and approved by BCSO and the District. Guardians ~~and school safety guards~~ accepting the issued equipment shall abide by all procedures and sign an agreement attesting that they will follow all applicable procedures and responsibilities. This agreement will be witnessed by the School Safety Specialist. The School Safety Specialist along with BCSO will maintain all records of issued equipment.

c. The School Safety Specialist and BCSO shall ~~jointly~~ inspect all guardian- issued equipment semi-annually ~~monthly~~ to ensure serviceability and accounting. Each inspection shall be documented.

d. The School Safety Specialist and BCSO shall maintain or have access to the training records for each guardian. The record will contain their annual re-qualification dates and any additional training the District requires throughout the year. This may include additional firearms training, tactics, legal updates, or other areas specific to the duties of their position.

e. The School Safety Specialist, in conjunction with Human Resources, shall notify the Superintendent of any guardian who is on medical leave, injured, suspended from their position for any reason, or unable to perform their duties as a guardian.

f. The School Safety Specialist, as required in F.S. 1006.12, shall ensure the District notifies the BCSO and the Office of Safe Schools within seventy-two (72) hours of any guardian being disciplined or dismissed for misconduct, or any incident where a guardian discharges their firearm for other than training purposes.

2. School Guardians

a. To be appointed as a guardian ~~or school safety guard~~, a designated employee must be in good standing with the District, and must meet the eligibility requirements for a guardian, as defined in F.S. 1006.12.

b. A panel consisting of representatives from Safety and Security, Human Resources, School Principal, BCSO and others, as appointed by the Superintendent or designee are responsible for reviewing all potential guardians, and to ensure compliance with State law and District policy. The panel shall provide recommendations to the Superintendent or designee to move forward in the process. The Superintendent or designee may accept the recommendation of the panel or deny the recommendation. Denials shall not be arbitrary or capricious. Denials should be based on concerns such as, but not limited to, the inability to secure liability coverage for the individual, newly found information or the applicant's current position could create a negative impact on the school district being a Guardian.

c. If the potential guardian is approved by the Superintendent to move forward in the process, the employee will be contacted by the School Safety Specialist to complete any required paperwork for the BCSO.

d. Once the guardian ~~or school safety guard~~ is approved, the employee will be scheduled for a background check that includes a psychological evaluation and drug screening. The employee will also undergo the required statutory training and any other requirements set forth by the BCSO.

e. All training requirements as outlined by the BCSO must be met. Failing to attend a required training session or any program components will result in immediate non-approval of the guardian or the termination of the guardian ~~or school safety guard~~.

f. The District will treat all required training hours as temporary duty as outlined and in compliance with applicable standards as prescribed in District leave policies.

g. Upon successful completion of the BCSO's training program, the employee shall present to the Superintendent their certification as provided by the BCSO as proof of completing all requirements outlined in F.S. 1006.07 and other requirements as designated by the BCSO. Upon receipt, the Superintendent may appoint the employee as a guardian. However, even if proof of completion is received, the final decision to appoint an individual as a guardian is

left solely to the discretion of the Superintendent. The Superintendent's decision is final and not appealable. However, the appointment cannot be made in an arbitrary nor capricious manner. All acceptances or denials shall be accompanied by the appropriate documentation that supports the decision.

h. Appointed guardians ~~and school safety guards~~ will participate in all mandated continuing training and related activities throughout the school year and will complete the mandatory recertification.

i. Appointed guardians ~~and school safety guards~~ will remain knowledgeable of current processes and procedures pertinent to the Guardian Program through continued education, seminars, and training.

j. Appointed guardians ~~and school safety guards~~ will assist law enforcement agencies and staff in the identification, deterrence, mitigation, and prosecution of subjects that affect the security and safety of students, staff, and visitors on the school property.

k. Appointed guardians ~~and school safety guards~~ will cooperate with BCSO, the State Attorney's Office, Child Protective Services, and other State and Federal agencies in the interest of public safety.

l. Appointed guardians ~~and school safety guards~~ shall adhere to safety rules and procedures.

m. Appointed guardians ~~and school safety guards~~ will be issued firearms and related equipment. Only the approved firearm by the BCSO is authorized for carry while carrying out the duties of a guardian. It shall be worn in an approved manner as directed. No weapons or equipment other than what is issued or approved items and signed for in the agreement shall be carried or utilized by a guardian at schools or on school property.

n. All issued firearms shall be maintained in good working condition and cleaned as often as necessary to ensure proper operation. There shall be no alterations or modifications to the issued firearm. Appointed guardians are responsible for the general maintenance and care of issued firearms.

o. Issued firearms and ammunition shall be properly possessed, retained, and stored at all times, per F.S. 790.174.

p. Guardians ~~and school safety guards~~ shall not act as law enforcement officers and do not possess any of the authorities of a

law enforcement officer. Guardians ~~and school safety guards~~ are not authorized by the District and BCSO to enforce any laws. The purpose of a guardian is to defend life from an active threat on any District property. Guardians are responsible for providing security and safety services at schools or school property and protecting the life and well-being of students, staff, and visitors.

q. In accordance with the guardian's training, they shall respond singularly to defend life. Should other guardians~~, school safety guards,~~ or law enforcement be present, they can respond as a group and are authorized to defend any school or school property from an active threat. Guardians ~~and school safety guards~~ are to use reasonable/appropriate level of force to stop, disrupt, or eliminate possible life-threatening physical threats to students, staff, and visitors on school property.

r. Appointed guardians ~~and school safety guards~~ will follow federal and state laws. Guardians ~~and school safety guards~~ are employees of the School District and shall adhere to all Board policies and procedures.

s. Any guardian ~~or school safety guard~~ who fires their weapon for any reason other than on the firing range for training, must be reported to the School Safety Specialist or designee immediately. The guardian ~~or school safety guard~~ involved in such a situation shall cooperate with any subsequent law enforcement and/or District investigation. Failure to cooperate with any District investigation may result in disciplinary action, including termination from the Guardian Program and/or the District.

t. Guardians ~~and school safety guards~~ will only be permitted to carry issued firearms and any assigned equipment while on duty at the assigned school during their assigned hours. Guardians ~~or school safety guards~~ will not carry issued firearms or equipment out of school or school property. Issued firearm, ammunition, and equipment shall be stored in the guardian's ~~or school safety guard~~ domicile per statute. Issued firearm and related equipment shall be secured in a vehicle lock box while traveling to and from their residence.

u. All appointed guardians ~~or school safety guard~~ will treat all information or intelligence of a possible or ongoing investigation received as confidential, including but not limited to information or intelligence received via all sources such as, telephone, mobile phone, texting, computer, social media, etc. The dissemination of such confidential information or intelligence to anyone not needing

to know, such as BCSO, School Safety Specialist, or certain individuals in school administration (persons not directly involved in any internal, non-criminal, or criminal investigation) is strictly prohibited.

v. Appointed guardians ~~and school safety guards~~ shall contact the Safety and Security Specialist, School Resource Deputy ("SRD"), School Principal and/or Principal's designee, for a situation or incident that is not under their authority or responsibility.

w. Appointed guardians ~~and school safety guards~~ shall work with law enforcement officers by sharing relevant information and intelligence regarding threats and incidents related to the safety and security of the students, staff, visitors, and others on campus.

x. Any violation of these directives will result in termination from the Guardian Program and, possibly, termination of employment with the District.

E. General Procedures

1. Pursuant to F.S. 30.15, each Sheriff may establish a Coach Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program, in which certain volunteer school employees will be appointed as school guardians.

2. Pursuant to F.S. 30.15, a guardian ~~or school safety guard~~ has no authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident on school premises. Appointed guardians will report directly to the School Safety Specialist.

3. Pursuant to F.S. 1006.12, in the event of the discharge of a firearm by any Safe School Officer, including a guardian, the School Safety Specialist shall notify the BCSO immediately after the incident. Additionally, the School Safety Specialist will notify the Florida Department of Education Office of Safe Schools in writing via an Incident Report in the Florida Safe Schools Assessment Tool portal immediately but no later than seventy-two (72) hours after the incident.

4. Pursuant to F.S. 1006.12, in the event a guardian ~~or school safety guard~~ is dismissed from the program, District or is otherwise disciplined, the School Safety Specialist will notify the Florida Department of Education Office of Safe Schools in writing via an Incident Report in the Florida Safe Schools Assessment Tool portal immediately but no later than seventy-two (72) hours after the incident.

5. Pursuant to F.S. 1003.32, and F.S. 1006.09, the management of student discipline is the responsibility of the school principal or principal's designee. A volunteer guardian can be considered a principal's designee based on their current position with the District.

6. Pursuant to F.S. 776.012, a guardian ~~or school safety guard~~ is justified in using objectively reasonable force, except deadly force, if present during a physical altercation between individuals on his/her assigned school campus. Intervention is to be the minimum force required to de-escalate the incident and to keep the individuals and campus safe. Administration and SRD are to be notified immediately.

7. Firearms shall not be displayed or handled in any unsafe manner that may cause concern.

8. Issued firearm will remain holstered at all times except when needed in authorized duties or for training, inspection, cleaning, and repair purposes.

9. Issued firearms shall not be utilized for anything other than authorized appointed guardian duties and training purposes.

10. Appointed guardians ~~and school safety guards~~ will not draw and point their issued firearm at any individual unless they reasonably believe that the individual has engaged or is about to engage in any active deadly threat. If the appointed guardian displays an issued firearm or points it at an individual for any other reason, then they will notify the Safety and Security Specialist, SRD, and the School Principal or Principal's designee must be notified immediately and document the circumstances in a written report.

Guardians and safety guards must attend all training scheduled by the District or the BCSO, keep all their equipment in serviceable condition, pass firearms qualification at least annually as required by state law, and maintain their position within the District in good standing.

The guardian training program must include twelve (12) hours about responding to and de-escalating incidents on school premises.

The District must report to the Florida Department of Law Enforcement (FDLE) the name, date of birth, and appointment date of each person appointed as a guardian, as well as the date of separation if a guardian ~~or school safety guard~~ leaves the assignment.

Upon termination of employment, volunteer guardian status is terminated, and all issued equipment must be returned immediately and appropriately to the School Safety

Specialist or his/her designee. At any point, a volunteer guardian designation can be withdrawn by the Superintendent with or without cause and with no appeal rights.

STATUTORY AUTHORITY: **1001.41, 1001.42, 1003.01, 1003.02 1003.32, F.S.**

LAW(S) IMPLEMENTED: **30.15, 776.012, 790.174, 1006.07, 1006.09, 1006.12, 1012.01(2)(a), F.S.**

HISTORY: **ADOPTED: _____**
REVISION DATE(S): _____
FORMERLY:

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 8.13

POLICY TITLE: Student Transportation

PURPOSE AND EFFECT: There are 3 pages of language additions for the description, protocols, and implementation of Student Transportation. Page 2 includes an emphasis on individuals trespassing on student transportation.

SUMMARY: [Transportation] Provides additional stipulations for the transporting of students.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, F.S.

LAWS IMPLEMENTED: 810.097, 1000.21, 1001.43, 1006.21, 1006.23, 1011.68, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

STUDENT TRANSPORTATION 8.13* OPTION 2

Each student who is transported shall be entitled to free transportation provided he/she abides by the rules of safety and behavior necessary to operate the District's transportation system. Serious infraction of these rules may result in the loss of the student's privilege. The student's parent(s), as defined by Florida Statutes, shall be responsible for making sure the student abides by the rules or for providing the student's transportation. Suspension from a bus shall not affect the attendance laws and rules.

I. Any student who resides two (2) or more miles from his/her designated school by the most direct traveled route is eligible to ride the school bus to and from that school. These students shall be reported for funding purposes. Under the following conditions, students who reside within two (2) miles of the designated school may be eligible to ride the school bus.

   A. Special authorization is granted by the School Board.

   B. An exceptional student not requiring special care may ride a school bus regardless of distance from home to school upon furnishing a statement from the supervisor of exceptional students certifying that the student is handicapped and is unable to walk to school.

II. A student who is eligible for transportation and resides beyond the accessibility of a school bus may be provided transportation by payment from the School Board to the parent(s) for use of a private automobile or other conveyance for this purpose.

III. The School Board may cooperate with other school districts to provide transportation for students.

   A. When it is practical to extend a school bus route to serve any territory located in another school district, the School Board shall enter into an agreement with the School Board of the other district to provide transportation services to students residing in the adjacent school district. Any such agreement shall be recorded in the official School Board minutes of each school board. The agreement shall state in detail the responsibility of each school board for operating the school bus and maintaining a daily schedule.

B. Whenever a school bus crosses a school district line, all rules of the School Board shall apply to students transported by the said school board unless otherwise stated in the agreement between the school boards.

IV. Only a student who is regularly enrolled as a transported student and whose name appears on the bus driver's handbook for that bus shall be permitted to ride such bus while it is being operated on a regular school bus route except upon the written request of the Transportation Supervisor. Such approval may be granted only when the student's welfare is involved due to an emergency condition in the home. When an emergency condition exceeds five (5) school days, the Superintendent's approval shall be required. Approval shall not be allowed for:

A. Student visitation, unless duly authorized; and,

B. A student to obtain transportation to his/her regular place of employment.

V. No person shall be eligible for transportation on a field trip or extracurricular school trip unless he/she is authorized by the principal or designee.

VI. Any person who boards, enters, or remains upon a school bus without authorization will be subject to immediate arrest and prosecuted provided there was sufficient notice of the trespass. Sufficient notice includes a clearly posted sign on the bus, or a verbal warning given by the school bus operator, the principal, a school district employee or law enforcement personnel.

VII. Maximum regard for the safety of students and due consideration for the protection of health of all students transported shall be primary requirements in the routing of buses, establishing student stops, appointing drivers, and in providing and operating transportation equipment.

VIII. A student who arrives early or remains late because of transportation service shall be under school supervision at all times and shall, if practicable, have a planned schedule of activities. The principal shall be responsible for providing such supervision.

IX. Each route shall be planned and adjusted as nearly as possible to the bus capacity. Travel each morning and afternoon shall be considered in planning and establishing bus routes and shall not exceed fifty (50) minutes for elementary students and sixty (60) minutes for secondary students when practical.

X. Periodically student transportation routes and student walking conditions shall be reviewed to determine if hazardous conditions exist. Appropriate requests for

designation of hazardous conditions shall be provided as required by state law or State Board of Education rules.

STATUTORY AUTHORITY: **1001.42, F.S.**

LAW(S) IMPLEMENTED: **810.097, 1000.21, 1006.21, 1006.22, 1006.23, 1011.68, F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-3.001, 6A-3.0171**

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY:

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 8.271

POLICY TITLE: Change Orders

PURPOSE AND EFFECT: Page 1 contains additional stipulations for the approval and acceptance process for change orders.

SUMMARY: [Finance] District must notify contractor in reference to change orders.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 1001.43, 1013.48, 218.755, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

CHANGE ORDERS 8.271*

The Superintendent or designee is authorized to approve construction and remodeling change orders which will not increase the contract amount more than six thousand ($6,000.00) over the original contract or the last contract amount (increase or decrease) approved by the School Board and recorded in its minutes.

1. All requested change orders must be in writing and must be approved in writing before the work is done. If a price quote is received from the school district's contractor for a change order requested or issued by the district for construction services and the price quote conforms to all statutory requirements and contractual requirements for the project, the district must approve or deny the price quote and send written notice of the decision to the contractor within 35 days after receiving the quote. The denial notice must specify the alleged deficiencies in the price quote and the actions necessary to remedy the deficiencies. If the District fails to provide the contractor with a notice, the change order and price are deemed approved and the district must pay the contractor the amount stated in the price quote upon completion of the change order.

a. Requested change orders concerning the same subject shall not be split in the event that the sum total of the initial requested change order increases the contract amount by more than six thousand dollars ($6,000.00).

b. In the Superintendent's absence, the facilities supervisor shall serve as the Superintendent's designee.

c. Copies of all approved change orders shall be provided to the School Board in a timely manner following the approval date of the change order.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **218.755, 1001.43; 1013.48, F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-2.0010**

HISTORY:
ADOPTED:
REVISION DATE(S): 2/87, 10/04, 11/07/05
FORMERLY: 6.14, 8.280

NOTICE OF PROPOSED RULE

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

A HEARING REGARDING THE BELOW RULE WILL BE HELD AT THE FOLLOWING:

DATE AND TIME: October 20, 2025 @ 5:00 p.m.
LOCATION: Baker County School Board Meeting Room, 270 South Boulevard East, Macclenny, FL 32063

POLICY NUMBER: 8.32

POLICY TITLE: Smoking and Tobacco Free Environment

PURPOSE AND EFFECT: Page 5 contains the additional language that was previously workshopped with the School Board.

SUMMARY: [Teaching and Learning] Program evaluation at least once a year.

SUMMARY OF STATEMENT OF ESTIMATED REGULATORY COSTS AND LEGISLATIVE RATIFICATION:
The School Board has determined that this policy will not have an adverse impact on small business or likely increase directly or indirectly regulatory costs in excess of $200,000 in the aggregate within one year after the implementation of the policy. A statement of estimated regulatory costs ("SERC") has not been prepared by the School Board.

The School Board has determined that the proposed policy is not expected to require legislative ratification based on no SERC being required at this time by F.S. 120.54 or F.S. 120.541. In the event a SERC becomes required, the School Board will promptly prepare one.

Any person who wishes to provide information regarding the statement of estimated regulatory costs, or to provide a proposal for a lower cost regulatory alternative must do so in writing within 21 days of this notice.

RULEMAKING AUTHORITY: 120.81, 1001.32, 1001.41, 1001.42, F.S.

LAWS IMPLEMENTED: 386.201, 386.209, 1001.43, F.S.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED RULE IS: For information regarding the proposed rule, how to present evidence and argument as to the proposed rule, and how to obtain a copy (at no charge) of the proposed rule, please contact: Joy Sirk, joy.sirk@bakerk12.or, 904-259-0404. Any request to present evidence and argument must be received within twenty-one (21) days after the date of this notice.

DATE AND PLACE OF THE NOTICE OF RULE DEVELOPMENT: Noticed on August 28, 2025, through September 11, 2025, in the Baker County Press and on the website at www.bakerk12.org.

THE FULL TEXT OF THE PROPOSED POLICY IS: For a full text of policy, please contact Joy Sirk at joy.sirk@bakerk12.org or 904-259-0404.

SMOKING AND TOBACCO FREE ENVIRONMENT 8.32

I. Purpose

The School Board of Baker County (Board) recognizes that the use of tobacco products, including electronic smoking devices, is a health, safety, and environmental hazard for students, employees, parents, visitors, and school facilities. The School Board is committed to providing students, staff and visitors with a smoking and tobacco-free environment. The use of tobacco products on school grounds, in school buildings, in School District vehicles and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, employees, and visitors.

II. Applicability of Policy

This policy applies to students, employees, volunteers, parents, spectators, vendors, contractors, delivery persons, visitors and the public.

III. Definitions

For the purposes of this policy, the following definitions shall apply.

A. "At any time" means twenty-four (24) hours a day, seven (7) days a week, 365 days a year.

B. "Electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. "Electronic smoking device includes but is not limited to devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, similar devices, or under any other product name or descriptor. "Electronic smoking device" also includes any component part of a product, whether or not marketed or sold separately, including but not limited to, e-liquids, e-juice, cartridges, or pods.

C. "School property" means all facilities and property, including land, whether owned, rented, or leased by the Board, and also includes all vehicles

owned, leased, rented, contracted for, or controlled by the Board and used for transporting students, staff, or visitors.

D. "Tobacco product" means any product containing, made, or derived from tobacco or that contains nicotine, whether synthetic or natural, that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to: cigarettes, electronic smoking devices, cigars, little cigars, and other kinds and forms of tobacco.

IV. General Policy Statement

A. Students are prohibited from possessing, using, consuming, displaying, or selling any tobacco products, tobacco-related devices, electronic smoking devices, imitation tobacco products, or lighters at any time on school property or at any school related or school-sponsored event.

B. Administrators, staff, or visitors are prohibited from using, consuming, displaying, activating, or selling any tobacco products, tobacco-related devices, imitation tobacco products, or lighters at any time on school property or at any school related or school-sponsored events. This includes products or paraphernalia displaying industry brands.

V. Exception to this Policy

A. A school principal may permit tobacco products to be included in counseling, educational, instructional or research activities in the school building; provided that, the activity is conducted or supervised by a District employee overseeing the instruction or research and the activity does not involve smoking, chewing, vaping, or otherwise ingesting the product.

B. A person may use or possess a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and if the product is being marketed and sold solely for such an approved purpose.

VI. Notification of Policy and Implementation

It is the responsibility of District and School administrators to provide:

A. Appropriate “No Tobacco” signage will be posted in a manner and location on all District property that adequately notifies employees, students, parents, visitors, and the public of this policy.

B. Written notice to students and parents/guardians in student handbooks and orientations.

C. Written notice in staff handbooks, in orientations and employee or staff trainings, and when offering employment.

D. Reminder announcements of this policy at school and District events, as appropriate.

E. Written notice of the prohibition as provided in this policy in contracts with outside groups who use the school buildings and other facilities.

VII. Tobacco Promotion Prohibited

A. Tobacco advertising is prohibited on school grounds, in all school-sponsored publications, on District vehicles and buses, and at all school-sponsored events. It is a violation of this policy for any person to promote tobacco products on the school property or at any school related or school sponsored events via the display of images of tobacco products on gear, technology accessories, bags, clothing, any personal articles, signs, structures, vehicles, flyers, or any other material.

B. Acceptance of Tobacco Industry Gifts is Prohibited. The Policy prohibits the district from soliciting or accepting gifts, contributions, materials, or curricula from the tobacco industry.

VIII. Educational and Cessation Programs for Students and Employees

A. Prevention Education for Students. The administration will consult with the Safe Schools Department and other appropriate health organizations to identify and provide programs or opportunities for students to gain a greater understanding of the health hazards of tobacco use and the impact of tobacco use as it relates to providing a safe, orderly, clean, and inviting school environment. The administration will ensure that students in

grades K-12 receive tobacco prevention education using sequential, age appropriate, current, accurate, evidenced based curricula and a skills-based approach (involving students in active "hands on" learning experiences).

B. Cessation Support Programs for Students. The administration will consult with the Safe Schools Department, Florida Tobacco Prevention Program (www.tobaccopreventiontraining.org), Employee Wellness in Risk & Benefits Management, the American Lung Association and other appropriate health organizations to provide students and employees with information and access to support systems, tobacco use cessation programs, and services to encourage them to abstain from the use of tobacco products.

C. Prevention and Cessation for Employees. Employees shall be advised as to the availability of related services available to them in the District's various Wellness programs in which they may choose to participate and as they may change from time to time.

IX. Enforcement

The success of this policy depends upon the thoughtfulness, consideration, and cooperation of the entire school community. All individuals on school premises, including students, staff, administrators, and visitors, are responsible for adhering to and enforcing this policy. Members of the school community are encouraged to communicate this policy with courtesy and diplomacy. Any person acting in violation of this policy will be informed or reminded of the policy and asked to comply.

A. Students. Consequences for engaging in prohibited behavior shall be as provided in the Student Code of Conduct.

B. Employees. Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies or any relevant collective bargaining agreement.

C. Family members, volunteers, or visitors. Family members, volunteers or visitors who violate the policy must immediately discontinue using the tobacco product or electronic cigarette, or leave the premises. Law enforcement officers may be contacted to escort the person off the premises if the person refuses to leave the school property when requested to do so by District personnel.

X. **Program Evaluation**

This smoking and tobacco-free policy shall be assessed by the District or its designated evaluator at regular intervals, but at least once a year, to determine whether policies, policy enforcement, communication, education, staff training, and cessation programs are effective. Policies and programs are effective. Policies and programs shall be updated and revised accordingly, and used solely for such an approved purpose.

STATUTORY AUTHORITY: **120.81,1001.32, 1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **386.201- 386.209, 1001.43, F.S.**

HISTORY: **ADOPTED:**

REVISION DATE(S): 04/05/04, 05/21/12, 06/21/21, 11/06/23, 02/20/24

AGENDA ITEM NO. 5.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Steve Cannon - (259-0432)
ITEM TYPE:	Recognition / Presentation
AGENDA SECTION:	**RECOGNITIONS / PRESENTATIONS**
SUBJECT:	Quarterly Update Presentation by Director of School Safety

ATTACHMENTS:
10.20.2025 Quarterly Update by Director of School Safety_S.Cannon.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

School Safety and Auxiliary Services
270 East Jonathan Street
Macclenny, FL 32063
(904) 259-3931
www.bakerk12.org

Wyatt Milton, Superintendent

October 7, 2025

Superintendent Milton,

The purpose of this correspondence is to present the findings of the Office of Safe Schools compliance visit to the Board. Per Florida State Statute 1001.212, the school safety specialist must provide a quarterly update to the Superintendent and School Board of the outcome of all compliance inspections. I am requesting to present these quarterly findings to the Board at the next meeting on October 22, 2025.

Regards,

Steve Cannon

Director of School Safety and Auxiliary Service

District	Number of School Facilities	Number of Schools Inspected or Reinspected	Percentage of Schools Inspected or Reinspected	Number of Inspected Schools With No School Safety Requirement Deficiencies	Percentage of Inspected Schools With No School Safety Requirement Deficiencies
BAKER	6	1	16.67	1	100

AGENDA ITEM NO. 8.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Personnel
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Personnel Items List for Approval on October 20, 2025.

ATTACHMENTS:
10.20.2025 Approval of the Personnel Items List_W.Milton.pdf

PERSONNEL ITEMS LIST FOR APPROVAL ON OCTOBER 20, 2025

RESIGNATIONS FOR APROVAL ON OCTOBER 20, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Cranford	Latisha			Bus Driver (186 Days)	Transportation	September 30, 2025
Givens	Peace			Teacher, Drop Out Prevention (197 Days)	Baker County High School	September 23, 2025
Sollicito	Lisa		Early Retirement	Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	October 10, 2025

EMPLOYMENT FOR APPROVAL ON OCTOBER						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Dugger	Emily		Initial Employment / Replacing Lisa Sollicito	Paraprofessional, Prekindergarten (187 Days)	Pre-K Kindergarten Center	October 14, 2025
Haydu	Deanna		Initial Employment / Replacing Bryce Crews	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County Middle School	October 6, 2025
Jones	Justin		Initial Employment / Replacing Cody Waters	Landscape Gardener (240 Days)	Facilities / Maintenance	October 16, 2025
Robinson	Tara		Initial Employment / New Unit	Nutrition Services Assistant (191 Days, 7 Hours)	PreK-Kindergarten Center	October 2, 2025
Sapp	Sarah		Transfer / Promotion from Office Aide Guidance Services (187 Days, 4 Hours) Within the Same Site / Replacing Porshua Jefferson	Paraprofessional, Social / Student Svcs Worker (187 Days) / 100% Stronger Connections Grant 09/30/26	Baker County Middle School	October 7, 2025
Stewart	Beverly		Initial Employment / Replacing Samantha Combs	Nutrition Services Assistant (191 Days, 7 Hours)	Baker County High School	October 2, 2025

EXTRA DUTY LIST FOR APPROVAL ON OCTOBER 20, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Hamel	Rena			Assist in Guidance Office - Baker County High School	Regular Hourly Rate / Maximum 36 Hours / Funding Source: Federal	September 29, 2025 - December 19, 2025

STIPEND LIST FOR APPROVAL ON OCTOBER 20, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Webb	Candace		Addition of Out of Field Subject Area to Certificate (Family and Consumer Science 6-12)	$225.00 Flat Rate / Funding Source: Federal	October 3, 2025

OCCASIONAL PERSONNEL STAFFING FOR APPROVAL ON OCTOBER 20, 2025				
LAST NAME	**FIRST NAME**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Richardson	Kierra	Teacher, Social Studies - Baker County High School	$15.75 Per Hour / As Needed / Funding Source: General	October 2, 2025 - December 19, 2025

SUBSTITUTE LIST FOR APPROVAL ON OCTOBER 20, 2025					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Antoine	Amber		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 3, 2025
Combs	Rayleigh		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 1, 2025
Davis	Jamie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 1, 2025
Hall	Samantha		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 6, 2025
Hanson	Jacob		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 1, 2025
Harris	Caitlyn		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 30, 2025

SUBSTITUTE LIST FOR APPROVAL ON OCTOBER 20, 2025					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Johns	Amy		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 8, 2025
Jones	Alzonia		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 1, 2025
Jones	Savana		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 2, 2025
Manucy	Jaden		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	October 1, 2025
Reneau	Ethan		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 1, 2025
Ruise	Annastacia		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 8, 2025
Williams	Ivory		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 2, 2025

AGENDA ITEM NO. 8.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: October 20, 2025

SUBMITTED BY: Wyatt Milton - (259-0401)

ITEM TYPE: Minutes

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the Minutes of the October 6, 2025, Work Session.

ATTACHMENTS:
10.20.2025 Approval of 10.06.2025 Work Session Minutes 340_W.Milton.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

MINUTES
WORK SESSION (OPEN TO THE PUBLIC)
Monday, October 6, 2025 - 3:40 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #54 / Page #2

"The Vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

SCHOOL BOARD WORK SESSION

3:40 p.m. - 4:00 p.m.- Work Session to Present Updates for Baker County Virtual School

The Baker County School Board met on Monday, October 6, 2025, at 3:40 p.m. at the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of the School Board Work Session was to present updates for the Baker County Virtual School. The following School Board Members were present to wit: Chairperson Tiffany McInarnay, Clayton Lyons, Amanda Hodges, and Mandi Canaday. Vice-Chairperson Jack Baker Jr. was not present for the session. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were present at the work session. Assistant Principal Norman provided a presentation highlighting the updates and fielded questions during the work session from board members and the superintendent. Board members were provided with a full copy of the presentation. No official action was taken during the work session.

_____ _____

Superintendent Board Chairperson

AGENDA ITEM NO. 8.3

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: October 20, 2025

SUBMITTED BY: Wyatt Milton - (259-0401)

ITEM TYPE: Minutes

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the Minutes of the October 6, 2025, Work Session.

ATTACHMENTS:
10.20.2025 Approval of 10.06.2025 Work Session Minutes 405_W.Milton.pdf

BAKER COUNTY SCHOOL DISTRICT

Committed to Excellence

MINUTES
WORK SESSION (OPEN TO THE PUBLIC)
Monday, October 6, 2025 - 4:05 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #54 / Page #2

"The Vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

SCHOOL BOARD WORK SESSION

4:05 p.m. - 4:25 p.m. -Work Session on Baker County Middle School 2025-2026 School Improvement Plan

The Baker County School Board met on Monday, October 6, 2025, at 4:05 p.m. at the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of the School Board Work Session was to present the 2025-2026 School Improvement Plan for Baker County Middle School. The following School Board Members were present to wit: Chairperson Tiffany McInarnay, Vice-Chairperson Jack Baker Jr., Clayton Lyons, Amanda Hodges, and Mandi Canaday. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were present at the work session. Principal Jacobs provided a presentation highlighting the school improvement plan and fielded questions during the work session from board members and the superintendent in reference to the plan. Board members were provided with a full copy of the plan. No official action was taken during the work session.

4:30 p.m. - 4:50 p.m. -Work Session on Baker County High School 2025-2026 School Improvement Plan

The Baker County School Board met on Monday, October 6, 2025, at 4:30 p.m. at the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of the School Board Work Session was to present the 2025-2026 School Improvement Plan for Baker County High School. The following School Board Members were present to wit: Chairperson Tiffany McInarnay, Vice-Chairperson Jack Baker Jr., Clayton Lyons, Amanda Hodges, and Mandi Canaday. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were present at the work session. Principal Giddens and Vice Principal Gurganious provided a presentation highlighting the school improvement plan and fielded questions during the work session from board members and the superintendent in reference to the plan. Board members were provided with a full copy of the plan. No official action was taken during the work session.

_____ _____

Superintendent Board Chairperson

AGENDA ITEM NO. 8.4

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Minutes
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Minutes of the October 6, 2025, School Board Meeting.

ATTACHMENTS:
10.20.2025 Approval of 10.06.2025 Meeting Minutes_W.Milton.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

MINUTES
SCHOOL BOARD MEETING (OPEN TO THE PUBLIC)
Monday, October 6, 2025 - 5:00 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
(Revised Agenda) Minute Book #40 / Supplemental Book #54 / Page #2

"The Vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

1. INVOCATION AND PLEDGE OF ALLEGIANCE

The Baker County School Board met on Monday, October 6, 2025, at 5:00 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida 32063. The purpose of this meeting was to hold the regularly scheduled board meeting. Chairperson Tiffany McInarnay announced Wyatt Milton was going to give the invocation, followed by the Pledge of Allegiance led by the Vice-Chairperson Jack Baker Jr.

2. CALL TO ORDER

Chairperson McInarnay called the meeting of the Baker County School Board to order and asked for a roll call of members.

3. ROLL CALL OF MEMBERS

The following Board Members were present to wit: Chairperson Tiffany McInarnay, Vice-Chairperson Jack Baker Jr., Clayton Lyons, Amanda Hodges, and Mandi Canaday. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were both present for the meeting.

4. PUBLIC HEARINGS

Chairperson McInarnay called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson McInarnay closed the public hearing on this item.

5. RECOGNITIONS / PRESENTATIONS

5.1 PBIS Check Presentation from a Grant Provided by Okefenoke Rural Electric Membership Corporation Foundation - Presented by Thomas Hill, Associate Superintendent of Human Resources, Wayne Combs Board President, and Tina Mobley Trustee Member

Superintendent Milton, along with Tina Mobley and Wayne Combs, presented PBIS grant checks to the schools on behalf of the Okefenoke Rural Electric Membership Corporation Foundation.

5.2 Recognize Students for Outstanding Academic Achievement - Perfect Score on Spring 2025 State Assessments

Superintendent Milton presented each student present with a certificate signed by the Department of Education Commissioner Manny Diaz Jr. in honor of their outstanding academic achievement of a perfect score on one or more of their spring 2025 state assessments.

6. APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA

6.1 Approval to Add Item 9.8.: Approval of the Short-List Rankings for Construction Management Companies for the New Baker County Middle School Project.

Chairperson McInarnay read the additional items to the agenda and entertained a motion from the

Board. As recommended:
Clayton Lyons made a motion to approve, seconded by Mandi Canaday. The motion carried 5-0.

6.2 Approval to Add Item 9.9.: Approval to Purchase from Bozard Ford Government Fleet Contract (FSA24-VEL32.0) for 2025 Ford Transit Passenger Van $58,528.00 and 2026 Ford Super Duty XL Crew Cab $68,265.00. Paid Using the Workforce Capitalization Grant.
Chairperson McInarnay read the additional items to the agenda and entertained a motion from the Board. As recommended:
Amanda Hodges made a motion to approve, seconded by Jack Baker Jr.. The motion carried 5-0.

7. REMOVAL OF ROUTINE ITEMS
Chairperson McInarnay asked if any Board member wished to remove a routine item for separate consideration. Hearing none, she continued with the items for action.

8. APPROVAL OF ROUTINE ITEMS
Chairperson McInarnay entertained a motion from the Board to approve the routine items. As recommended: Mandi Canaday made a motion to approve the routine items, seconded by Clayton Lyons. The motion carried 5-0.

8.1 Approval of the Personnel Items List for Approval on September 15, 2025.

8.2 Approval of the Minutes of the September 8, 2025, Executive Session.

8.3 Approval of the Minutes of the September 8, 2025, Work Session.

8.4 Approval of the Minutes of the September 8, 2025, Work Session.

8.5 Approval of the Minutes of the September 8, 2025, School Board Meeting.

8.6 Approval to Incorporate Form 8B into the September 8, 2025, School Board Meeting Minutes.

8.7 Approval of the Minutes of the September 15, 2025, Work Session.

8.8 Approval of the Minutes of the September 15, 2025, Work Session.

8.9 Approval of the Minutes of the September 15, 2025, School Board Meeting.

8.10 Approval of the Minutes of the September 15, 2025, Executive Session.

8.11 Approval to Incorporate Form 8B into the September 15, 2025, School Board Meeting Minutes.

8.12 Approval of Amendment #6 to "AEFL-General Education Project" Roll Forward Funds in the Amount of $5,731.00 with No Change in Over All Budget Total. Amendment / Federal / No Matching

8.13 Approval of the Grant Proposal for Title II, Part A - Supporting Effective Instruction in the Amount of $222,325.00. Entitlement / Federal / No Matching

8.14 Approval of Amendment #6 to Title II, Part A - Supporting Effective Instruction with No Change in Over All Budget Total of $305,880.45. Amendment / Federal / No Matching

8.15 Approval of the Financial Reports for the Month Ending June 30, 2025.

8.16 Approval of the Financial Reports for the Month Ending July 31, 2025.

8.17 Approval of the Financial Reports for the Month Ending August 31, 2025.

8.18 Approval of Budget Amendment #1 (BA 1) for Fiscal Year Ending June 30, 2026. (General Fund).

9. APPROVAL OF ITEMS FOR ACTION

9.1 Approval of Removed Routine Items.
There were no removed routine items. Therefore, no action was taken on this agenda item.

9.2 Approval of the Interagency Agreement Regarding Truant Children with Florida Department of Juvenile Justice, Circuit 8 (DJJ) and Florida Department of Children and Families, Circuit 8 (DCF).
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Jack Baker Jr. made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.

9.3 Approval of Out of State Field Trip on October 15, 2025 to the Sunbelt Ag Expo in Moultrie, Georgia, for BCMS FFA Students and Staff Chaperones. (Traveling by Charter Bus)
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Clayton Lyons made a motion to approve, seconded by Mandi Canaday. The motion carried 5-0.

9.4 Approval of the 2024-2025 Annual Financial Report (ESE145).
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Mandi Canaday made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

9.5 Approval of the Agreement with Nancy Davie, Psy. D., LMHC to Provide Mental Health Support Services to Baker County School Board Employees from July 1, 2025 - June 30, 2026. Funding Source: General
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Jack Baker Jr. made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

9.6 Approval of Board Members' Travel for the FSBA / FADSS Joint Conference in Tampa, Florida on December 2 - December 5, 2025: Tiffany McInarnay, Amanda Hodges, Jack Baker Jr, Clayton Lyons, & Mandi Canaday.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Amanda Hodges made a motion to approve, seconded by Mandi Canaday. The motion carried 5-0.

9.7 Approval of the Data Sharing Agreement with SameGoal, Inc.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Mandi Canaday made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

9.8 Approval of the Short-List Rankings for Construction Management Companies for the New Baker County Middle School Project.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Jack Baker Jr. made a motion to approve, seconded by Mandi Canaday. The motion carried 5-0.

9.9 Approval to Purchase from Bozard Ford Government Fleet Contract (FSA24-VEL32.0) for 2025 Ford Transit Passenger Van $58,528.00 and 2026 Ford Super Duty XL Crew Cab $68,265.00. Paid Using the Workforce Capitalization Grant.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Clayton Lyons made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.

10. CITIZEN INPUT

A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the

meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to three (3) minutes.
No individual in the audience addressed the Board with citizen concerns at this meeting.

11. INFORMATION AND ANNOUNCEMENTS

Thank you - Superintendent Milton thanked all schools for their outstanding School Improvement Plans and expressed appreciation for the hard work and dedication reflected in each plan.

Congratulations – To Gilbane, Inc. the district looks forward to starting the new middle school project.

12. ADJOURNMENT

Since there was no further business to come before the Board:
Mandi Canaday made a motion to adjourn, seconded by Clayton Lyons. The motion carried via general consensus 0-0.

_____ _____

Superintendent Board Chairperson

AGENDA ITEM NO. 8.5

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Andy Giddens - (259-6995)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval to Renew Agreement with H2 Holdco Inc. for Athletic Training Services, Effective July 1, 2025 - June 30, 2026.

ATTACHMENTS:
10.20.2025 Approval of the H2 Health Agreement_A.Giddens.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Baker County High School
1 Wildcat Drive
Glen St. Mary, FL 32040
(904) 259-6286
www.bakerk12.org

Wyatt Milton, Superintendent

September 3, 2025

Superintendent Milton and School Board Members
Baker County School Board
270 South Blvd. East
Macclenny, FL 32063

Dear Superintendent Milton and School Board Members,

The purpose of this letter is to ask for the renewal of the contract with H2 Health (A.K.A. Heartland) in providing an athletic trainer for a set number of hours per year for our sports programs. Thank you for your support and consideration of this request.

Sincerely,

Anthony "Andy" Giddens
Principal, Baker County High School

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInarnay	Jack Baker, Jr.	Clayton Lyons, Jr.	Mandi Canaday	Amanda Hodges
District 1	District 2	District 3	District 4	District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

H2 HoldCo Inc.
484 Riverside Avenue, Jacksonville, FL 32202
And
Baker County School Board
392 South Blvd. East, Macclenny FL 32063
904-259-6251

ATHLETIC TRAINING / SPORTS MEDICINE AGREEMENT

This AGREEMENT ("Agreement") is between H2 HoldCo Inc, and affiliated companies hereinafter referred to as **"H2H"** and the Baker County School Board hereinafter referred to as "BCSB" and is entered into and effective as of the lst day of July 2025, or the date last signed by either party.

RECITALS

WHEREAS BCSB is a school or organization that sponsors athletic programs in which athletes participate, including at Baker County High School; and

WHEREAS H2H operates a rehabilitation injury management sports medicine program through which participating athletes will receive quality, medically necessary, and rehabilitative care to persons who sustain musculoskeletal injuries, or which make them eligible for medical benefits under applicable laws; and

WHEREAS H2H desires to contract with **BCSB** to provide and arrange for the provision of Athletic Training Services for all athletes participating in **Baker County High School** athletic programs to eligible claimants of such.

NOW, THEREFORE, in consideration of the promises and undertakings contained herein, the parties agree:

DEFINITIONS

I. Athletic Training Services shall include (further defined in Exhibit A):

a. Injury/illness prevention and wellness protection
b. Clinical evaluation and diagnosis
c. Immediate and emergency care
d. Treatment and rehabilitation
e. Organizational and professional health and well-being

II. Sports Medicine Programs: The purpose of the Sports Medicine Program is to allow for more effective injury management and safe return to participation by providing prompt rehabilitative attention to injuries to athletes. In addition, H2H will provide athletes with a referral for appropriate care (i.e., physicians, therapists, etc.), athletic training services, and assistance in the development of injury prevention programs.

AGREEMENT

BCSB and H2H mutually agree **as** follows:

1. **H2H** shall:

   a. Provide a Nationally Certified (ATC) and State Licensed (LAT) Athletic Trainer to the school to provide Athletic Training Services for the period of July 1, 2025, to June 30, 2026, including at (i) All football game coverage (home and away); (ii) All home game coverage for all sports; and (iii) One designated day/week for an onsite clinic with ATC upon Athletic Director's request.

   b. Provide a direct link between athletic programs: Athletic Trainer, team, coaches, doctor, and parents in the medical community (i.e., assist with doctor referral and rehabilitative needs to our clinics).

   c. Athletic trainers employed by and providing services for H2H are covered with appropriate liability insurance coverage while providing services for **BCSB at Baker County High School.**

   d. H2H will provide ATC training room services including coordination of preseason physicals, complimentary injury screens, and post-event "bumps/bruises clinics" at our Macclenny clinic location (9200-2 S State Road 228). These services will be scheduled by appointment only and will be provided at cost to the patient (i.e., insurance or self-pay).

   e. Abide by and follow all requirements imposed upon by **BCSB, Baker County High School,** and the Florida High School Athletic Association (FHSAA) relative to approved practices, sanctions, and activities.

   f. Concerning the activities under this agreement **BCSB,** H2H, its employees, agents and assign, shall abide by applicable federal and Florida legal requirements including the confidentiality of student records and identifying information concerning students, including but not limited to § 1002.22, F.S., and 20 U.S.C. § 1232g).

2. **BCSB shall:**

   a. Be responsible for payment of **$40.00 per hour** per athletic trainer, to **H2H** for a Nationally Certified and State Licensed Athletic Trainer to provide athletic training services for the 2025-2026 school year. Hours may vary dependent on practice and game schedules. **BCSB has requested for Baker County High School approximately 600** hours of game coverage and/or practice coverage at $40 per hour for an estimated total of $24,000. Payments shall be sent to H2 HoldCo Inc., P0 Box 932184 Atlanta, GA 31193-2184. Additional coverage hours (exceeding the initial 600 hours requested) may be provided as mutually agreed upon by **both BCSB and H2H at a rate of** $40 per hour.

   b. Allow **H2H** to display marketing collateral in branding such as banners, flags, and/or tents during coverage. Additionally, broadcast **H2H** as a Sports Medicine Provider through announcements at home and/or through event newsletters. BCSB reserves the right to review, approve, and if necessary, reject any marketing materials and/or announcements.

   c. Allow **H2H** access to pre-season parent meeting dates and times and allow the certified athletic trainer to introduce themselves and the services the company will provide.

d. Will purchase all medical supplies for the athletic trainer.

e. Elects to receive monthly invoices after services are rendered. Supporting documentation should accompany said invoices and include service dates, actual hours worked, signed timesheets from each ATC. All invoices and all documentation will be reviewed for accuracy and signed by the Athletic Director at the High School. Signed invoices will then be submitted to the District Financial Office for final review and payment processing. Invoices for any additional hours of coverage will be submitted by the 5th day of the following month of services. Invoices are expected to be paid in full within 30 days from the invoice date.

3. . The parties agree to indemnification as set forth in the attached Amendment to this Agreement, the terms of which shall control.

4. This Agreement becomes effective as of the date written below (the "Effective Date"), or as of the date last signed by either party, and shall continue thereafter in full force at least one school year as indicated but no longer than June 30, 2026 (the "Initial Term"), unless sooner terminated by either party, allowable without cause with thirty (30) days' notice. This is an exclusive Agreement for one school year term by both parties. **H2H** has the right to terminate if payment is not received within contracted terms. **BCSB** has the right to terminate if H2H does not provide services as required under this Agreement.

5. Upon any breach hereunder, the party who is not in default shall give written notice to the other party and permit the other party to have thirty (30) days to cure such breach. If the breach is not cured within the thirty (30) day notice period, the parties agree that they shall mediate the dispute before any litigation is commenced. The mediator shall be mutually agreed upon. The parties agree to share mediator costs evenly.

6. The parties incorporate by reference into this Agreement: (1) the Amendment to Renewal of Agreement between BCSB and H2H; and (2) the State of Florida Affidavit Regarding the Use of Coercion for Labor and Services. The parties agree to execute and abide by those documents and, to the extent the terms of these documents conflict with the terms of this Agreement, the terms of the amendment/affidavit shall control.

This agreement shall be effective on July 1, 2025, or the date last signed by either party, and shall terminate on June 30, 2026. This agreement may not be modified or amended unless it is mutually agreed to in writing and signed by each party in the manner required by law.

_____	_____
Baker County School Board	H2 HoldCo Inc
	Steven C Smith PT Reg. Pres. - South
_____	_____
Duly Authorized Officer	Duly Authorized Officer
_____	8/28/2025
Date	Date

EXHIBIT A

1. Athletic Training:

a. Athletic training encompasses the prevention, examination, diagnosis, treatment, and rehabilitation of emergent, acute or chronic injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (URSA) and the Department of Health and Human Services (HHS) as an allied healthcare profession.

b. ATCs are sometimes confused with Personal Trainers and Physical Therapists. There is, however, a large difference in the education, skillset, job duties, and patients-type of the three professions.

c. ATs must graduate from an accredited master's (MS) program and are proficient in the following:

i. Evidence-based practice
ii. Prevention and health promotion
iii. Clinical examination and diagnosis
iv. Acute care of injury and illness
v. Therapeutic interventions
vi. Psychosocial strategies and referral,
vii. Health care administration
viii. Professional development and responsibility

d. Athletic trainers (ATCs) work under the direction of a physician as prescribed by state licensure statutes and the Board of Certification. They are highly qualified, multi-skilled healthcare professionals who collaborate with physicians to provide these five-practice domains:

i. Injury/illness prevention and wellness protection
ii. Clinical evaluation and diagnosis
iii. Immediate and emergency care
iv. Treatment and rehabilitation (not to be confused with outpatient Physical Therapy)
v. Organizational and professional health and well-being

2. Athletic Trainers duties:

a. Athletic trainers improve functional outcomes and specialize in patient education to prevent injury and re-injury. Preventative care provided by an athletic trainer has a positive return on investment for employers. (For example, ATs can reduce injury and shorten rehabilitation time for their athletes, which translates to lower absenteeism from work or school and reduced health care costs).

b. Secondary school ATs provide comprehensive athletic health care services, not just "coverage" at athletic events and practices. Secondary school outcomes will be encompassed in areas that provide the most value to the school and community:

i. decreased absenteeism
ii. decreased lost game days
iii. increased participation in school
iv. decreased parental concerns
v. increased student/athlete plan compliance

c. Medical Services

i. Injury Evaluation and Treatment
ii. Injury Rehabilitation and Reconditioning
iii. After hours/On-call consultation and injury/illness management

d. Risk Minimization

i. Injury Prevention & Care Policies
ii. Environmental monitoring
iii. Emergency Action Plans
iv. Functional Movement Assessments/Assessment of pre-existing conditions
v. Review epidemiologic and current evidence-based research for clinical outcomes assessment
vi. Protective Equipment Selection, Fitting & Use
vii. First Aid/CPR training
viii. Infection control
ix. Facilitate PPEs
x. Practice/event coverage
xi. Budget management to provide adequate resources to purchase risk reduction supplies
xii. Using communication and interpersonal skills to create trust between student-athletes, coaches, administrators, and the athletic training staff

e. Organizational/Administrative Value

i. Injury records
ii. Credential maintenance
iii. Pre-participation examination (PPE)
iv. Sports Medicine Team relations
v. Emergency Action Plans (EAPs)
vi. Quality Control
vii. Education

f. Cost Containment

i. Insurance Premiums
ii. Workload Management
iii. Medical Services
iv. Budget Management
v. Fund Raising
vi. Academic Success
vii. Contracts

g. AT **Influence on** Academic Success

i. Student Retention/Academic Progress Rate (APR)
ii. Life Skills
iii. Conditions Affecting Learning/Psychological issue

EXHIBIT "A"

This Addendum and the following modifications ("Addendum") are hereby incorporated into the attached Agreement, and shall be binding on the signatory Parties. To the extent any terms and conditions between the Agreement and this Addendum conflict, the Addendum's terms and conditions shall supersede any conflicting terms and conditions of the Agreement, and the terms and conditions of the Addendum shall be binding and shall be controlling on the Parties.

Section I.

A. All references to "Contractor" herein shall be deemed to refer to the party(ies) who have entered into the agreement with the Baker County School Board ("Board") to which this attachment is affixed.

B. The terms contained herein shall prevail over any contrary or incompatible term within the attached agreement.

Section II.

A. **Level II Background Check** – Any individual providing services under this agreement who will (1) be at a school when students are present; (2) have direct contact with students; or (3) have access to or control of school funds shall have a Level II background check submitted through the Board. The Contractor shall be required to pay for all costs of the background reports. If it is discovered during the period of the agreement that Contractor substituted an unapproved individual for an approved individual for purposes of this agreement, then the agreement may be cancelled immediately by Board.

Section III.

A. **Indemnification -** The Board shall indemnify and hold harmless Contractor from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of the Board or its employees arising out of or in connection with the provisions of this agreement, up to the limits on liability prescribed in Section 768.28, Florida Statutes, including $200,000.00 per claimant and $300,000.00 per occurrence. Contractor agrees to indemnify and hold harmless the Board and its employees from and against any and all liability or claims for damages of any kind whatsoever resulting from negligent acts, intentional acts, or failure to act on the part of Contractor arising out of or in connection with the provisions of this agreement.

B. **Sovereign Immunity** – Except for as expressly provided in this agreement and Section 768.28, Florida Statutes, the Board does not waive its sovereign immunity.

Section IV.

A. **Governing Law and Venue -** This agreement shall be governed by and construed in accordance with the laws of the State of Florida. The parties agree that the county and circuit courts in the Eighth Judicial Circuit, Baker County, Florida and the United States District Court for the Middle District of Florida – Jacksonville Division shall have exclusive jurisdiction to enforce the terms of this agreement. Venue for any disputes shall exclusively lie in the state and federal courts for Baker County, Florida**.**

Section V.

A. Public Records – To the extent applicable to Contractor, Contractor shall comply with the requirements of Florida's Public Records law. In accordance with Section 119.0701, Florida Statutes, Contractor shall:

1. Keep and maintain public records required by the Board to perform the service.

2. Upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided under Florida's Public Records law or as otherwise provided by law.

3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the Board.

4. Upon completion of the agreement, transfer, at no cost, to the Board all public records in possession of the Contractor or keep and maintain public records required by the Board to perform the service. If the Contractor transfers all public records to the Board upon completion of the agreement, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of this agreement, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request from the Board's custodian of public records, in a format that is compatible with the information technology systems of the Board.

5. **If Contractor has questions regarding the application of Chapter 119, Florida Statutes, to Contractor's duty to provide public records relating to this Contract, Contractor shall contact the Custodian of Public Records at:**

   Felicia D. Raulerson
   Executive Secretary
   Baker County School Board
   270 South Boulevard East
   Macclenny, FL 32063
   (904) 259-0401
   felicia.raulerson@bakerk12.org

6. In the event the Board must initiate litigation against Contractor in order to enforce compliance with Chapter 119, Florida Statutes, or in the event of litigation filed against the Board because Contractor failed to provide access to public records responsive to a public record request, the public agency shall be entitled to recover all costs, including but not limited to reasonable attorneys' fees, costs of suit, witness fees, and expert witness fees expended as part of said litigation and any subsequent appeals.

Section VI.

A. **E-Verify** – To the extent Section 448.095, Florida Statutes, applies to Contractor, Contractor shall use the U.S. Department of Homeland Security's E-Verify system, https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees **hired on or after January 1, 2021** during the term of this agreement.

1. Subcontractors

(i) Contractor shall also require all subcontractors performing work under this agreement to use the E-Verify system for any employees they may hire during the term of this Agreement.

(ii) Subcontractors shall provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien, as defined by Section 448.095, Florida Statutes.

(iii) Contractor shall provide a copy of such affidavit to the Board upon receipt and shall maintain a copy for the duration of the agreement.

B. Contractor must provide evidence of compliance with Section 448.095, Florida Statutes, by the date of execution of this agreement. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.

C. Failure to comply with this provision is a material breach of the agreement, and Board may choose to terminate the agreement at its sole discretion. Contractor may be liable for all costs associated with Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs, if necessary.

Section VII.

A. **Affidavit Regarding the Use of Coercion for Labor and Services** – If Contractor is not a governmental entity, then Contractor shall execute the Board's "**Affidavit Regarding the Use of Coercion for Labor and Services"** and provide a copy to the Board no later than the time of execution of the agreement by the Contractor.

Section VIII.

A. **Force Majeure** - Except for payment of sums due, neither party shall be liable to the other nor deemed in default under this agreement if and to the extent that such party's performance under this agreement is render impossible, impractical, or prevented by reason of force majeure. For purposes of this agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the agreement's term.

Section IX.

A. **Student Data** - If Contractor meets the definition of "Operator" in Section 1006.1494, Florida Statutes, then the parties shall enter into a Data Privacy Agreement prior to any "Covered Information," as defined in Section 1006.1494, Florida Statutes, being provided to Contractor.

Section X.

A. **Federally Funded Agreement** – If this agreement is paid by the Board using federal funds, then the terms contained in the attached "Baker County School Board Federal Contract Addendum," based off of the requirements of 2 Code of Federal Regulations 200, Title 2, shall govern this agreement.

_____

Signature of Authorized Contractor Representative

_____

Date

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Nongovernmental Entity's Name:_____

Nongovernmental Entity's FEIN: _____

Authorized Representative Name and Title:_____

Address:_____

City:_____State:_____ZIP:_____

Phone Number: _____

Email Address: _____

Section 787.06(13), Florida Statutes, requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute. The Baker County School Board is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of the company above, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

UNDER PENALTIES OF PERJURY, I DECLARE THAT I HAVE READ THE FOREGOING DOCUMENT AND THAT THE FACTS STATED IN IT ARE TRUE.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title:_____

Date:_____

AGENDA ITEM NO. 8.6

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Bonnie Jones - (259-0405)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Baker County Pre-K / Kindergarten Center's 2025-2026 School Improvement Plan.

ATTACHMENTS:
10.20.2025 Approval of PREK-K School Improvement Plan_B.Jones.pdf

Baker County School District

PREK/KINDERGARTEN CENTER



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Baker County Pre-K/Kindergarten Center fosters a warm, nurturing environment where every child thrives through high-quality teaching, strong family partnerships, and a shared commitment to growth. We are aligned in practice — and where there's a gap, we grow with integrity.

That's what it means to *practice like we play*.

Provide the school's vision statement

Baker County Pre-K/Kindergarten Center's vision is to prepare a "garden" of children where growing and learning begins.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Bonnie Jones

bonnie.jones@bakerk12.org

Position Title

Principal

Job Duties and Responsibilities

- Support developmentally appropriate curriculum and teaching practices.
- Observe and evaluate teachers to ensure quality instruction.
- Lead professional development tailored to early childhood education.

- Promote play-based, social-emotional, and inquiry-driven learning.
- Foster a safe, inclusive, and nurturing environment for young children.
- Encourage strong relationships between students, families, and staff.
- Support culturally responsive teaching and anti-bias practices.
- Promote positive behavior support systems (PBIS or similar).
- Hire, mentor, and evaluate Pre-K and Kindergarten teachers and assistants.
- Build collaborative teams among staff to share best practices.
- Facilitate team meetings, lesson planning, and reflective practice.
- Support ongoing professional learning aligned with early childhood education
- Communicate regularly with families and involve them in school life.
- Provide parent education opportunities (e.g., child development, literacy).
- Connect families to community resources and services.
- Foster partnerships with early intervention services, health providers, etc.
- Ensure compliance with local, state, and federal early childhood regulations (Florida Department of Children and Families licensing and state mandates).
- Oversee budgeting and allocation of resources
- Guide use of developmentally appropriate assessments (progress monitoring B.E.S.T. standards, STAR Early Literacy, STAR Math)
- Analyze data to support child development and learning outcomes.
- Implement school improvement plans based on B.E.S.T. standards, state assessment, progress monitoring and anecdotal data results.
- Advocate for the importance of early childhood education within the district and community.
- Help Develop and articulate a clear vision-a commitment to excellence
- Stay current with research in early childhood education and apply best practices
- Participate in multi-tiered systems of support problem solving for tier 2 and tier 3 students and hold all qualified stakeholders accountable for implementing tier 2/3 interventions
- Ensure that tier 1 instruction is 80% effective or higher

Leadership Team Member #2

Employee's Name
Kimber Faulkner

kimber.faulkner@bakerk12.org

Position Title
Assistant Principal

Job Duties and Responsibilities

- Support the principal in implementing developmentally appropriate curriculum in Pre-K and

Kindergarten
- Assist teachers in lesson planning, instructional strategies, and classroom management for young learners.
- Conduct classroom observations and provide constructive feedback.
- Monitor and support the implementation of early literacy and numeracy interventions.
- Help in the recruitment, onboarding, and mentoring of teachers and paraprofessionals.
- Facilitate professional development in early childhood pedagogy, behavior management, and resiliency practices.
- Promote collaboration among staff through grade-level or PLC (Professional Learning Community) meetings.
- Oversee student behavior and discipline using positive behavior intervention supports (PBIS).
- Work with school counselor, behavior support, and other support staff to create individualized behavior or learning plans.
- Maintain open, respectful communication with families.
- Support family engagement activities, conferences, and workshops.
- Assist in daily school operations and scheduling: arrival/dismissal, transportation, lunch/recess, etc.
- Ensure a safe and nurturing environment
- Help with emergency drills and safety protocols
- Support compliance with Florida State and federal mandates (Florida Department of Children and Families)
- Monitor IEPs and 504 plans for students receiving special services.
- Maintain accurate documentation for attendance, behavior incidents, multi tiered systems of support
- Analyze data to inform instruction and interventions.
- Ensure the curriculum aligns with B.E.S.T. standards
- Deep understanding of child development and early learning standards.
- Strong interpersonal and communication skills.
- Ability to mentor and coach educators.
- Organizational and leadership abilities.
- Participate in multi-tiered systems of support problem solving for tier 2 and tier 3 students and hold all qualified stakeholders accountable for implementing tier 2/3 interventions
- Ensure that tier 1 instruction is 80% effective or higher

Leadership Team Member #3

Employee's Name
Morgan Craven

morgan.craven@bakerk12.org

Position Title
School Counselor

Job Duties and Responsibilities

- Facilitate social groups (emotional regulation, kindness, sharing, turn-taking, and empathy).
- Organize and schedules individual and small-group interventions for students with behavioral or emotional needs.
- Observe students to identify behavioral, social, or emotional challenges.
- Collaborate with teachers to create behavior support plans.
- Respond to student or family crises (e.g., death in the family, trauma, etc)
- Provide short-term support and connect families to support services.
- Communicate with parents to support home-school connections.
- Provide resources on parenting, mental health, and child development.
- Organize or participate in family engagement events.
- Work with teachers, administrators, and support staff to create a positive school climate.
- Facilitate and Participate in MTSS (Multi-Tiered System of Supports) data collection, problem solving meetings.
- Leads and facilitates PBIS (Positive Behavioral Interventions and Supports) and Resiliency meetings and school implementation
- Reinforce school-wide rules, routines
- Maintain records of counseling sessions and referrals.
- Track progress of students receiving support.
- Organize and facilitate Individual Education Plan (I.E.P.) team meetings
- Coordinate, schedule and oversee STAR Early Literacy and STAR Math assessments
- Participate in multi-tiered systems of support problem solving for tier 2 and tier 3 students and hold all qualified stakeholders accountable for implementing tier 2/3 interventions
- Ensure that tier 1 instruction is 80% effective or higher

Leadership Team Member #4

Employee's Name
Daphne Hand

Daphne.hand@bakerk12.org

Position Title
Support of Exceptional Student Education

Job Duties and Responsibilities

- Assist students with disabilities in academic, behavioral, and functional areas.
- Provide one-on-one or small group support to reinforce learning and accommodate IEP goals.
- Support students with mobility, communication, social emotional and academic needs as required.
- Implement instructional activities and accommodations
- Modify assignments and classroom materials to meet students' learning needs.
- Collect and document data on student progress toward IEP goals.
- Monitor student behavior and apply behavior management strategies.
- Work closely with teachers of E.S.E., general education teachers, therapists, and administrators.
- Attend IEP meetings when required to provide input and updates.
- Communicate effectively with families and caregivers regarding student progress and needs
- Maintain confidentiality of student records in accordance with FERPA and IDEA regulations.
- Accurately document support services, student progress, incidents, and accommodations.
- Assist in organizing and maintaining a safe, supportive, and structured classroom environment.
- Support transitions between classes or activities and help students stay on task.
- Supervise students in various settings (classroom, cafeteria, playground, bus, etc.).
- Writes goals for IEPs and 504 plans.
- Facilitate and Participate in MTSS (Multi-Tiered System of Supports) data collection, problem solving meetings.
- Leads and facilitates PBIS (Positive Behavioral Interventions and Supports) and Resiliency meetings and school implementation
- Coordinate, schedule and oversee STAR Early Literacy and STAR Math assessments

Leadership Team Member #5

Employee's Name
Tanyia Rowan

tanyia.rowan@bakerk12.org

Position Title
Instructional Coach

Job Duties and Responsibilities

- Coordinate, schedule and oversee STAR Early Literacy and STAR Math assessments
- Collaborate with Pre-K and Kindergarten teachers to plan and implement developmentally appropriate literacy instruction.
- Model effective teaching strategies in the classroom with high effect size.

- Provide feedback and coaching to teachers on science of reading literacy instruction strategies and classroom practices.
- Assist with the selection and implementation of early literacy curricula and resources.
- Help align literacy instruction with B.E.S.T. standards and school readiness goals.
- Guide teachers in assessing student progress.
- Analyze literacy data to identify student needs and inform instruction.
- Facilitate workshops or training sessions for staff on best practices in early literacy.
- Stay updated on current research in early childhood literacy and share with staff.
- Mentor new teachers in literacy development strategies.
- Provide resources and guidance to families on supporting literacy at home.
- Organize literacy events (e.g., Celebrate Literacy week).
- Support family literacy workshops or parent training sessions.
- Help design and implement multi-tiered systems of support for students who need additional literacy support.
- Collaborate and train interventionists
- Support individualized literacy plans (MTSS models)
- Promote a culture of literacy.
- Participate in multi-tiered systems of support problem solving for tier 2 and tier 3 students and hold all qualified stakeholders accountable for implementing tier 2/3 interventions
- Ensure that tier 1 instruction is 80% effective or higher

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Baker County Pre-K/Kindergarten Center actively engages various stakeholders in and outside of the school. Each of the 30 plus teachers recruit students' family and community members. They are asked to serve as the spokesperson for the class and participate in the Student Advisory Council. Council officers will be elected during our fist school advisory council meeting in August 2025 and will be apprised of the academic and disciplinary data from the 2024-2025 school year. The outcomes of parent and teacher surveys from the 2024-2025 school year will also be used in the SIP development process. Specific, measurable goal setting and subsequent problem solving sessions will be on the

August agenda.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The progress of student resiliency and academic development are closely tracked, analyzed, and disaggregated. From this data, tier 1 instruction effectiveness is measured and shared with stakeholders. Identification of trends and patterns through quarterly data discussions, classroom walkthroughs, weekly professional learning community meetings, monthly Positive Behavior Intervention Support and multi-tiered systems of support (M.T.S.S.) problem solving, progress monitoring, STAR Early Literacy and STAR Math (PM1, 2 and 3) will be shared with stakeholders. Based on the results of the data, stakeholders will revise the school improvement plan to ensure continuous improvement to increase student academic achievement and behavioral success.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY PK-KG**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25:** **2023-24:** **2022-23: A** **2021-22:** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	369									369
Absent 10% or more school days	10.15									10
One or more suspensions	19									19
Course failure in English Language Arts (ELA)	34									34
Course failure in Math	14									14
Level 1 on statewide ELA assessment	122									122
Level 1 on statewide Math assessment	125									125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	25									25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	25									25

Current Year 2025-26

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	27									27

Current Year 2025-26

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	25									25
Students retained two or more times	0									0

Prior Year (2024-25) 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	145									145
One or more suspensions	30									30
Course failure in English Language Arts (ELA)	39									39
Course failure in Math	19									19
Level 1 on statewide ELA assessment	64									64
Level 1 on statewide Math assessment	98									98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	60									60
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	109									109

Prior Year (2024-25) 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	35									35

Prior Year (2024-25) 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	32									32
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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*		57	59		57	57	67	51	53
Grade 3 ELA Achievement		63	59		66	58	67	66	53
ELA Learning Gains		52	60		53	60			
ELA Lowest 25th Percentile		50	56		50	57			
Math Achievement*		63	64		57	62	82	53	59
Math Learning Gains		56	63		50	62			
Math Lowest 25th Percentile		47	51		39	52			
Science Achievement		48	58		40	57		32	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			63			61			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)

2024-25 ESSA FPPI

Data for 2024-25 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
		72%	77%	72%		85%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%

No ESSA data found for this school and year

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.

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%	67%			82%								
Students With Disabilities	51%	53%			66%								
Black/African American Students	45%	45%			73%								
Multiracial Students	55%	55%			82%								
White Students	72%	72%			82%								
Economically Disadvantaged Students	64%	64%			80%								

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?

The data component that showed the most improvement was ELA as demonstrated on Star Early Literacy. In the 2023–2024 school year, 43% of our Kindergarteners scored at a proficient reading level (Level 3 or higher). This year, in 2024–2025, **55%** of our students reached proficiency — an **increase of 12%**!

It is important to note that last year's scores were based on a newly adopted scale implemented by the Florida State Board of Education on October 18, 2023. A commitment to the participation in Rural Connect, a 3 year initiative that taught engaging science of reading instructional routines, B.E.S.T. standard alignment, and the use of data to drive instruction. Increased collective efficacy, progress monitoring, implementation of UFLI Foundations with tier 3 students (mainly students retained in kindergarten), reflection and evaluation of past practices and procedures in order to adjust and enhance teaching and learning outcomes took place this year!

Lowest Performance

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

In the 2023–2024 school year, only 27% of students were proficient in math as measured by the STAR Math assessment. This indicates a significant need for improvement in mathematics instruction and student outcomes. The low performance is attributed to a lack of alignment between the curriculum and the B.E.S.T. math standards, which has resulted in gaps in instructional delivery and student mastery.

Greatest Decline

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

Although math proficiency did not decline, the progress is not sufficient.

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.

The data component that had the greatest gap when compared to the state average was math. The state average was 54% proficiency. Kindergarten has 29% proficiency.

A lack of B.E.S.T. standard alignment, strong tier 1 instruction, a dedicated daily 45 minute uninterrupted math block, data-driven Instruction from progress monitoring contributed to this gap.

EWS Areas of Concern

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

A potential area of concern upon reflection of the EWS data is students who are absent 10% or more of the school year.

Highest Priorities

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

- Kindergarten Math Proficiency
- Kindergarten ELA Proficiency

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 Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

The area of focus, Instructional Practice in math, specifically related to benchmark alignment, was identified as a crucial need as a result of Kindergarten's STAR Math score of 29% proficiency compared to the state's 54% proficiency.

Measurable Outcome

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.

In the 2024-2025 school year, 29% of kindergarteners scored proficient on STAR Math PM3 compared to 54% of kindergarteners in the state of Florida. For the 2025-2026 school year, 55% of kindergarteners will score proficient on STAR Math PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Action Steps:

1. **Curriculum Alignment:**
    - Conduct a comprehensive review and revision of the current math curriculum to ensure full alignment with the Florida B.E.S.T. standards.
    - Provide professional development for teachers on the B.E.S.T. standards and how to implement them with fidelity.
2. **Strengthen Tier 1 Instruction:**
    - Implement high-quality, evidence-based instructional strategies in daily math lessons.
    - Provide coaching and support to teachers to improve Tier 1 instructional delivery.
3. **Dedicated Math Block:**

- Maintain a **daily 45-minute uninterrupted math block** to ensure adequate instructional time.
- Use this time for explicit instruction, guided practice, and differentiated learning based on student needs.

4. **Data-Driven Instruction:**
    - Analyze STAR Math data quarterly to identify trends, monitor progress, and adjust instruction.
    - Use data to form flexible small groups, target specific skills, and provide timely interventions.
5. **Progress Monitoring:**
    - STAR Math progress monitoring will occur quarterly.
    - Instructional walkthroughs and lesson plan reviews will occur biweekly to monitor fidelity to the curriculum and instructional expectations.

Person responsible for monitoring outcome
Bonnie Jones

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Students will receive high-quality math instruction aligned to Florida's B.E.S.T. Standards. The programs used will be Florida B.E.S.T.-standard aligned curriculum including Big Ideas and Math IXL during the dedicated daily 45 minute math block. The math block will include hands-on manipulatives and visual representations to support conceptual understanding, daily math routines, explicit instruction and modeling with gradual release ("I Do, We Do, You Do"), tier 2 targeted Interventions. Description: Students identified as at-risk through universal screeners receive small group, skill-specific instruction. For tier 3 students, one-on-one instruction using Ready Florida B.E.S.T. Mathematics Practices and Problem Solving and Math IXL, intensive use of manipulatives, visual aids, and individualized plans.

Rationale:
Providing high-quality math instruction aligned to Florida's B.E.S.T. Standards ensures that all students receive rigorous, standards-based learning experiences that support mathematical understanding. The use of adopted curriculum programs such as Big Ideas Math and Math IXL during the dedicated 45 minute daily math block ensures consistency and alignment. Incorporating hands-on manipulatives and visual representations supports the development of conceptual understanding, especially for concrete learners. Daily routines and the use of explicit instruction with gradual release ("I Do, We Do, You Do") foster student independence and build procedural fluency. By embedding tier 2 targeted interventions within small groups, instruction becomes responsive to student needs. For students requiring tier 3 interventions, intensive one-on-one support using Ready Florida B.E.S.T. Mathematics Practices, problem solving, and Math IXL addresses significant learning gaps through

individualized instructional plans. The focused use of manipulatives, visual aids, and scaffolded instruction in these settings mathematical confidence and success.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Plan to Address Math Proficiency

Person Monitoring:
Tanyia Rowan

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Step 1: Conduct baseline STAR Math assessment for all kindergarten students to identify students performing below grade level and determine intervention groupings. Persons Responsible: Kindergarten Classroom Teacher and Instructional Coach Action Step 2: Implement targeted, Florida B.E.S.T. aligned math interventions using IXL Math and Ready Florida B.E.S.T. Mathematics Practice and Problem Solving and teacher-created small group lessons during the daily math block with support from the Classroom Teacher to deliver focused B.E.S.T standard aligned instruction to support identified students. Person responsible: Kindergarten Teacher Action Step 3: Monitor progress bi-weekly using STAR Math progress monitoring tools to track student growth, adjust intervention strategies and inform instructional decisions. Persons Responsible: Classroom Teacher and MTSS Team

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

The impact of low scores on STAR Early Literacy and STAR Math PM3 for students with disabilities has a direct impact on early learning and long-term academic success. These assessments are designed to measure foundational skills critical to reading, language, and numeracy development.

Students scoring below benchmark in these areas typically demonstrate:

- Delayed phonemic awareness and alphabet knowledge, leading to difficulties in decoding and reading fluency.

- Limited vocabulary and oral language development, which affects reading comprehension and verbal expression.
- Poor number sense, counting, and early problem-solving skills**,** which hinder progress in foundational math concepts.

When these early skill gaps are not addressed promptly, they tend to widen over time, making it more difficult for students to catch up to grade-level expectations in later grades.

A review of 2024 STAR assessment data revealed students with disabilities scored below the 40th percentile on both the STAR Early Literacy and STAR Math assessments.
Key data highlights included:

- Only 29% of SWD were proficient on STAR Early Literacy PM3 compared to 55% of non-disabled peers.
- In STAR Math, only 15% of SWD were proficient on STAR Math PM3 compared to 29% of non-disabled peers, with notable deficits in number recognition, quantity comparison, and early operations.

It is important to note that an average of 88% of SWD students met or exceeded their goals.
This raises concerns about the appropriateness and accessibility of the STAR Early Literacy assessment for this SWD, as it is a computer-based tool designed for independent navigation and auditory/language processing—areas where many SWD struggle.
Key concerns and findings from the prior year include:.

- Assessment design mismatch**:** Many SWD lacked the fine motor, auditory processing, or language skills needed to effectively complete the STAR Early Literacy resulting in artificially low scores that may not accurately reflect their true abilities or progress.
- Limited accommodations**:** The STAR platform offers few modifications for students with communication delays, prompting reliance on adult assistance that could compromise test validity or result in non-standard administration.
- Progress monitoring challenges**:** Teachers reported that the STAR Early Literacy data did not align with classroom observations or IEP goal progress, making it difficult to use the results for instructional planning.

In contrast, classroom-based assessments and anecdotal teacher observations suggested that many SWD were making meaningful gains when given appropriate scaffolds, multisensory instruction, and small group support.

Based on STAR data and qualitative feedback from educators, it was determined that kindergarten students with disabilities represent a crucial area of instructional need. The current assessment tools may not accurately capture their progress or guide effective instruction.

Measurable Outcome

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.

- 35% of Students with disabilities will score level 3 or above on STAR Early Literacy.
- 35% of students with disabilities will score level 3 or above on STAR Math

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Goals and Outcomes

- Define measurable objectives aligned with the B.E.S.T. Standards
- Use IEP goals as benchmarks for individual progress.
- Academic Data: Regular assessments, progress reports, and classroom performance.
- Behavioral Data: Behavior tracking tools, discipline referrals, and observations.
- Access Indicators**:** Participation in general education settings, assistive technology usage, and accommodations provided.
- Stakeholder Feedback: Surveys and interviews with students, families, and staff.
- MTSS, progress monitoring
- Fidelity Checks: Classroom walkthroughs and observations to ensure strategies and accommodations are being implemented as planned.
- Collaborative Teams**:** Regular meetings between teacher of ESE and teacher of non students with disabilities to review progress and adjust interventions.
- Data-Informed Decision Making
- Training for staff when gaps in implementation are identified.
- Family Engagement: Continuous communication with families regarding progress and any changes in support.
- Continuous Improvement

Person responsible for monitoring outcome

Morgan Craven

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data-Driven Diagnostic and Monitoring: Identify individual skill gaps using diagnostics aligned to STAR subskills. Monitor progress bi-weekly to inform instruction and adapt interventions in real time. Multi-Tiered System of Supports (MTSS) Tier 1: Enhanced core instruction using Universal Design for

Learning (UDL) and accessible tools. Tier 2: Small group instruction (3–5 times/week) Tier 3: Intensive, individualized interventions for students below the 25th percentile, aligned to IEP goals. Professional Development equips educators with professional learning and the tools to support teaching and learning.

Rationale:
Data-Driven Diagnostic and Monitoring Rationale: Accurate identification of student skill gaps is critical to delivering targeted, effective instruction. STAR-aligned diagnostics allow for precise measurement of subskills and growth over time. Action Steps: Administer diagnostics aligned to STAR subskills to determine individual student needs. Analyze results to drive instructional planning at the classroom and individual level. Monitor progress bi-weekly to adjust instruction and interventions in real time. Multi-Tiered System of Supports (MTSS): A tiered support model ensures that all students receive instruction and intervention aligned to their level of need, from universal access to intensive individualized support.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Students with disabilities' continuous improvement

Person Monitoring:
Daphne Hand

By When/Frequency:
bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action Steps: Tier 1: Deliver enhanced core instruction. Integrate accessible tools to support diverse learners. Tier 2: Provide small group instruction 3–5 times per week based on diagnostic data. Target instruction to address specific learning gaps. Tier 3: Implement intensive, individualized interventions for students scoring below the 25th percentile. Align interventions with IEP goals and progress-monitor frequently (e.g., weekly). Professional Development: Empowering educators with ongoing training ensures effective implementation of data-driven practices, inclusive instruction, and the MTSS framework.

Area of Focus #3

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Although proficiency was increased by 12% from 43% in 2023-2023 to 55% in 2024-2025 on STAR ELA PM3, the state scored 56% proficiency.

Measurable Outcome

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.

In the 2024-2025 school year, 55% of kindergarteners scored proficient on STAR ELA compared to 54% of kindergarteners in the state of Florida. For the 2025-2026 school year, 60% of kindergarteners will score proficient on STAR ELA PM3

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Action Steps:

1. **Curriculum Alignment:**
    - Conduct a comprehensive review and revision of the current math curriculum to ensure full alignment with the Florida B.E.S.T. standards.
    - Provide professional development for teachers on the B.E.S.T. standards and how to implement them with fidelity.
2. **Strengthen Tier 1 Instruction:**
    - Implement high-quality, evidence-based instructional strategies in daily ELA lessons.
    - Provide coaching and support to teachers to improve Tier 1 instructional delivery.
    - Focus on handwriting and correct formation of letters
3. **Dedicated reading block:**
    - Maintain a **daily 90-minute uninterrupted reading block** to ensure adequate instructional time.
    - Use this time for explicit instruction, guided practice, and differentiated learning based on student needs.
4. **Data-Driven Instruction:**
    - Analyze STAR ELA quarterly to identify trends, monitor progress, and adjust instruction.
    - Use data to form flexible small groups, target specific skills, and provide timely interventions.
5. **Progress Monitoring:**
    - STAR ELA progress monitoring will occur quarterly.
    - Instructional walkthroughs and lesson plan reviews will occur biweekly to monitor fidelity to the curriculum and instructional expectations.

Person responsible for monitoring outcome
Bonnie Jones

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
University of Florida Literacy Institute (UFLI) Foundations Tier Level: Tier 3 – Intensive Intervention Alignment to Area of Focus Goal: Tier 3 student (students that were retained in kindergarten) data analysis indicates that these students requires intensive, targeted support in foundational literacy skills, particularly in phonemic awareness, phonics, decoding, and encoding. UFLI is an intervention program that addresses these foundational skills

Rationale:
UFLI Foundations directly addresses these gaps by providing systematic, explicit, and multisensory instruction in the key components of reading aligned to the Florida B.E.S.T. Standards. Tier 3 small-group instruction ensures that students performing significantly below grade level receive individualized support, increasing their ability to decode, encode, and comprehend grade-level texts.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
UFLI Tier 3 Intervention

Person Monitoring:
Tanyia Rowan

By When/Frequency:
bi weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implementation Plan: Groups of 1-2 students Instructional Time: 20–30 minutes daily in addition to Tier 3 instruction Lesson Components: Phonemic awareness → grapheme introduction → decoding → encoding → connected text Progress Monitoring: Biweekly formative probes and quarterly STAR ELA assessments to evaluate growth and adjust instruction Expected Impact: Through daily intensive intervention, students participating in UFLI Tier 3 instruction are expected to increase mastery of foundational reading skills, resulting in measurable gains on STAR ELA assessments. This intervention supports the school's overall goal of raising kindergarten proficiency from 55% to 60%, ensuring that all students have access to high-quality literacy instruction and the foundational skills necessary for long-term reading success. Monitoring for Fidelity: Instructional Fidelity: Biweekly walkthroughs using UFLI checklists Student Progress: Biweekly skill trackers and formative assessments Outcome Monitoring: Quarterly STAR ELA data reviews to measure impact toward proficiency goal

Area of Focus #4

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

specifically relating to

Area of Focus Description and Rationale

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.

No Answer Entered

Measurable Outcome

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.

In the 2024-2025 school year, 55% of kindergarteners scored proficient on STAR ELA PM3 compared to 54% of kindergarteners in the state of Florida. For the 2025-2026 school year, 60% of kindergarteners will score proficient on STAR ELA PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

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

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

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.

Baker County Pre-K/Kindergarten Center's goal is to decrease the percentage of students that miss 10% of more of the school year from 3% to 1%.

This affects students learning in the following ways:

- Foundational Skill Gaps**:**
    - Kindergarten is critical for developing early literacy, numeracy, and social-emotional skills.
    - Chronic absenteeism disrupts this foundational learning, leading to gaps that may persist in later grades
- Reduced Readiness for 1st Grade.
    - Students who are chronically absent in kindergarten are less likely to be proficient in reading and math by the end of 3rd grade, a key predictor of long-term academic success.
- Weakened Routines and Engagement:
    - Regular attendance builds structure and a sense of school belonging.
    - Frequent absences weaken students' connection to the classroom community, making it harder for them to adjust socially and emotionally.
- Increased Need for Interventions:
    - Teachers may need to spend additional time helping absent students catch up, which can divert resources from whole-class instruction and strain early intervention systems.

Rationale from Prior Year Data:

The need was identified based on data reviewed from the previous school year, which showed that:

- More than 10% of kindergarteners were chronically absent (i.e., missed 10% or more of instructional days).

- Performance assessments and progress monitoring data indicated lower literacy and numeracy benchmarks among retained chronically absent students.
- Behavioral and socio-emotional screenings flagged a higher rate of adjustment difficulties and limited peer interactions among frequently absent 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.

In 2025-2026, the percentage of students who are absent 10% of the school year will decrease from 3% to 1%

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.

- Parents and stakeholders will be educated on the statistics surrounding student attendance and success.
- The data processor will report the daily attendance rate.
- Strategies to increase attendance will be a priority agenda item for the MTSS team, school advisory council, PBIS Resiliency Team and a subsequent action plan.
- Classroom teachers will call students' parent/guardian each day he or she is absent.
- Multiple curriculum nights at the school will include attendance education and its relation to student academic and social success.
- The leadership team will monitor these Attendance Education Nights.

Person responsible for monitoring outcome

Kimber Faulkner

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Visual attendance trackers and daily recognition, attendance-focused parent newsletters and reminders, phone calls and home visits after 1 unexcused absence, social stories and morning routines that emphasize school attendance Personnel: Family engagement liaison, Pre-K teachers, ESE staff Tiered response system: letters, phone calls, and parent conferences after absence thresholds (5%, 10%), assignment of staff “check-in” mentors for students missing ≥5% of days, monthly classroom attendance rewards and individual student incentives

Rationale:

These layered strategies were chosen in direct response to concerning absenteeism data and are

designed to build a positive, proactive, and collaborative school culture around attendance. They represent a blend of universal, targeted, and intensive supports, with the goal of improving readiness, engagement, and equity for all kindergarten learners.

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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Decreasing Attendance by 2.15%

Person Monitoring:
Morgan Craven

By When/Frequency:
bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Visual attendance trackers and daily recognition, multi-tiered systems of support, P.B.I.S. Resiliency Monthly meetings, attendance-focused parent newsletters and reminders, phone calls and home visits after 1 unexcused absence, social stories and morning routines that emphasize school attendance Personnel: Family engagement liaison, Pre-K teachers, ESE staff Tiered response system: letters, phone calls, parent conferences after absence thresholds (5%, 10%), assignment of staff “check-in” mentors for students missing ≥5% of days, monthly classroom attendance rewards and individual student incentives

Area of Focus #2

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

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

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

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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

AGENDA ITEM NO. 8.7

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Lynn Green - (259-2216)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Westside Elementary School's 2025-2026 School Improvement Plan.

ATTACHMENTS:
10.20.2025 Approval of WES School Improvement Plan_L.Green.pdf

Baker County School District

WESTSIDE ELEMENTARY SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Westside Elementary School, we are dedicated to creating a supportive and inclusive learning environment where every student is valued, challenged, and empowered to grow and thrive. We believe that education is a journey that fosters the development of the whole child - intellectually, emotionally, socially, and physically. Our mission is to equip students with the skills, confidence, and compassion to succeed in all aspects of life, become active members of their communities, and become lifelong learners who make a positive impact in the world.

Provide the school's vision statement

Empowered by a collaborative community, Westside Elementary School students will thrive as curious, resilient, and academically accomplished problem-solvers, equipped to navigate a rapidly changing world and inspired to become lifelong learners, innovators, and leaders.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Lynn Green

lynn.green@bakerk12.org

Position Title

Principal

Job Duties and Responsibilities

Primary duties include leading the school community, managing resources, supervising staff, teaching and learning support, discipline and safety, communication with parents and staff, and strategic

planning

Leadership Team Member #2

Employee's Name
Pam Harris

pamela.harris@bakerk12.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal's duties typically include supporting the principal, supervising teachers, managing student behavior, coordinating events, and providing guidance to students, teachers, and parents while maintaining a safe and positive learning environment.

Leadership Team Member #3

Employee's Name
Suzanne Miller

suzanne.miller@bakerk12.org

Position Title
Guidance Counselor

Job Duties and Responsibilities

WES School Improvement Team duties include reviewing student performance data, identifying areas for improvement, developing action plans, and implementing strategies to increase student achievement and school effectiveness.

Leadership Team Member #4

Employee's Name
Debbie Crews

debra.crews@bakerk12.org

Position Title
Instructional Coach/Title One Supervisor

Job Duties and Responsibilities

WES School Improvement Team duties include reviewing student performance data, identifying areas for improvement, developing action plans, and implementing strategies to increase student achievement and school effectiveness.

Leadership Team Member #5

Employee's Name
Cheryl Rhoden

cheryl.rhoden@bakerk12.org

Position Title
Support Facilitator

Job Duties and Responsibilities

WES School Improvement Team duties include reviewing student performance data, identifying areas for improvement, developing action plans, and implementing strategies to increase student achievement and school effectiveness

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Stakeholders will be involved in the development of the School Improvement Plan process through school-based leadership meetings, faculty meetings, and School Advisory Council meetings.
Parents are the primary stakeholders of the school as they have a direct interest in their children's education and wellbeing.
Faculty and staff are responsible for the delivery of educational services to the students. They are the backbone of the school, creating a positive learning environment, curriculum development, and delivery, and nurturing students' academic growth and development. Several classrooms teachers were involved with the creation of our academic goals while attending a Rural Connect Leaderhip Conference with Principal Green.
Administrators are responsible for overseeing the school's operations, ensuring that policies, programs, and guidelines are efficiently executed.
Business partners in the local community can be stakeholders in the school, contributing to the school's programs, resources, and financial needs.
The Title 1 School Advisory Committee (SAC) is comprised of representatives from every group of stakeholders. Thus the committee serves as a vital link between the school and the community, providing insights and recommendations to ensure the school meets the community's needs and

expectations. SAC meetings will be used to share and interpret school-wide data to identify areas where growth is needed and to develop an improvement plan.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The plan will be regularly monitored through school-based data chats and MTSS leadership meetings. During these meetings, data will be monitored and analyzed to ensure that the school is on track to meet the school improvement plan goals. The school will also assess the effectiveness of the MTSS implementation using a variety of measures such as surveys, teacher feedback, and student performance data. The results of the evaluation will be used to make necessary adjustments to the implementation process and to improve the plan moving forward. If adequate progress is not being met, the school will continue to implement the MTSS problem-solving process to revise the plan as needed.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **1-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**89.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **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.*	**2024-25: B** **2023-24: C** **2022-23: B** **2021-22: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment		125	108	130	117	111				591
Absent 10% or more school days		26	19	40	29	32				146
One or more suspensions		4	6	9	19	8				46
Course failure in English Language Arts (ELA)		23	27	20	14	12				96
Course failure in Math		8	13	8	26	13				68
Level 1 on statewide ELA assessment		29	26	12	24	17				108
Level 1 on statewide Math assessment		20	31	7	23	17				98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	2	34						45
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		5	7	3	7					22

Current Year 2025-26

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		5	9	9	18	15				56

Current Year 2025-26

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		15	6	4	1	0				26
Students retained two or more times		1	3	8	4	4				20

Prior Year (2024-25) 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		30	35	37	31	31				164
One or more suspensions		7	12	3	14	14				50
Course failure in English Language Arts (ELA)		11	12	11	1	1				36
Course failure in Math		3	7	3	4	1				18
Level 1 on statewide ELA assessment				19	19	29				67
Level 1 on statewide Math assessment				18	27	36				81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				19						19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				18	27					45

Prior Year (2024-25) 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		14	18	11	10	11				64

Prior Year (2024-25) 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		13	15	6		1				35
Students retained two or more times			6	5	4	1				16

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	58	57	59	54	57	57	64	51	53
Grade 3 ELA Achievement	68	63	59	63	66	58	64	66	53
ELA Learning Gains	48	52	60	51	53	60			
ELA Lowest 25th Percentile	46	50	56	46	50	57			
Math Achievement*	63	63	64	50	57	62	58	53	59
Math Learning Gains	58	56	63	49	50	62			
Math Lowest 25th Percentile	52	47	51	42	39	52			
Science Achievement	39	48	58	32	40	57		32	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			63			61			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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	432
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	48%	62%	67%	68%		74%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	34%	Yes	4	
Black/African American Students	44%	No		
Hispanic Students	59%	No		
Multiracial Students	75%	No		
White Students	55%	No		
Economically Disadvantaged Students	51%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	58%	68%	48%	46%	63%	58%	52%	39%					
Students With Disabilities	25%	29%	38%	35%	27%	47%	56%	13%					
Black/African American Students	40%	50%	46%		45%	50%	70%	6%					
Hispanic Students	50%				67%								
Multiracial Students	71%				79%								
White Students	60%	72%	47%	45%	64%	57%	49%	45%					
Economically Disadvantaged Students	52%	64%	48%	52%	56%	57%	53%	25%					

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	54%	63%	51%	46%	50%	49%	42%	32%					
Students With Disabilities	30%	33%	40%	36%	18%	30%	43%	13%					
Black/African American Students	38%		44%	36%	32%	48%	36%	18%					
Hispanic Students	79%				64%								
Multiracial Students	55%				55%								
White Students	56%	61%	51%	45%	51%	48%	44%	34%					
Economically Disadvantaged Students	48%	59%	48%	49%	42%	47%	42%	24%					

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	64%	64%			58%								
Students With Disabilities	37%	37%			47%								
Black/African American Students	35%	35%			29%								
White Students	68%	68%			61%								
Economically Disadvantaged Students	56%	56%			49%								

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	67%	63%	4%	57%	10%
ELA	4	50%	55%	-5%	56%	-6%
ELA	5	57%	53%	4%	56%	1%
Math	3	73%	72%	1%	63%	10%
Math	4	59%	62%	-3%	62%	-3%
Math	5	53%	53%	0%	57%	-4%
Science	5	39%	47%	-8%	55%	-16%

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?

The data component that showed the most improvement was the Black/African American ESSA subgroup. In fact, this subgroup scored above 41% of the federal percent of points index after two years of being below. WES used Magnetic Reading as a supplemental support to ELA instruction (specifically comprehension). Magnetic Reading provides students with culturally relevant and high-interest grade level texts.

Lowest Performance

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

The data component that showed the lowest performance in ELA (Lowest quartile). This group scored 46%. While the overall science score was lower (39), that group had made gains over the previous year. The ELA Lowest quartile group showed no growth from 23-24 to 24-25.
This year's 5th graders scored 64% in ELA (22-23). This year's 4th graders scored 62% in ELA (23-24). We are not seeing growth in learning gains nor the learning gains of the lowest 25% of students.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was ELA Learning Gains (LG) for All Students

- 2023–24: 51%
- 2024–25: 48%
- Change: -3 percentage points

Factors that may have contributed toward this decline include:
* Change in teaching assignments (teachers had not taught 4th grade ELA before).
* Increased number of students with prior retentions.
* Increased behavioral concerns.

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.

The data component with the greatest gap when compared to the state average is:
5th Grade Science

- School: 39%
- State: 55%
- Gap: -16%

Factors Contributing to the Gap:

1. Performance Below Both District and State:
    - The school scored 8% lower than the district and 16% lower than the state.
    - This indicates a localized performance issue specific to the school.
2. Less Time focused on science education:
    - Science often receives less instructional time compared to ELA and Math in earlier grades.
    - This may suggest gaps in foundational science understanding or less emphasis on science instruction.
3. Cohort-Specific Issues:
    - Since the same grade (5th) performed at or above average in ELA and on par in Math, the issue seems isolated to science.
    - This could point to curriculum alignment issues, instructional gaps, or resource limitations for science in that grade.

EWS Areas of Concern

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

1. Chronic Absenteeism
    - Total Students Absent 10% or More of the Year: 146
    - This is the highest number among all risk indicators in the chart.
    - Every grade level shows a significant number of students with high absenteeism, especially in Grades 3–5.

2. Level 1 on Statewide Assessments
    - ELA Level 1: 108 students
    - Math Level 1: 98 students

A large number of students scoring at the lowest proficiency level on state assessments indicates substantial learning gaps. This likely overlaps with course failures and reading/math deficiencies in early grades.

Highest Priorities

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

1. SWD - Increase Federal Index percentage.
2. Chronic Absenteeism
3. Learning Gains in ELA
4. Learning Gains in Math
5. Science Score

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

This goal directly supports improved learning outcomes for Students with Disabilities (SWD) by focusing on raising their performance across key ESSA indicators—achievement, learning gains, and attendance. By targeting a minimum Federal Index score of 38% in 2025–26, the school commits to closing equity gaps and ensuring that SWD students receive effective, differentiated instruction that leads to measurable academic growth.

This goal was identified as a crucial need based on the 2024–25 data review, which showed the SWD subgroup earned only 34% on the Federal Percent of Points Index—well below the state target. Analysis of ELA and Math achievement and learning gains for SWD, combined with EWS data indicating high absenteeism and low proficiency rates, highlighted the urgent need to strengthen instruction, support services, and intervention fidelity for this subgroup.

Measurable Outcome

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.

In 24 -25 the Federal Percent of Points Index was 34%. The goal for 25-26 is that the SWD ESSA Subgroup will increase to at least 38% of points on the Federal Index.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Track the actions and supports put in place for SWD. Use monthly or quarterly progress checks.
A. Instructional Support:

- Review IEP accommodations are implemented with fidelity (use classroom walk-through tools).
- Monitor use of Tier 2/Tier 3 interventions and MTSS supports.

B. Professional Learning:

- Maintain a schedule of teacher PD ESE strategies, and accommodations.
- Track teacher completion and application of learned strategies.

Person responsible for monitoring outcome
Lynn Green

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Cover-Copy-Compare: Requires that students actively retrieve information from memory before checking their answer. Students receive immediate feedback as they compare their response to the correct model, reinforcing learning and error correction. Requires minimal materials: a list of correct answers (facts, words, terms), paper, and pencil. Takes 5–10 minutes per session, making it ideal for small-group, independent work, or centers. It's free, scalable, and easy for paraprofessionals or aides to support.

Rationale:
*Requires minimal materials: a list of correct answers (facts, words, terms), paper, and pencil. *Takes 5–10 minutes per session, making it ideal for small-group, independent work, or centers. *It's free, scalable, and easy for paraprofessionals or aides to support.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Description of Intervention #2:
Repeated Reading: Repeated Reading involves students reading the same passage multiple times (usually 3–4 times) until they reach a desired level of accuracy and fluency. This builds automaticity, improves prosody (reading expression), and supports comprehension—especially important for students with fluency or processing deficits.

Rationale:
*Repeated Reading is effective because Builds reading speed, accuracy, and confidence *Increases reading comprehension as decoding becomes automatic *Effective for SWD, especially those with dyslexia or language-based learning challenges *Easy to differentiate based on reading level

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Learning: Implementation of the CCC and Repeated Reading Interventions

Person Monitoring:
Debbie Crews

By When/Frequency:
December, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Survey instructional staff on their knowledge and/or use of the CCC and RR interventions. 2. Develop PL aligned with survey results. Set date for implementation. 3. Conduct Classroom Walkthroughs to observe interventions. 4. Monitor PM results of SWD. 5. Survey instructional staff on their perception of the effectivness of the interventions and needs.

Area of Focus #2

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

Instructional Practice specifically relating to Benchmark-aligned instruction, ELA required by RAISE (specific questions)

Area of Focus Description and Rationale
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.

Benchmark-aligned instruction ensures that teaching is tightly connected to grade-level standards and assessments. When consistently implemented, it helps:

- Increase academic rigor by exposing all students to the depth and complexity of state standards.
- Build student familiarity with item types, question stems, and expectations they will encounter on PM3 (Progress Monitoring 3).
- Target specific skill gaps using formative benchmark data to inform instructional adjustments and intervention.
- Support teacher clarity and consistency across grade levels and classrooms, minimizing instructional variability.

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

Explicit, systematic phonics instruction: The National Reading Panel found that systematic phonics instruction—teaching the relationship between letters and sounds through a planned curriculum—improves decoding, spelling, fluency, and comprehension in young learners, including at-risk and disabled readers.

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

The Reciprocal Teaching framework—using the four strategies: predict, question, clarify, summarize—has demonstrated significant reading gains: (Effect sizes up to 0.74, and improvements

of up to two years in reading comprehension in just months.)
It aligns with a gradual release of responsibility model: teacher models, then students practice in guided then independent settings.

Grades K-2: Measurable Outcome(s)

In 2024-2025, 44% of 1st grade students were not proficient and 57% of 2nd grade students were not proficient. The goal for 2025-2026 is that 50% or more 1st and 2nd grade students will be proficient on the STAR Reading (FAST) by PM3.

Grades 3-5: Measurable Outcome(s)

Outcome #1: In 2024-2025, 32% of 3rd grade students were not proficient, 50% of 4th grade students were not proficient, and 43% of 5th grade students were not proficient on the ELA FAST The goal for 2025-2026 is that 50% or more 3rd, 4th, and 5th grade students will be proficient on the ELA FAST by PM3.

Outcome #2: Grades 3 - 5: 55% of 3rd, 4th, and 5th grade students will make learning gains in ELA by PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Instructional Walkthroughs & Observations conducted by administrators and instructional coach.
2. Progress Monitoring
3. Data Chats
4. Weekly Planning Sessions

Person responsible for monitoring outcome

Lynn Green, Pam Harris, Debbie Crews, Team Leaders, SBLT

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Standards-aligned lesson planning ensures that instruction is focused, intentional, and directly linked to the academic expectations outlined in the Florida B.E.S.T. (Benchmarks for Excellent Student

Thinking) standards. This practice, especially when conducted through Professional Learning Communities (PLCs) with curriculum mapping, is a high-impact, research-based strategy for improving student achievement.

Rationale:
1. Ensures Equity and Consistency in Instruction By aligning lessons to B.E.S.T. benchmarks, all students receive access to grade-level standards, regardless of teacher or classroom. 2. Focuses Instruction on Clear Learning Goals Teachers clearly identify what students need to know and be able to do, which sharpens the focus of daily instruction. 3. Increases Instructional Effectiveness Through Collaboration When teachers collaboratively plan in PLCs, they: Share best practices, Align formative assessments with standards, Identify and address common misconceptions and gaps. This promotes collective teacher efficacy, which is one of the strongest predictors of student achievement (Hattie, 2018). 4. Supports Data-Driven Instruction Standards-based planning allows teachers to use student performance data to: Adjust instruction in real time, Target re-teaching for specific benchmarks, Plan interventions based on clearly identified standard weaknesses. 5. Prepares Students for State Assessments Florida's FAST assessments are directly aligned to the B.E.S.T. standards. Standards-based lesson planning ensures that students are practicing and assessed on the same skills and content that they will encounter on the PM3 assessments.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Weekly/Bi-Weekly Planning Sessions

Person Monitoring:
Green, Harris, Crews, Shivers, Sheridan

By When/Frequency:
Weekly/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Dedicate Wednesday mornings to planning session days. 2. Create a schedule for ELA, Writing, Math, and/or Science sessions. 3. Create planning sessions templates to guide sessions. 4. Review notes from planning sessions to determine future planning needs. 5. Share with teachers information received through: the Fall 2025 Universal RAISE Webinars presented by FLDOE (admin and staff), FCRR Literacy Leadership Professional Learning Series (admin), training webinars and visits with Chris Chaplain, State Regional Literacy Director.

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

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.

Raising the percentage of students scoring Level 3 or higher from 39% to 45% reflects a commitment to strengthening content mastery, instructional quality, and equity in science learning. This goal not only aims to improve test performance but also fosters deeper, lasting scientific understanding and critical thinking skills that students will carry forward.

Measurable Outcome

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.

In 2024-2025, 39% of 5th grade students scored a Level 3 or above on the NGSSS Science Test. In 2025-2026, 45% of 5th grade students will score a Level 3 or above on the NGSSS Science Test.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Focused, Standards-Based Science Instruction monitored through classroom walkthroughs, weekly/bi-weekly science assessments, and student work.
2 . Identify and Close Learning Gaps: Identify which science benchmarks students struggle with and which students are scoring lower on classroom assessments.

Person responsible for monitoring outcome

Green, Harris, Crews, Ondish, 4th and 5th grade classroom teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Spiral Review and Cumulative Content Checks: Weekly or biweekly review of previously taught science benchmarks from both 4th and 5th grade (e.g., Earth, Life, Physical Science strands).

Rationale:

Science is cumulative; consistent review helps build long-term retention needed for the spring NGSSS Science Test. Implementation: Quick checks, bell ringers, warm-ups, and exit slips; built into curriculum maps and PLCs

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Science Review

Person Monitoring:
Classroom Teachers, Mrs. Ondish (Science Lab)

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Classroom Teachers plan units and lesson. Meet with Mrs. Ondish to share the map/lessons. 2. Mrs. Ondish provides supports in the Science Lab (hands-on activities, vocabulary review, technology support - Generation Genious, etc.) 3. Classroom Teachers administer Science Reviews. Collect Data. Collaborate with Mrs. Ondish to adjust instruction as needed.

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.

WES' Chronic Absenteeism Rate was 26% during the 23-24 school year. Administrators put into place the 30-day challenge. Each class was challenged to have perfect attendance. When they filled the 30-day chart, the class received a popsicle party. At the end of the 24-25 school year, the chronic absenteeism rate had decreased to 24%.

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.

The chronic absenteeism rate for the 24-25 school year was 24%. For the 25-26 school year, WES' goal is to improve chronic absenteeism rate from 24% of students to 22%.

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.

This Area of Focus will be monitored through each classroom using the "20 Day Chart". Each class will have a 20-Day Chart and will mark a box for each day they have perfect attendance. On Fridays

and Early Dismissal Days, the class will mark TWO boxes. When the chart if full, the admin will present the class with a certificate and they will receive extra recess (to be taken at the teacher's discretion). This focus will also be monitored by the admin team and/or the data processor to check the daily rate of attendance. These activities encourage the students to attend school, which will lead to completion of assignments.
By offering TWO boxes for Fridays, we hope to encourage students to not miss, especially since Fridays are traditionally testing days. If a child misses school on a test day, then he or she is pulled from instruction (and new learning) when they return to school in order to make-up the test. A staff member will visit the classrooms of students who are chronically absent to see if they are present. By building this relationship, we hope to show our students they are important to us and we miss them when they are not here.

Person responsible for monitoring outcome
Admin, Classroom Teachers, Data Processor, Support Staff

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Research found in attendanceworks.org: * Incentives should be part of creating a school-wide culture of attendance * Incentives don’t need to be costly. Simple rewards—recognition from peers and the school through certificates or assemblies, extra recess time, homework passes or even dancing in the hallways—go a long way toward motivating students. * Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive program and the importance of attendance for academic success, as well as school policies in which poor attendance can result in failing a course or being retained. Sanctions should never be used without incentives.

Rationale:
If children don’t show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers. We are striving to educate our families on this. A study conducted in California found that Kindergarten and 1st grade students who missed more than 18 days in both school years were only 17% likely to read on grade level in the 3rd grade.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

20-Day Chart

Person Monitoring:
Classroom Teacher

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Share Attendance Incentive program (20-day chart) with faculty and staff during Back-to-School Faculty Meeting. Prepare class charts. Share resources from attendanceworks.org with families (Facebook, newsletter, school website, conferences, etc.) Update Faculty on goals throughout the year: recognizing classes who complete 20-Day Chart, sharing data throughout the year, etc.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Westside Elementary's School Improvement Plan is shared with the School Advisory Council (families, staff, local business owners/community leaders) at our first meeting. The SIP is presented to the Superintendent of Schools, the Baker County School Board, and other school adminstrators and district leaders during a School Board Meeting. This meeting is also open to the public. Our staff has access to the entire approved SIP through email and is also presented a summary of the SIP during a faculty meeting. WES' SIP is also available on our school's website (https://wes.bakerk12.org/) after approval. If needed, the SIP can be translated in other languages using the Microsoft Word Translator option.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

School's Webpage: https://wes.bakerk12.org/

Parents and Families:
*contacting families through planners, letters, emails, texts, phone calls, Facebook posts, etc.
*hosting an Open House before the start of school
*keeping families posted of special events through texts, webpages, school Facebook page, and

class and school newsletters
*asking families to complete interest inventories so teachers can learn more about their students
*encouraging students and their families to complete "All About Me" projects.
*inviting ALL families to a teacher/parent conference during the first nine weeks of school *hosting family information nights (F.A.S.T. Information, Title One Family Night, Family Reading Nights, etc.).
* Burger King - provides meal vouchers for students scoring proficient on the F.A.S.T.
* Dr. Mary Futch, OD (Baker Vision Center) - donates vision screenings and glasses for students in need
* Better Baker Club - recognizes "Super Kid" achievements
* Rotary Club - provides dictionaries to all 3rd grade students
* First Responders - provide safety lessons and also assist in monthly safety drills
* Local churches, organizations, and businesses donate school supplies, clothing, etc.
* WES invites community members and business leaders to read to classes during Celebrate Literacy Week on our annual Project REACh (Reading Embraces All Children) Day
* "Career Day". Students are encouraged to dress-up to show the career they are interested in.
* Students learn about careers in the STEM field through the Science Lab.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our academic program will be strengthened through the continued implementation of the Tier One High Leverage Practices - HLPs.
We will continue to protect our ELA Block and Math Block each day by limiting interruptions and scheduling conflicts as much as possible. Staff members (resource teachers, paraprofessionals, title one staff, etc.) will push into classrooms to offer additional support during these academic blocks. Classroom walkthroughs will be conducted by the principal, assistant principal, and instructional coach to observe explicit instruction, purposeful talk, feedback, and benchmark aligned instruction. Accelerated classes are offered in grades 2-5. These students are placed in these classes based on their previous teacher's input, final grade averages, and PM test scores.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our school is dedicated to ensuring the well-being of students by offering a range of counseling and mental health services that extend beyond traditional academic support. We have a dedicated counselor providing individual and group sessions to address students' emotional and social needs. Additionally, we have partnered with a local mental health organization to deliver school-based mental health services, ensuring that students have immediate access to professional support.

Specialized support services are in place for students with unique needs, including speech therapy, occupational therapy, and counseling for students with disabilities. Our mentoring program pairs students with caring adults on campus, fostering personal relationships that promote confidence and resilience.

Extracurricular activities, such as clubs and dances, provide opportunities for students to develop teamwork, leadership, and social skills. By integrating these resources and strategies, we aim to cultivate a supportive environment where every student can thrive socially and emotionally, ultimately enhancing their overall development and readiness for future challenges.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

To enhance attendance at our school, we will implement a comprehensive improvement plan that includes class rewards (extra recess).
Regular communication with families will emphasize the importance of attendance, and the plan will include a pro-active approach by reaching out to families with a history of truancy. We will create a reward system recognizing consistent attendance, such as recognitions each nine weeks. Our goal is to foster a positive school culture that values and prioritizes attendance.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Our school prioritizes professional learning to enhance instruction and effectively utilize data from academic assessments. We implement comprehensive training programs focused on the science of reading, which empowers teachers to adopt evidence-based literacy practices. These workshops deepen educators' understanding of phonemic awareness, phonics, and comprehension strategies to improve student outcomes.

Additionally, we provide ongoing curriculum training that aligns with current educational standards, ensuring teachers are well-equipped to deliver engaging and relevant content. This includes hands-on workshops, collaborative planning sessions, and peer observations that promote best practices.

To foster a data-driven culture, we conduct regular post-assessment data chats, enabling teachers to adjust instructional strategies based on student performance. This ongoing support helps educators identify trends and target interventions effectively.

To recruit and retain effective teachers, we offer mentorship programs, professional development, and support for pursuing advanced certifications. We also foster a positive and motivating work environment through our Panther Committee with a monthly meal, holiday parties, celebrations, wedding/baby showers, and compassionate gestures for illness or death of a loved one. Through these initiatives, we aim to cultivate a skilled and committed workforce dedicated to student success.

- Beginning teacher Mentor Program
- Book Study: First Day's of School by Harry Wong
- Book Study: Fundamental 5
- Opportunities to observe other classrooms
- Professional Learning Certification Program (PLCP)
- MTSS training

• CPI • De-escalation strategies
• Weekly/Bi-weekly Planning Sessions
• Tier 1 Training
• Safety/OODA LOOP/Run, Hide, Fight Training
• NEFEC Rural Connect
• PBIS Refresher
• FAST / STAR Training
*Stop the bleed, Epi-Pen, Seizure Awareness Training
• Classroom Management
• District Collaboration
• New Teacher Network
• McKinney Vento Training
• Florida Threat Management Model Training
• Final Site and Baker ConnectED App
• Magnetic Reading
• Mental Health Training (every 3 years)
• Kognito At Risk- suicide awareness training
• BEESS PD learning modules through FDLRS
• Reading endorsement courses and Microcredentials through Lastsinger Center
• ESOL endorsement courses through the Schultz Center
• DCF Identifying and Reporting Child Abuse and Neglect Course

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our principal meets with District Leaders at Educational Leaders' Meetings. During these meetings, information is shared concerning new requirements in instruction, monitoring, assessments, etc. This group also discusses staff member, resources, programs, and materials used to support learning for all students.

The district leadership team meets with school based leaders each quarter for ADA meetings. ADA is an acronym for Academics, Discipline, and Attendance. At these meetings, the group reviews data, discusses trends, and monitors the effectiveness of classroom instruction and interventions.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Subgroup - SWD:

1. Academic Achievement Data:Based on our FAST scores, a significant number of SWD students were not meeting grade-level expectations, highlighting an urgent need for targeted instructional support.

2. Data: SWDs scored a 34% on the Federal Points index. This is the 4th year WES has been below the 41% threshold.

3. To begin closing the achievement gap, WES' SBLT will review students' IEP goals to determine if they are written with grade-level benchmarks in mind. Our support facilitator (and support paraprofessionals) will co-teach and work with SWD on a regularly scheduled basis in the classrooms. This will enable them to work with students on their goal(s) and support the grade-level instruction by the classroom teacher.

Follow up by : Lynn Green - Principal and Cheryl Rhoden - Support Facilitator.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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

AGENDA ITEM NO. 8.8

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Kelly Horne - (259-2551)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Macclenny Elementary School's 2025-2026 School Improvement Plan.

ATTACHMENTS:
10.20.2025 Approval of MES School Improvement Plan_K.Horne.pdf

Baker County School District

MACCLENNY ELEMENTARY SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Macclenny Elementary is to create an enriched environment where children are inspired to believe in themselves and become life-long learners

Provide the school's vision statement

The vision of the Baker County School District is to prepare students to be life-long learners, self sufficient, and responsible citizens of good character.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Kelly Horne

kelly.horne@bakerk12.org

Position Title

Principal

Job Duties and Responsibilities

Principal: Provides leadership and direction in order for effective planning and implementation to take place, ensures that MTSS is being implemented with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, providing adequate professional development opportunities for the staff, communicates with parents about MTSS plans and implementation of activities, participates on the Positive Behavioral Interventions and Support committee, conducts walkthroughs and formal evaluations to ensure the grade-level standards and being taught, analyzes data throughout the year to determine instructional and/or resource needs.

Leadership Team Member #2

Employee's Name
Jana Teague

jana.teague@bakerk12.org

Position Title
Teacher on Special Assignment

Job Duties and Responsibilities

Lead Teacher on Special Assignment: Provides support to the principal and team for effective planning and implementation, gathers data on discipline, researches strategies, interventions, and programs to ensure effectiveness of MTSS, participates on the Positive Behavioral Interventions and Support committee, conducts walkthroughs and informal evaluations to ensure the grade-level standards and being taught, analyzes data throughout the year to determine instructional and/or resource needs, works closely with the Transportation Dept. to ensure the safe transport of our students to and from school.

Leadership Team Member #3

Employee's Name
Thornton, Nancy

nancy.thornton@bakerk12.org

Position Title
Instructional Coach

Job Duties and Responsibilities

Instructional Coach: Develops, leads, and evaluates school core content standards/program; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children 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; provides guidance on K-12 reading plan; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Leadership Team Member #4

Employee's Name
Rhonda Stafford

rhonda.stafford@bakerk12.org

Position Title
School Counselor/Career Specialist

Job Duties and Responsibilities

Collaborates with administration, teachers, parents, and students, provides services to students to assist them in acquiring the skills, knowledge, and attitudes needed to become effective students,responsible citizens, and lifelong learners, assists the MTSS team in analyzing data and intervention effectiveness school-wide and individual students, schedules and coordinates IEP, 504, and MTSS meetings, works with teachers and therapists to input goals and progress in the PEER system, monitors attendance (meets with parents, help to provided services if needed to families, etc.), organizes mental health counseling needs of students, facilitates state-wide testing scheduling, proctors, accommodations, etc.

Leadership Team Member #5

Employee's Name
Ronda Hartley

ronda.hartley@bakerk12.org

Position Title
Media Specialist, Resource/ESE/Title One Team Leader

Job Duties and Responsibilities

As Media Specialist, she provides support for administration, teachers, students, and families in the advancement of literacy and comprehension. Provides interventions to struggling readers while instructing them on how to understand their own data and progress. Instrumental in the success of school wide initiatives such as fundraising efforts, family involvement (SAC, Family Literacy Nights, Title One Parent Nights, etc.), and students' academic growth.

As the Resource/ESE/Title One Team Leader, she acts as a liaison between classroom teachers, the resource team, and administration. She finds best practices and ways to guide instruction for her team. She holds monthly (or more often) meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data, student needs, etc. She takes on leadership projects throughout the year.

Leadership Team Member #6

Employee's Name
Maggie McCart

maggie.mccart@bakerk12.org

Position Title
1st grade team leader

Job Duties and Responsibilities

As first grade team leader, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and administration. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds meetings to keep her team up-to-date on events and activities at the school. She attends monthly team leader meetings to discuss data, student needs, etc. She takes on leadership projects throughout the year. She is responsible for submitting textbook/instructional materials orders for each school year.

Leadership Team Member #7

Employee's Name
Melissa Eiserman

melissa.eiserman@bakerk12.org

Position Title
2nd grade team leader

Job Duties and Responsibilities

As the second grade team leader, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and administration. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds meetings to keep her team up-to-date on events and activities at the school. She attends monthly team leader meetings to

discuss data, student needs, etc. She takes on leadership projects throughout the year. She is responsible for submitting textbook/instructional materials orders for each school year.

Leadership Team Member #8

Employee's Name
Becky Crews

rebecca.crews@bakerk12.org

Position Title
3rd grade team leader

Job Duties and Responsibilities

As the third grade team leader, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and administration. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds meetings to keep her team up-to-date on events and activities at the school. She attends monthly team leader meetings to discuss data, student needs, etc. She takes on leadership projects throughout the year. She is responsible for submitting textbook/instructional materials orders for each school year.

Leadership Team Member #9

Employee's Name
Lori Linville

lori.linville@bakerk12.org

Position Title
4th grade team leader

Job Duties and Responsibilities

As the fourth grade team leader, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and administration. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds meetings to keep her team up-to-date on events and activities at the school. She attends monthly team leader meetings to discuss data, student needs, etc. She takes on leadership projects throughout the year. She is

responsible for submitting textbook/instructional materials orders for each school year.

Leadership Team Member #10

Employee's Name
Staci Crawford

staci.crawford@bakerk12.org

Position Title
5th grade team leader

Job Duties and Responsibilities

As the fifth grade team leader, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and administration. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds meetings to keep her team up-to-date on events and activities at the school. She attends monthly team leader meetings to discuss data, student needs, etc. She takes on leadership projects throughout the year. She is responsible for submitting textbook/instructional materials orders for each school year.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Various stakeholders were invited to be a part of the SIP development process by Principal Kelly Horne. The plan is shared with members of the School Advisory Council and MES staff members. Their input is received and, if needed, adjustments to the plan are made. The SAC is made up of teachers, staff members, parents/ guardians, and community members.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The goals in the SIP related to student data are monitoring through Progress Monitoring Sessions 1, 2, and 3. After each PM, the school-wide data and progress toward meeting the goals is reviewed, presented to teachers and staff, and shared with the SAC. Also, our Instructional Coach explains to the SAC how the data is used to drive instruction in the classrooms and adjust interventions as needed.

The goal related to professional development is monitored through Professional Learning sign-in sheets, participant feedback forms, and classroom walkthroughs.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **1-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**75.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **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.*	**2024-25: B** **2023-24: B** **2022-23: A** **2021-22: A** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment		101	103	106	113	100				523
Absent 10% or more school days		19	28	23	22	23				115
One or more suspensions		1	3	5	4	4				17
Course failure in English Language Arts (ELA)		1	13	4	0	3				21
Course failure in Math		0	0	1	1	6				8
Level 1 on statewide ELA assessment		0	0	13	14	13				40
Level 1 on statewide Math assessment		0	0	5	9	8				22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		3	7	12						22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	8	1	3					16

Current Year 2025-26

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	0	0	1	10	6	4				21

Current Year 2025-26

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		8	4	2	2	1				17
Students retained two or more times		1	0	0	5	0				6

Prior Year (2024-25) 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		29	25	19	22	23				118
One or more suspensions		4	1		3	6				14
Course failure in English Language Arts (ELA)		5	3	2	1	1				12
Course failure in Math		1	2	2	3	2				10
Level 1 on statewide ELA assessment				4	14	12				30
Level 1 on statewide Math assessment				2	12	14				28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		14	5	4						23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		5	4	2	12					23

Prior Year (2024-25) 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		3	3	1	4	1				12

Prior Year (2024-25) 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		7	3	5	1	2				18
Students retained two or more times			5	2	1	3				11

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	57	59	67	57	57	67	51	53
Grade 3 ELA Achievement	71	63	59	80	66	58	67	66	53
ELA Learning Gains	51	52	60	59	53	60			
ELA Lowest 25th Percentile	42	50	56	62	50	57			
Math Achievement*	75	63	64	72	57	62	82	53	59
Math Learning Gains	57	56	63	55	50	62			
Math Lowest 25th Percentile	43	47	51	50	39	52			
Science Achievement	57	48	58	43	40	57		32	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			63			61			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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	460
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	61%	72%	77%	72%		85%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	37%	Yes	1	
Black/African American Students	57%	No		
Hispanic Students	73%	No		
Multiracial Students	82%	No		
White Students	56%	No		
Economically Disadvantaged Students	55%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	71%	51%	42%	75%	57%	43%	57%					
Students With Disabilities	37%	40%	45%	30%	52%	43%	26%	22%					
Black/African American Students	56%	36%	57%		64%	71%							
Hispanic Students	69%				77%								
Multiracial Students	80%		90%		87%	70%							
White Students	64%	73%	46%	33%	75%	55%	42%	57%					
Economically Disadvantaged Students	60%	66%	57%	40%	70%	54%	39%	54%					

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	67%	80%	59%	62%	72%	55%	50%	43%					
Students With Disabilities	42%	63%	45%	38%	49%	52%	50%	20%					
Black/African American Students	58%	69%	58%		62%	58%		30%					
Hispanic Students	80%				71%								
Multiracial Students	67%		67%		73%	58%							
White Students	68%	80%	57%	63%	73%	55%	50%	42%					
Economically Disadvantaged Students	61%	74%	52%	55%	65%	53%	48%	40%					

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%	67%			82%								
Students With Disabilities	51%	53%			66%								
Black/African American Students	45%	45%			73%								
Multiracial Students	55%	55%			82%								
White Students	72%	72%			82%								
Economically Disadvantaged Students	64%	64%			80%								

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	71%	63%	8%	57%	14%
ELA	4	65%	55%	10%	56%	9%
ELA	5	57%	53%	4%	56%	1%
Math	3	84%	72%	12%	63%	21%
Math	4	77%	62%	15%	62%	15%
Math	5	65%	53%	12%	57%	8%
Science	5	57%	47%	10%	55%	2%

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?

The data component most improved was 5th grade Science Achievement. The new actions taken were use of Study Island science, new science curriculum, Edulastic mock test, creation of pacing guide, aligning instruction with science standards, and implementing hands on activities.

Lowest Performance

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

The data component showing the lowest performance was ELA Learning gains of the lowest 25%. The ELA learning gains of the lowest 25% was a 42% for the 2024-2025 school year.

Greatest Decline

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

The data component showing the greatest decline was ELA learning gains of the lowest 25%. This dropped from 62% of students making learning gains in 2023-2024 to a 42% of students making learning gains in 2024-2025.

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.

MES scored above the state in all areas. The data component that had the greatest gap in showing improvement and/or success when compared to the state average was 5th grade ELA with only 1% above the state average. Whereas the other grade levels and subjects were significantly above the state average.

EWS Areas of Concern

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

Level 1's on the ELA statewide assessment

Highest Priorities

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

3rd grade ELA achievement

ELA learning gains grades 3-5

ELA learning gains of the lowest 25% grades 3-5

Math learning gains of the lowest 25% grades 3-5

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

This sub-group Students With Disabilities has a federal index of points of 37% for the 24-25 school year. This is a drop from 45% in the 23-24 school year. The required federal index is 41%.
Listed below are the % proficient in each grade level for ELA and Math
1st grade - ELA 45%, Math 36%
2nd grade - ELA 40%, Math 55%
3rd grade - ELA 40%, Math 63%
4th grade - ELA 50%, Math 56%
5th grade - ELA 7%,, MAth 29%

Measurable Outcome

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.

The criteria used to determine the Federal Percentage of Points Index for SWD will meet or exceed the required average 41% by PM3 in 2025-2026

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored through our FAST PM testing windows and through the development of IEP goals.

Person responsible for monitoring outcome

Emily Blake, Rhonda Stafford, classroom teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Description of Intervention #1 Clear Fluency (Repeated Reading Programs). During our Clear Fluency lab, our "bubble" students, identified at each grade level (3-5), are given explicit instruction and focused practice on fluency, vocabulary, and comprehension strategies.

Rationale:
According to Hattie's Effect Sizes, repeated reading program has a 0.75 effect size. Anything over a 0.40 is a full year's worth of growth.

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

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

Description of Intervention #2:
Description of Intervention #2 Small Group Instruction Teachers will meet with 3-5 students in a small group to focus on fluency, specific learning needs, foundational skills, gaps in core content, and enrichment opportunities for all students.

Rationale:
According to Hattie's Effect Sizes, small group learning has an effect size of 0.47. Anything over a 0.40 effect size is considered greater than a full years worth of growth.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #3:
Description of Intervention #3: Magenetic Reading. We have purchased Magnetic Reading for the 3-5 teachers as a supplemental curriculum and also have the Ready Teacher Toolbox for use.

Rationale:
The lessons provided in Magnetic Reading cover the standards tested on F.A.S.T. The Teacher Toolbox has a wealth of resources to be used in the classroom during the whole group instruction, small group instruction, and independent practice. These resources include scripted, explicit instruction that will enhance questioning and problem solving strategies. As stated in the Baker County School District Comprehensive Evidence-Based Reading Plan, Magnetic Reading has moderate levels of evidence from one study. In addition, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade Practice Guide and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Professional Learning

Person Monitoring:
Nancy Thornton, Kelly Horne, Jana Teague

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our planned professional learning opportunities for this school year include: A professional development opportunity during pre-planning for staff that work with our exceptional education students in the ESE self-contained classroom and in the inclusion classes. *Classroom visits from CARD (Center for Autism and Related Disorders). Ms. Gwenivere Mauro from CARD will visit our ESE Self-Contained classroom monthly. She will do observations in that class, as well as, some of our inclusion classes. During and after each visit she provides insight and suggestions for the teachers and staff.

Action Step #2
Support and On-Going Training for Inclusion Classrooms

Person Monitoring:
Kelly Horne, Jana Teague

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Throughout the school year the District's Student Services Office will provide guidance and support to classroom teachers, ESE support facilitators, and para-professionals. This will be monitored through IEP goal writing, classroom look fors and progress monitoring assessments.

Area of Focus #2

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

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.

English Language Arts (ELA) Learning gains in the lowest 25% in 3rd-5th grade.

Measurable Outcome

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.

The percentage of students in the lowest 25% making adequate learning gains decreased by 20 percentage points from 62% in 23-24 to 42% in 24-25. This school year's goal is to regain the points lost and to meet or exceed 62%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Classroom teachers will be provided the names of the students in the lowest 25% in their classrooms. This area of focus will be monitored by collecting and analyzing weekly formative assessments/classroom assignments and FAST PM data during weekly planning sessions. Data based decisions will be made for the lower quartile based on students weekly performance.
We will be conducting classroom walkthroughs to ensure the implementation of extra support for lowest 25%.

Person responsible for monitoring outcome
Classroom teachers, Nancy Thornton, Kelly Horne, Jana Teague

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Description of Intervention #1 Clear Fluency (Repeated Reading Programs). During our Clear Fluency lab, our "bubble" students, identified at each grade level (3-5), are given explicit instruction and focused practice on fluency, vocabulary, and comprehension strategies.Small group instruction

Rationale:
According to Hattie's Effect Sizes, repeated reading program has a 0.75 effect size. Anything over a 0.40 is a full year's worth of growth.

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

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

Description of Intervention #2:
Description of Intervention #2 Small Group Instruction Teachers will meet with 3-5 students in a small group to focus on fluency, specific learning needs, foundational skills, gaps in core content, and enrichment opportunities for all students.

Rationale:
According to Hattie's Effect Sizes, small group learning has an effect size of 0.47. Anything over a 0.40 effect size is considered greater than a full years worth of growth.

Tier of Evidence-based Intervention:

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

Description of Intervention #3:
Description of Intervention #3: Magenetic Reading. We have purchased Magnetic Reading for the 3-5

teachers as a supplemental curriculum and also have the Ready Teacher Toolbox for use.

Rationale:
The lessons provided in Magnetic Reading cover the standards tested on F.A.S.T. The Teacher Toolbox has a wealth of resources to be used in the classroom during the whole group instruction, small group instruction, and independent practice. These resources include scripted, explicit instruction that will enhance questioning and problem solving strategies. As stated in the Baker County School District Comprehensive Evidence-Based Reading Plan, Magnetic Reading has moderate levels of evidence from one study. In addition, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade Practice Guide and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Development provided to teachers on small group instruction.

Person Monitoring:
Nancy Thornton

By When/Frequency:
May 2026, weekly during PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small group instruction is most effective when driven by data and intentional planning. Teachers begin by analyzing assessment results to form groups of students with similar needs. Each group receives targeted instruction based on specific learning goals, using differentiated materials and strategies. Clear routines, expectations, and classroom management systems allow the teacher to work with small groups while others stay engaged in independent tasks. During group time, the teacher provides focused instruction, scaffolds as needed, and monitors student progress through observation and quick assessments. Regular reflection and flexible grouping ensure instruction remains responsive and impactful for all learners. This will be monitored during weekly lesson planning sessions, analyzing student work and by analyzing PM data.

Action Step #2
Clear Fluency Implementation

Person Monitoring:
Ronda Hartley, Nancy Thornton

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Set up the program, train the staff, identify students, set up a schedule, and monitor student progress. The school will monitor the impact of this action step by monitoring usage with fidelity, conducting walkthroughs, and reviewing student progress.

Action Step #3
Magnetic Reading implementation

Person Monitoring:
Kelly Horne, Jana Teague

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During classroom walkthoughs administrators will look for use of magnetic reading, student engagement with grade level texts, and analyzing student work and assessment data. Weekly conversations/follow ups about student progress with the Magnetic Reading Curriculum.

Area of Focus #3

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

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.

English Language Arts (ELA) learning gains dropped from a 59% in the 2023-2024 school year to a 51% in the 2024-2025 school year.

Measurable Outcome

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.

In the 2023–2024 school year, 59% of students in Grades 3–5 demonstrated learning gains in English Language Arts (ELA). In 2024–2025, that percentage declined to 51%, reflecting an 8 percentage point decrease. The goal is to meet or exceed 59% of students in Grades 3-5 making a learning gain for the 25-26 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored by collecting and analyzing FAST assessments, formative progress monitoring tools, and regular data team reviews to ensure instructional adjustments align with student needs. Our district uses PowerBI to analyze data for individual students, by class and grade level. We will discuss data during data chats with teachers after each testing window.

Person responsible for monitoring outcome

Classroom teachers, Nancy Thornton, Kelly Horne, Jana Teague

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Description of Intervention #1 Clear Fluency (Repeated Reading Programs). During our Clear Fluency lab, our "bubble" students, identified at each grade level (3-5), are given explicit instruction and focused practice on fluency, vocabulary, and comprehension strategies.

Rationale:
According to Hattie's Effect Sizes, repeated reading program has a 0.75 effect size. Anything over a 0.40 is a full year's worth of growth.

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

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

Description of Intervention #2:
Description of Intervention #2 Small Group Instruction Teachers will meet with 3-5 students in a small group to focus on fluency, specific learning needs, foundational skills, gaps in core content, and enrichment opportunities for all students.

Rationale:
According to Hattie's Effect Sizes, small group learning has an effect size of 0.47. Anything over a 0.40 effect size is considered greater than a full years worth of growth.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #3:
Description of Intervention #3: Magnetic Reading. We have purchased Magnetic Reading for the 3-5 teachers as a supplemental curriculum and also have the Ready Teacher Toolbox for use.

Rationale:
The lessons provided in Magnetic Reading cover the standards tested on F.A.S.T. The Teacher Toolbox has a wealth of resources to be used in the classroom during the whole group instruction, small group instruction, and independent practice. These resources include scripted, explicit instruction that will enhance questioning and problem solving strategies. As stated in the Baker County School District Comprehensive Evidence-Based Reading Plan, Magnetic Reading has moderate levels of evidence from one study. In addition, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade Practice Guide and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Development provided to teachers on small group instruction.

Person Monitoring:
Nancy Thornton, Instructional Coach

By When/Frequency:
May 2026, weekly during PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small group instruction is most effective when driven by data and intentional planning. Teachers begin by analyzing assessment results to form groups of students with similar needs. Each group receives targeted instruction based on specific learning goals, using differentiated materials and strategies. Clear routines, expectations, and classroom management systems allow the teacher to work with small groups while others stay engaged in independent tasks. During group time, the teacher provides focused instruction, scaffolds as needed, and monitors student progress through observation and quick assessments. Regular reflection and flexible grouping ensure instruction remains responsive and impactful for all learners. This will be monitored during weekly lesson planning sessions, analyzing student work and by analyzing PM data.

Action Step #2
Clear Fluency Implementation

Person Monitoring:
Ronda Hartley

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Set up the program, train the staff, identify students, set up a schedule, and monitor student progress. The school will monitor the impact of this action step by monitoring usage with fidelity, conducting walkthroughs, and reviewing student progress.

Action Step #3
Magnetic Reading implementation

Person Monitoring:
Kelly Horne, Jana Teague

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During classroom walkthoughs administrators will look for use of magnetic reading, student engagement with grade level texts, and analyzing student work and assessment data. Weekly conversations/follow ups about student progress with the Magnetic Reading Curriculum.

Area of Focus #4

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

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.

Grade 3 ELA achievement dropped from an 80% to a 71%.

Measurable Outcome

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.

Grade 3 ELA achievement dropped from an 80% to a 71%.. The goal is for Grade 3 ELA achievement to meet or exceed 80% for the 2025-2026 school year.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored by collecting and analyzing FAST assessments, formative progress monitoring tools, and regular data team reviews to ensure instructional adjustments align with student needs. Our district uses PowerBI to analyze data for individual students, by class and grade level. We will discuss data during data chats with teachers after each testing window.

Person responsible for monitoring outcome

Classroom teachers, Nancy Thornton, Kelly Horne, Jana Teague

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1 Clear Fluency (Repeated Reading Programs). During our Clear Fluency lab, our "bubble" students, identified at each grade level (3-5), are given explicit instruction and focused practice on fluency, vocabulary, and comprehension strategies.

Rationale:

According to Hattie's Effect Sizes, repeated reading program has a 0.75 effect size. Anything over a 0.40 is a full year's worth of growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Description of Intervention #2 Small Group Instruction Teachers will meet with 3-5 students in a small group to focus on fluency, specific learning needs, foundational skills, gaps in core content, and enrichment opportunities for all students.

Rationale:
According to Hattie's Effect Sizes, small group learning has an effect size of 0.47. Anything over a 0.40 effect size is considered greater than a full years worth of growth.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Description of Intervention #3:
Description of Intervention #3: Magnetic Reading. We have purchased Magnetic Reading for the 3-5 teachers as a supplemental curriculum and also have the Ready Teacher Toolbox for use.

Rationale:
The lessons provided in Magnetic Reading cover the standards tested on F.A.S.T. The Teacher Toolbox has a wealth of resources to be used in the classroom during the whole group instruction, small group instruction, and independent practice. These resources include scripted, explicit instruction that will enhance questioning and problem solving strategies. As stated in the Baker County School District Comprehensive Evidence-Based Reading Plan, Magnetic Reading has moderate levels of evidence from one study. In addition, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding In Kindergarten Through 3rd Grade Practice Guide and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Clear Fluency Implemetation

Person Monitoring:
Ronda Hartley

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Set up the program, train the staff, identify students, set up a schedule, and monitor student progress. The school will monitor the impact of this action step by monitoring usage with fidelity, conducting walkthroughs, and reviewing student progress.

Action Step #2
Magnetic Reading implementation

Person Monitoring:
Kelly Horne, Jana Teague

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During classroom walkthoughs administrators will look for use of magnetic reading, student

engagement with grade level texts, and analyzing student work and assessment data. Weekly conversations/follow ups about student progress with the Magnetic Reading Curriculum.

Area of Focus #5

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

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.

Math learning gains of the lowest 25% dropped from 50% in the 2023-2024 school year to 43% in the 2024-2025 school year.

Measurable Outcome

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.

In the 2023–2024 school year, 50% of students in the lowest 25% made learning gains in mathematics. This percentage dropped to 43% in the 2024–2025 school year. The goal is for students in the lowest 25% to meet or exceed 43% in learning gains.
To address this decline, the school will implement targeted, evidence-based interventions and differentiated instruction to support struggling learners.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored by collecting and analyzing FAST assessments, formative progress monitoring tools, and regular data team reviews to ensure instructional adjustments align with student needs. We will discuss data during data chats with teachers after each testing window.

Person responsible for monitoring outcome

Nancy Thornton, Kelly Horne, Jana Teague

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: Do the Math Do The Math rebuilds critical mathematical foundations

for understanding by: Developing understanding of key concepts and skills with whole numbers and fractions—the essentials necessary for students to succeed in algebra and higher-level mathematics Providing lessons that balance developing understanding and learning procedures Strengthening students' ability to make sense of concepts, solve problems, reason, and use appropriate tools Extending student practice and further increasing engagement through new online tools and interactive games

Rationale:
Using Do the Math in the classroom or as part of an intervention program provides a structured, effective, and supportive approach to mathematics instruction. It helps ensure that all students, especially those who are struggling, can gain the tools they need to succeed in math both academically and in everyday life. Highlights of the program: 1. Research-Based and Expert-Designed 2. Focus on Foundational Skills 3. Intervention and Differentiation 4. Visual and Hands-On Learning 5. Clear Structure and Routine 6. Assessment and Progress Monitoring 7. Builds Mathematical Disposition

Tier of Evidence-based Intervention:

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

Description of Intervention #2:
Description of Intervention #2 Ready Florida BEST Mathematics is a K–8 mathematics curriculum developed by Curriculum Associates, explicitly aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

Rationale:
Ready Florida B.E.S.T. Mathematics is a comprehensive, standards-aligned program designed to support effective math instruction and student achievement. Aligned with Florida's B.E.S.T. standards, it emphasizes conceptual understanding, procedural fluency, and real-world application through rigorous and engaging tasks. The program supports differentiated instruction and provides built-in scaffolds, making it accessible to all learners, including those needing intervention. With embedded assessments and data tools, teachers can monitor progress and tailor instruction to meet student needs. Additionally, it promotes mathematical thinking, discourse, and student ownership while offering professional development and instructional support for educators to ensure successful implementation.

Tier of Evidence-based Intervention:

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

Description of Intervention #3:
Small group instruction

Rationale:
According to Hattie's Effect Sizes, small group learning has an effect size of 0.47. Anything over a 0.40 effect size is considered greater than a full years worth of growth.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Provide professional development on the implementation on the above interventions

Person Monitoring:
Nancy Thornton, Kelly Horne, Jana Teague

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule professional development for math teachers. The impact of the action step will be monitored through classroom walkthroughs, lesson plans, and PM and assessment data.

Action Step #2
Provide professional development on small group instruction

Person Monitoring:
Nancy Thornton, Kelly Horne, Jana Teague

By When/Frequency:
May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small group instruction is most effective when driven by data and intentional planning. Teachers begin by analyzing assessment results to form groups of students with similar needs. Each group receives targeted instruction based on specific learning goals, using differentiated materials and strategies. Clear routines, expectations, and classroom management systems allow the teacher to work with small groups while others stay engaged in independent tasks. During group time, the teacher provides focused instruction, scaffolds as needed, and monitors student progress through observation and quick assessments. Regular reflection and flexible grouping ensure instruction remains responsive and impactful for all learners. This will be monitored during weekly lesson planning sessions, analyzing student work and by analyzing PM data.

Area of Focus #6

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

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.

During the 2024-2025 school year, 61% of first grade students tested at or above benchmark on the PM1 Star test.
64% of the second grade students tested at or above bench mark on the PM1 Star test. On PM3, 71% of the first grade students tested at or above benchmark. 58% of the second grade students tested at or above benchmark on PM3.

Measurable Outcome

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.

Our goal this year is to increase this percentage by at least three percentage points for both grade levels.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor the 1st and 2nd grade students through the Star Reading progress monitoring. Teachers and admin will use the Star Summary Reports and Star Benchmark Mastery Report to track growth and determine needs. Classroom walkthroughs and classroom performance will also be used to monitor.

Person responsible for monitoring outcome

Kelly Horne, Jana Teague, Classroom Teachers, Nancy Thornton

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The University of Florida Literacy Institute (UFLI) program is an explict and systematic, research-based approach to reading instruction that supports the development of foundational literacy skills in young learners. Grounded in the science of reading, UFLI emphasizes systematic and explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Its design is particularly effective for students who struggle with decoding and reading fluently, offering targeted interventions that are both engaging and data-driven. By incorporating multisensory activities and scaffolded lessons, UFLI helps ensure all students—especially those with learning differences—can build strong, transferable reading skills necessary for academic success.

Rationale:

The University of Florida Literacy Institute (UFLI) program provides a structured, research-based framework for teaching foundational reading skills, with a strong emphasis on phonemic awareness and systematic phonics instruction. Developed from the science of reading, UFLI has shown measurable success in improving early literacy outcomes, particularly among struggling readers and students with learning differences. Schools that have implemented UFLI report significant gains in decoding, fluency, and reading confidence. For example, districts using UFLI Foundations have observed that over 80% of K–2 students meet or exceed grade-level reading benchmarks by the end of the school year. Additionally, educators report fewer students requiring intensive interventions after consistent UFLI use, demonstrating the program's effectiveness in closing early reading gaps and building a strong foundation for future academic achievement.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
UFLI (University of Florida Literacy Institute)

Person Monitoring:
Nancy Thornton

By When/Frequency:
Every six weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be given a placement test to find the correct place to begin in the program. The embedded progress monitoring in the UFLI program will be given weekly and monitored. Star Reading will be used to track their progress toward scoring at benchmark.

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.

Grades 1-5 had students who were absent 10% or more school days during the 24-25 school year. This was identified in the Early Warnsing Systems.
Student absences ave a direct and significant impact on academic performance.

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.

The goal for 1st - 5th grades is to lower the number of student absences that exceed 10%. MES has implemented an attendance challenge. Each classroom receives a Perfect Attendance Chart. An X is placed on the chart for each day every student is present. For every 20 days that every student is present in the class, the entire class gets extra recess time.

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.

Each teacher will let administration know when the chart has been filled. A class picture is taken and

an email shout out for each classroom that fills the perfect attendance chart.

Person responsible for monitoring outcome
Classroom teachers, Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Research found in attendanceworks.org: * Incentives should be part of creating a school-wide culture of attendance * Incentives don't need to be costly. Simple rewards—recognition from peers and the school through certificates or assemblies, extra recess time, homework passes or even dancing in the hallways—go a long way toward motivating students. * Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive program and the importance of attendance for academic success, as well as school policies in which poor attendance can result in failing a course or being retained. Sanctions should never be used without incentives.

Rationale:
If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers. We are striving to educate our families on this. A study conducted in California found that Kindergarten and 1st grade students who missed more than 18 days in both school years were only 17% likely to read on grade level in the 3rd grade.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Perfect Attendance Chart

Person Monitoring:	**By When/Frequency:**
Classroom Teacher	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Share Attendance Incentive program (20-day chart) with faculty and staff during Back-to-School Faculty Meeting. Prepare class charts. Share resources from attendanceworks.org with families (Facebook, newsletter, school website, conferences, etc.) Update Faculty on goals throughout the year: recognizing classes who complete 20-Day Chart, sharing data throughout the year, etc.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Macclenny Elementary's School Improvement Plan is shared with the School Advisory Council (families, staff, local business owners/community leaders) at our first meeting. The SIP is presented to the Superintendent of Schools, the Baker County School Board, and other school adminstrators and district leaders during a School Board Meeting. This meeting is also open to the public. Our staff has access to the entire approved SIP through email and is also presented a summary of the SIP during a faculty meeting. MES' SIP is also available on our school's website (www.bakerk12.org/mes) after approval. If needed, the SIP can be translated in other languages using the Microsoft Word Translator option.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

MES website:
https://mes.bakerk12.org/
Macclenny Elementary school is dedicated to building strong, positive relationships with parents, families, and community stakeholders by encouraging open communication, trust, and collaboration. Parents and families will be engaged through Opne House, parent-teacher conferences, progress reports, phone calls, Skyward student, Finalsite, Remind App, BC app, SAC meetings and teacher/

school newsletters. Family engagement events, such as Family Literacy Nights, Title 1 nights, curriculum nights, workshops, and volunteer opportunities, will provide parents with resources and strategies to support learning at home. The school will also maintain partnerships with local organizations and community stakeholders to provide enrichment opportunities and additional supports that align with the school's mission. By ensuring consistent, two-way communication and meaningful involvement, the school creates a supportive network where families and community members are active partners in promoting student success and well-being.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic programs, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by continuing to implement the 90 minute reading block, continuing interventionists pushing into classrooms daily during the reading block, aligning intervention schedules for Tier 2/3 small group instruction, implementing new intervention curriculum, and incorporating an hour long math intervention block with interventionists. The school will also implement high-quality, evidence-based instructional practices that are aligned to state standards and focused on increasing student achievement. Teachers will meet weekly as grade level teams and use data-driven instruction, ongoing progress monitoring, and differentiated small-group instruction to meet the varying needs of learners.

To increase the quality of learning time, students with disabilities will receive targeted interventions from the general education and exceptional student education teachers.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Macclenny Elementary School has a school counselor/career specialist available when requested by a student or parent/guardian, mental health counselor available when needed and scheduled weekly sessions with identified students, resiliency curriculum, Sanford Harmony Social Emotional curriculum, school resource office mentoring, and PBIS Check In/Check Out. A district Mental Health Counselor (MHC) is also available to meet with children in case of emergency, Threat Assessment, and/or at the signed request of a parent/guardian. At that point the MHC makes the recommendation of scheduling individual or group sessions with the student during the school day or encourages the family to seek outside counseling services. In the case of a student possibly harming themselves or others, the Mobile Response Team can be called.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

A Multi-Tiered System of Support (MTSS) is an all-inclusive framework that provides various layers of support that encompass evidence-based practices tied to student needs. The MTSS framework includes the implementation of Positive Behavior Interventions and Support (PBIS), which is a proactive approach to teaching expectations and acknowledging positive behavior. Social-emotional Learning (SEL) Curriculum as well as Resiliency Education are also utilized in conjunction with PBIS to support positive behavior on a school-wide, Tier 1 level. When these measures are implemented

with fidelity and problematic behavior continues to be observed by a student, our district-wide MTSS guide offers various Tier 2 and Tier 3 interventions that can be implemented to provide additional levels of support.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

- Beginning teacher PLC
- Book Study: First Day's of School by Harry Wong
- Book Study: Fundamental 5
- NEFEC new teacher training
- Opportunities to observe other classrooms
- Professional Development Certification Program (PDCP)
- MTSS training
- UFLI training
- PLCP
- CPI
- De-escalation strategies
- Weekly grade level team meetings
- Tier 1 Training
- Safety Training
- Writing Training
- Study Island Training
- NEFEC Rural Connect
- PBIS Refresher
- FAST / STAR Training
- Learning.com training
- Nurse Training- Stop the bleed/ Epi Pen
- Classroom Management
- Media Training
- District Collaboration
- New Teacher Network
- McKinney Vento Training
- Florida Threat Management Model Training
- Final Site
- Magnetic Reading

• Reflex Math
• Summer Literacy Institute
• Mental Health Training (every 3 years)
• Kognito At Risk- suicide awareness training
• Kognito Zoom follow up
• BEESS PD learning modules through FDLRS
https://fl-pda.org/#/home
• Reading endorsement courses
https://schultzcenter.org/courses/
• ESOL endorsement courses
https://schultzcenter.org/courses/
• DCF Identifying and Reporting Child Abuse and Neglect Course

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The usage of resources will be reviewed by classroom walkthroughs, weekly planning sessions, lesson plan checks, data chats, mentoring meetings, and team leader meetings.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The specific resources that will be implemented will be UFLI and Clear Fluency. The rationale for selecting these specific strategies is that they are Tier 3 promising evidence based interventions. Student growth will be monitored through STAR progress monitoring every 6 weeks and ELA PM1 & PM2 assessments.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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

AGENDA ITEM NO. 8.9

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Naomi Anderson - (259-0300)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Legacy Elementary School's 2025-2026 School Improvement Plan.

ATTACHMENTS:
10.20.2025 Approval of LES School Improvement Plan_N.Anderson.pdf

Baker County School District

LEGACY ELEMENTARY SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Legacy Elementary School’s mission is to provide an educational environment which will encourage a lifelong desire for learning, enhance creativity, and provide the personal skills needed for a successful, happy, and productive future.

Provide the school's vision statement

Our vision is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Naomi Anderson

naomi.anderson@bakerk12.org

Position Title

Principal

Job Duties and Responsibilities

Principal: Leads the faculty, staff and students on the vision and mission of the school. The principal heads the administration team within the school, is responsible for daily operations of the institution, oversees the development of curriculum, and enforces school policies relating to discipline and safety. The principal sets goals and ensures students are meeting their objectives. She provides a common vision for the use of data-based decision-making, ensures adequate professional development to support MTSS implementation, conducts assessment of MTSS skills of school staff,

ensures that the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, ensures that the interventions are implemented with fidelity, and communicates with parents regarding school-based MTSS plans and activities.

Leadership Team Member #2

Employee's Name
Whitney Hall

whitney.hall@bakerk12.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal: Assists the school principal in the general administration of the school. She coordinates the use of school facilities and creates schedules for the school year. The assistant principal provides information about core curriculum and instruction. She provides support for the roles of the MTSS team, gathers data on discipline, researches strategies, intervention and facilitates their implementation. She assists the principal in ensuring interventions and strategies are implemented with fidelity. She provides support for the instructional coach and the guidance counselor in their roles. She is the Threat Assessment Team chair, and she facilitates the New/Mentor Teacher Program at the school.

Leadership Team Member #3

Employee's Name
Wendy Smith

wendy.smith@bakerk12.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal: Leads the Positive Behavior Support Team, mentors new teachers, models in classrooms, helps to create schedules for day to day activities, provides information about core curriculum and instruction, provides support for the roles of the MTSS team, gathers data on discipline, researches strategies for intervention and facilitates their implementation. She holds attendance meetings and offers suggestions to correct chronic absenteeism. She attends and provides data for SARB meetings and attends Truancy Court to discuss absences. She assists the principal in ensuring interventions and strategies are implemented with fidelity. She facilitates the safety for the school and is the bullying/harrassement coordinator for the school.

Leadership Team Member #4

Employee's Name
Harli Sweat

harli.sweat@bakerk12.org

Position Title
Guidance Counselor

Job Duties and Responsibilities

The guidance counselor's roles include facilitating Exceptional Student Education sevices and partnering as the testing coordinator. As lead of the Exceptional Student Education, she facilitates Individual Education Plans by holding yearly meetings for each student in this program, she creates the actual plans on the online forum and relays this information to the team. She assist with researching interventions to meet students' needs and acts as a liaison between the parent and the team. As a member of the Multi-Tiered Systems of Support team, she collects data and other pertinent information for struggling students. She finds best practices and shares them with teachers. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year. As a testing coordinator, she ensures all students are entered in our testing program. She prints test tickets and creates testing groups based on exceptionalities. She ensures the testing process runs smoothly and makes sure makeup testing takes place.

Leadership Team Member #5

Employee's Name
Bridget Taylor

bridget.taylor@bakerk12.org

Position Title
Instructional Coach

Job Duties and Responsibilities

The instructional coach is the instructional leader of the school and partners as the testing coordinator. She facilitates best practices in teaching and learning throughout the year. She leads the Title I team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. She acts as a liaison between classroom teachers and Title I interventionists. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings with teachers to keep them up to date on student progress. She attends monthly team leader meetings to discuss data and student growth. She attends monthly MTSS meetings to

discuss student data. She takes on leadership projects throughout the year. As a testing coordinator, she ensures all students are entered in our testing program. She prints test tickets and creates testing groups based on exceptionalities. She ensures the testing process runs smoothly and makes sure makeup testing takes place.

Leadership Team Member #6

Employee's Name
R. Quentin Taylor

rodney.taylor@bakerk12.org

Position Title
Media Specialist

Job Duties and Responsibilities

As resource team lead, he is the instructional leader for the resource team. He leads his team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for students. He acts as a liaison between classroom teachers and the resource team. He finds best practices and ways to guide instruction for his team. He attends monthly team leader meetings to discuss data and student growth. He takes on leadership projects throughout the year.

Leadership Team Member #7

Employee's Name
Heather Christopher

heather.christopher@bakerk12.org

Position Title
5th Grade Team Leader

Job Duties and Responsibilities

As fifth grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for students. She acts as a liaison between classroom teachers and the Multi-Tiered Systems of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #8

Employee's Name
Karlie Hodges

karlie.hodges@bakerk12.org

Position Title
4th Grade Team Leader

Job Duties and Responsibilities

As fourth grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. She acts as a liaison between classroom teachers and the Multi-Tiered Systems of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #9

Employee's Name
Jessica Moore

jessica.moore@bakerk12.org

Position Title
3rd Grade Team Leader

Job Duties and Responsibilities

As third grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. She acts as a liaison between classroom teachers and the Multi-Tiered Systems of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #10

Employee's Name
Tracy Register

tracy.register@bakerk12.org

Position Title
2nd Grade Team Leader

Job Duties and Responsibilities

As second grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. She acts as a liaison between classroom teachers and the Multi-Tiered Systems of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #11

Employee's Name
Amanda Burnsed

amanda.burnsed@bakerk12.org

Position Title
1st Grade Team Leader

Job Duties and Responsibilities

As first grade team lead, she shares the role as instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. She acts as a liaison between classroom teachers and the Multi-Tiered Systems of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year

Leadership Team Member #12

Employee's Name
Jana Baker

jana.baker@bakerk12.org

Position Title
1st Grade Team Leader

Job Duties and Responsibilities

As first grade team lead, she shares the role as instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. She acts as a liaison between classroom teachers and the Multi-Tiered Systems of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The process for involving stakeholders is through our School Advisory Council. This council meets four times a year to discuss decisions making, and new implementations. The team reviews student data such as academic and behavior. Teachers, school staff, parents and families are encouraged to attend these meetings. We also use our PBIS team meetings to gain stakeholder involvement in the decision making process for events and positive interventions throughout the school year. The SIP was developed and reviewed with the SIP team to gain input and suggestions.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be shared at the School Advisory Council meetings. The SIP goals will be reviewed at the school based leadership team meetings. Each month the data will be shared with this team to show progress monitoring for meeting our goals. The goals will be discussed as well as the progress towards the goals being met. Adjustments to interventions will be made when necessary. Stakeholder

feedback will help the team with continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **1-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**95.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **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.*	**2024-25: C** **2023-24: C** **2022-23:** **2021-22:** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment		119	148	121	96	125				609
Absent 10% or more school days		15	29	20	16	34				114
One or more suspensions		5	9	11	19	18				62
Course failure in English Language Arts (ELA)		4	11	20	3	6				44
Course failure in Math		1	2	8	2	5				18
Level 1 on statewide ELA assessment		38	37	19	27	30				151
Level 1 on statewide Math assessment		24	35	12	27	35				133
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	9	3	3	7				29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		6	8	1	4	12				31

Current Year 2025-26

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		3	13	12	12	17				57

Current Year 2025-26

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		4	4	6						14
Students retained two or more times			1	5	4	3				13

Prior Year (2024-25) 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		34	31	23	17	39				144
One or more suspensions		8	12	14	20	23				77
Course failure in English Language Arts (ELA)		27	35	32	15	10				119
Course failure in Math		17	23	19	21	9				89
Level 1 on statewide ELA assessment				36	39	24				99
Level 1 on statewide Math assessment				27	44	31				102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		19	10	21						50
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) 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		12	13	14	11	16				66

Prior Year (2024-25) 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		8	15	6	1					30
Students retained two or more times		1	3	7	3	4				18

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	57	59	49	57	57		51	53
Grade 3 ELA Achievement	52	63	59	55	66	58		66	53
ELA Learning Gains	59	52	60	49	53	60			
ELA Lowest 25th Percentile	65	50	56	48	50	57			
Math Achievement*	53	63	64	51	57	62		53	59
Math Learning Gains	53	56	63	46	50	62			
Math Lowest 25th Percentile	45	47	51	35	39	52			
Science Achievement	50	48	58	44	40	57		32	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			63			61			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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	427
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
53%	47%					

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	32%	Yes	2	
Black/African American Students	38%	Yes	2	
Hispanic Students	54%	No		
Multiracial Students	57%	No		
White Students	56%	No		
Economically Disadvantaged Students	46%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%	52%	59%	65%	53%	53%	45%	50%					
Students With Disabilities	21%	26%	46%	46%	29%	41%	32%	18%					
Black/African American Students	28%	38%	46%	64%	32%	43%	33%	17%					
Hispanic Students	57%				50%								
Multiracial Students	47%				67%								
White Students	54%	54%	61%	64%	56%	56%	48%	54%					
Economically Disadvantaged Students	41%	38%	55%	61%	42%	45%	42%	41%					

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	49%	55%	49%	48%	51%	46%	35%	44%					
Students With Disabilities	16%	24%	29%	32%	23%	17%	17%						
Black/African American Students	30%	35%	41%	50%	32%	41%	58%	11%					
Hispanic Students	40%				43%								
Multiracial Students	50%				38%	30%							
White Students	55%	60%	50%	41%	56%	47%	27%	53%					
Economically Disadvantaged Students	41%	50%	44%	45%	44%	39%	33%	34%					

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	63%	-10%	57%	-4%
ELA	4	48%	55%	-7%	56%	-8%
ELA	5	48%	53%	-5%	56%	-8%
Math	3	62%	72%	-10%	63%	-1%
Math	4	50%	62%	-12%	62%	-12%
Math	5	45%	53%	-8%	57%	-12%
Science	5	48%	47%	1%	55%	-7%

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?

The data component that showed the most improvement is ELA Learning Gains for the Lowest 25%. The data indicates 65% of these students made learning gains. During the 2024-2025 school year, Legacy Elementary School teachers, staff, and students focused on growth. Teachers had individual data chats with students and targeted support tailored to each student's need.

Lowest Performance

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

The lowest performance is the Science Achievement for our Black-African American Students. Out of the students in this category, only 17% scored proficient. Looking at the Legacy Elementary School ELA data for the same sub-group, only 28% from grades 3rd, 4th, and 5th scored proficient. The science assessment, although the content is science, it's largly a reading assessment as well. Our students who struggle to read also struggle in science.

Greatest Decline

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

Third Grade ELA Achievement was the only category in the overall grading calculation that decreased, moving from 55% proficiency down to 52%. Third Grade ELA Achievement decreased from 50% in 23-24 to 38% in 24-25 in our Economically Disadvantaged Students subcategory. A contributing factor was that many of our third grade teachers were either new teachers or new to the grade-level.

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.

The greatest gap, when compared to the state average, is 3rd Grade ELA Achievement. 53% of Legacy Elementary School students scored proficient in 3rd grade, whereas the state's proficiency was 63%.

Another substatial gap, when compared to the state average, is Math Achievement. 53% of Legacy Elementary School students scored proficient in grades 3-5, whereas the state's proficiency was 61%, an 8 percentage point difference.

Our 4th Grade Math was a 50%, which is 12% lower than the state's 62%.
Our 5th Grade Math was a 45%, which is 12% lower than the state's 57%.
Our 3rd Grade Math was 62%, only 1% below the state's 63%.

One of the most profound contributing factors was that Legacy Elementary School had 63% of our 4th and 5th grade teachers who were either new teachers, new to the the grade-level, or new to the subject area (math). Inexperience was a school-wide concern across the LES campus during the 2024-2025 school year.

EWS Areas of Concern

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

Attendance
Course Failure

Highest Priorities

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

1. Increase proficiency in ELA 3rd-5th grade.
2. Increase proficiency in Math 3rd-5th grade.
3. Increase proficiency for Student with Disabilities in Science
4. Increase proficiency for Black-African American Students in Science.
5. Decrease attendance absenteeism by 10%.

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.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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.

This subgroup currently has a Federal Index of 38%, including 28% in ELA, 32% in Math, and 17% in Science. The ELA Learning Gains have a Federal Index of 46% and 43% in math. Although our learning gains are headed in the right direction, and higher than last year, the overall category is an area of focus.

Measurable Outcome

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.

The goal for the 2025-2026 school year will be to raise the Black-African American Subgroup Federal Index up to 41%. This subgroup's prior year data from 2023-2024 had a Federal Index of 37% overall, and increased by 1% for the 2024-2025 school year. Focusing specifically on ELA Achievement, currenty at 28%, which includes 3rd Grade's ELA Achievement of 38%, our goal will be to raise this subcategory up to 41%. Science proficiency for 5th graders in this Subcategory was 17%, up from 11% the prior year. Raising the Science proficiency for 5th graders in this Subcategory to 35% will help to increase the overall Federal Percent Points Index for the Black-African American Subgroup.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students in this subcategory will be monitored through rigorous grade-level, standards aligned benchmark assessments on a bi-weekly basis, twice a year through a district-wide common assessement, and by using FLDOE's Progress Monitoring (PM1 and PM2). Those not showing appropriate growth by PM2 will be monitored using the STAR assessment.

Person responsible for monitoring outcome

Bridget Taylor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Science of Reading (Small-Group using REWARDS or UFLI) REWARDS- a powerful, research-validated and specialized program for adolescent students who struggle reading long, multisyllabic words and comprehending content-area text. UFLI is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Rationale:

REWARDS® is a series of short-term reading and writing intervention solutions specifically designed for struggling learners in grades 4–12. With explicit, teacher-led instruction, this intervention gives students new skills to become successful readers. UFLI Foundations is research and evidence based. It has been developed to align with what decades of reading research has shown to be effective. UFLI incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words. After two years of developing the program, students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Lunch Bunch Mentorship Program

Rationale:

Mentors will meet with identified students weekly to read books, take AR tests and reinforce leadership skills.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Scheduling for Science Instruction

Rationale:

Expectations for the amount of time each grade-level (1st-5th) is teaching science will be communicated with teachers and staff in a beginning of year faculty meeting. New scheduling for a science lab incorporating standards-embedded labs co-taught with the classroom teacher will be created. New scheduling for 5th grade students will be implemented. Students will receive a minimum of 60 minutes of science instruction daily. Our 5th grade teachers will be departmentalized with one team teaching math & science/ELA & social studies and a tripod teaching math/science/ELA & social studies. Monitoring: Schedules, lesson plan checks, professional learning communities/planning time,

and classroom walkthroughs to check fidelity of science being taught daily

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Scheduling/Implementation

Person Monitoring:
Bridget Taylor

By When/Frequency:
August/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A schedule will be created to ensure the appropriate students are targeted for interventions based on PM3 data from 2024-2025. Mr. Quentin Taylor and Mrs. Bridget Taylor will work on pre-assessements and program enrollment for these intervention plans.

Action Step #2
Classroom Walkthrough Tool

Person Monitoring:
Whitney Hall

By When/Frequency:
Beginning of the year/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Walkthrough Tool will be created to give teachers and administrators guidlines to follow. Administrators and the instructional coach will complete walk throughs to ensure best practices are being done with fidelity.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

This subgroup currently has a Federal Index of 32%, and is below the required 41%. Three areas are far below the goal, with ELA proficiency for SWD at 21%, math at 29%, and 5th grade science at 18%. ELA Learning Gains have a Federal Index of 46% and 41% in math. Although our learning gains are headed in the right direction, and higher than last year, the SWD Subgroup is an area of focus.

Measurable Outcome

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.

This subgroup's prior year data from 23-24 had a Federal Index of 16% in ELA and 23% in math. The ELA Learning Gains had a Federal Index of 29% In ELA and 17% in math; science wasn't in the equation due to having less than 10 students with disabilities in 5th grade taking the science assessment.

Measurable outcome: Legacy Elementary School will raise the overal Federal Index for students with disabilites (SWD) subcategory from 32% to 41%, resulting in being removed from the ATSI (Additional Targeted Support & Improvement) List.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students in this subcategory will be monitored through rigorous grade-level, standards aligned benchmark assessments on a bi-weekly basis, twice a year through a district-wide common assessement, and by using FLDOE's Progress Monitoring (PM1 and PM2). Those not showing appropriate growth by PM2 will be monitored using the STAR assessment.

Person responsible for monitoring outcome

Bridget Taylor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following interventions will be use: Strategic Instruction Model (SIM) developed by The University of Kansas Center for Research on Learning and focusing on Content Enhancement Routines (CERs): Unit Organizer Routine and Vocabulary LINCing Routine along with Learning Strategies in Reading like paraphrasing, summarizing, and word identification specifically designed to help students with learning difficulties, support facilitatiors will push into classrooms creating a co-teaching learning environment, supporting standards-based classroom instruction and aligning interventions to the skills being taught. REWARDS- a powerful, research-validated and specialized program for adolescent students who struggle reading long, multisyllabic words and comprehending content-area text. UFLI is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Rationale:
SIM equips students with practical, research-based tools to solve problems and learn independently and emphasizes the use of instructional routines that help teachers organize and present curriculum content in clear, accessible, and easy-to-learn ways. REWARDS® is a series of short-term reading and writing intervention solutions specifically designed for struggling learners in grades 4–12. With explicit, teacher-led instruction, this intervention gives students new skills to become successful readers. UFLI Foundations is research and evidence based. It has been developed to align with what decades of reading research has shown to be effective. UFLI incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words. After two years of developing the program, students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implementation of evidence based program followed by progress monitoring

Person Monitoring:
Bridget Taylor

By When/Frequency:
MTSS Meetings/ Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The evidence based programs will be implemented. Students will be monitored by taking weekly standards-aligned benchmark assessments, district common assessements, and FLDOE's Progress Monitoring assessements (PM1 and PM2). STAR testing will be given every 6 weeks if students aren't showing appropriate growth by PM2. Data will be tracked by the instructional coach. Once students become proficient in phonics they will begin in comprehension. The instructional coach will share the data collected and decisions will be made based on proficiency.

Action Step #2
Classroom Walkthrough Tool

Person Monitoring:
Whitney Hall

By When/Frequency:
Bi-Weekly/ Observations

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Walkthrough Tool will be created to give teachers and administration guidlines to follow. Administration and the instructional coach will complete walk throughs to ensure best practices are being implemented with fidelity.

Action Step #3
Scheduling for Quality Science Instruction

Person Monitoring:
Naomi Anderson

By When/Frequency:
August/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Discovery Science and Study Island Science will continue to be be implemented this school year. Expectations for the amount of time each grade-level (1st-5th) is teaching science will be communicated with teachers and staff in a beginning of year faculty meeting. New scheduling for a science lab incorporating standards-embedded labs co-taught with the classroom teacher will be created. New scheduling for 5th grade students will be implemented. Students will receive a minimum of 60 minutes of science instruction daily. Our 5th grade teachers will be departmentalized with one team teaching math & science/ELA & social studies and a tripod teaching math/science/ELA & social studies.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale
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.

ELA Achievement proficiency

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

Last year's kindergarten students (currrent 1st graders) had an overall proficiency rate of 45%. Last year's 1st graders (current 2nd graders) had an overall proficiency rate of 47%. Our goal is to raise the combined proficiency of our current 1st and 2nd graders to 52% for the 2025-2026 school year. Having over 50% of this age group proficient on the STAR/PM3 will allow Legacy Elementary School to no longer be supported directly by the RAISE iniative.

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

The 2024-2025 overall ELA Achievement proficiency for Legacy Elementary School was 50%. Looking at the cohorts who will make up the combined score and their prior year's performance, LES staff plan to work with students on making learning gains and improving the overall ELA Achievement proficiency for grades 3-5, bringing that catorgy score up to 59% for the 2025-2026 school year.

Grades K-2: Measurable Outcome(s)

50% of 1st graders will score proficient on the PM3 STAR Assessement.
53% of 2nd graders will score proficient on the PM3 STAR Assessment.
The combined percent of proficiency for 1st-2nd grade will be 52%.

Grades 3-5: Measurable Outcome(s)

62% of 3rd graders will score proficient on the FAST PM3 Assessment.
58% of 4th graders will score proficient on the FAST PM3 Assessment.
53% of 5th graders will score proficient on the FAST PM3 Assessment.
The combined percent of proficiency for 3rd-5th graders will be 59%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will be monitored through rigorous grade-level, standards aligned benchmark assessments on a bi-weekly basis, twice a year through a district-wide common assessement, and by using FLDOE's Progress Monitoring (PM1 and PM2). Those not showing appropriate growth by PM2 may be monitored using the STAR assessment.

Person responsible for monitoring outcome

Bridget Taylor

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Using explicit and systematic instruction, teachers will use anchor texts from the B.E.S.T. Text List and implement Tier 1 instruction using the B.E.S.T. Benchmarks.

Rationale:

By teaching to the rigor of the standard, aligning the instruction intentionally to the benchmark, and exposing students to text sets with grade level lexiles, students will be set up for success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Science of Reading (Small Group Instruction - Rewards or UFLI) REWARDS- a powerful, research-validated and specialized program for adolescent students who struggle reading long, multisyllabic words and comprehending content-area text. UFLI is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade. ClearFluency acts as a one-on-one tutor to help students improve their reading fluency and comprehension, setting them up for a lifetime of joyful reading and learning.

Rationale:

REWARDS® is a series of short-term reading and writing intervention solutions specifically designed

for struggling learners in grades 4–12. With explicit, teacher-led instruction, this intervention gives students new skills to become successful readers. UFLI Foundations is research and evidence based. It has been developed to align with what decades of reading research has shown to be effective. UFLI incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words. After two years of developing the program, students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency. ClearFluency is a distinctive online reading coach, designed to boost vocabulary, fluency, and comprehension across diverse age and ability levels, including English learners and advanced readers. Beyond just reading words, ClearFluency emphasizes accuracy, pace, and expression, acting like a personal tutor for reading and comprehension. With unique features like real-time oral feedback, it supports students precisely when they need it, fostering a love for reading.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Scheduling/Implementation

Person Monitoring:
R. Quentin Taylor and Bridget Taylor

By When/Frequency:
August/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PLCs will be scheduled weekly to discuss anchor texts, strategies, benchmarks, and data disaggregation based on common assessments. A schedule will be created to ensure the appropriate students are targeted for interventions based on PM3 data from 2024-2025. Mr. Quentin Taylor and Mrs. Bridget Taylor will work on pre-assessements and program enrollment for these intervention plans.

Area of Focus #4

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

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.

The 2024-2025 overall Math Achievement proficiency for Legacy Elementary School was 53%. Looking at the cohorts who will make up the combined score and their prior year's performance, LES staff plan to work with students on making learning gains and improving the overall Math

Achievement proficiency for grades 3-5, bringing that catorgy score up to 63% for the 2025-2026 school year.

Measurable Outcome

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.

66% of 3rd grade students will score proficient in math on the FAST PM3 Assessment.
67% of 4th grade students will score proficient in math on the FAST PM3 Assessment.
55% of 5th grade students will score proficient in math on the FAST PM3 Assessment.
The combined percent of proficiency for 3rd-5th graders will be 63%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will be monitored through rigorous grade-level, standards aligned benchmark assessments on a bi-weekly basis, twice a year through a district-wide common assessement, and by using FLDOE's Progress Monitoring (PM1 and PM2). Those not showing appropriate growth by PM2 may be monitored using the STAR assessment.

Person responsible for monitoring outcome

Naomi Anderson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Using explicit and systematic instruction, teachers will implement Tier 1 instruction using the B.E.S.T. Benchmarks. Scaffolding will be added to small-group instruction, adding supports for students to access and master grade-level standards.

Rationale:

By teaching to the rigor of the standard, aligning the instruction intentionally to the benchmark, exposing students to the test limitations, and working with students in their instructional level according to the Achievement Level Descriptions (ALDs) students will be set up for success.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PLCs will be scheduled weekly to discuss anchor texts, strategies, benchmarks, and data disaggregation based on common assessments.

Person Monitoring:
Naomi Anderson

By When/Frequency:
August/bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be monitored through rigorous grade-level, standards aligned benchmark assessments on a bi-weekly basis, twice a year through a district-wide common assessement, and by using FLDOE's Progress Monitoring (PM1 and PM2). Those not showing appropriate growth by PM2 may be monitored using the STAR assessment.

Area of Focus #5

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

specifically relating to

Area of Focus Description and Rationale
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.

No Answer Entered

Measurable Outcome
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.

No Answer Entered

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

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

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

An area of focus relevant to Legacy Elementary School is student behavior. The discipline referrals represent misbehavior which leads to time out of the classroom and missing instruction. We had a total of 228 referrals for the school year.

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.

Legacy had a total of 402 referrals for the 23-24 school year. This year we decreased our behaviors with only 228 referrals for the 24-25 school year. This shows our behavior interventions worked last year to decrease our referrals. Our measureable outcome this year is to decrease referrals by 10%.

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.

This will be monitored by reviewing monthly MTSS meetings, looking at referral data during PBIS meetings, reviewing behavior tracking forms, providing classroom management professional development opportunities, data chats, monthly team leader meetings, and bi-weekly grade level

meetings.

Person responsible for monitoring outcome
Wendy Smith

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The evidence based program we are using is a PBIS program- PBIS is an evidence based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes everyday. We will use the MTSS Process to track and monitor interventions as well.

Rationale:
When you implement PBIS well, students experience improved behavioral, social, emotional, and academic positive outcomes.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
PBIS Meetings and MTSS Meetings

Person Monitoring:	**By When/Frequency:**
Wendy Smith	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At our monthly PBIS team meetings, we will create a schedule for PBIS events. Students must follow school wide expectations by earning Pawbucks to participate in the events as a positive incentive system. The team will analyze behavior data monthly to target specific areas of improvement in these meetings. The MTSS Team will meet to look at specific student and if targeted interventions are working.

Action Step #2
Check In, Check Out (CICO)

Person Monitoring:	**By When/Frequency:**
Whitney Hall/ Wendy Smith	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students are selected to participate by teacher recommendation and discipline data at the end of the first nine weeks. Teachers will fill out goal cards for students. Students will check in with their mentor

teacher daily. Teachers will turn in goal cards to Wendy at the end of each week. Weekly results will be monitored to adjust goals or to determine if students can graduate from the program.

Area of Focus #2

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.

It is important for students to attend school on a regular basis to learn grade level content and grow socially emotionally as well. When students do not attend school for extended periods of time or with a high frequency, they miss important content. This forms gaps in their education and it makes it difficult for students to have consistent learning.

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.

Our measurable outcome for this year is to increase the attendance average by 10% from the previous year, increasing the student attendance rate from 81% of students being absent less than 10% of school days to 89%.

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.

This area of focus will be monitored by our data processor daily and weekly. She will be looking for trends and relaying this information to our attendance coordinator. Ongoing monitoring will catch the students with frequent absences so we are able to put interventions in place. This will impact student achievement positively.

Person responsible for monitoring outcome

Wendy Smith/ Lindsey Christopher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Parent contact Parent and meetings MTSS Process Attendance Incentives

Rationale:

Parent Contact- a parent phone call will be made when the student is absent one time. The teacher will call the parent if the absence is over two days. When the student has 5 absences, a letter will be sent home stating the student has excessive absences in a 90 day period. When the student has 8 absences, a meeting will be held to discuss the absences with the parent and what we can do as a school to assist them. When the student has 10 absences a meeting will be held with the district and community partners with the parent to help resolve the excessive absences. When the student has been absent for 13 days, the student and parent will be referred to court to discuss the excessive absences with the judge. This process could result in parental procecution. MTSS Process- If a student is referred to the MTSS Team for excessive absences, the team will meet to discuss the student, situation and come up with interventions to assist the student and family. Attendance Incentives- Extra recess, ice cream party, popsicle party, etc...

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
MTSS Process

Person Monitoring:
Whitney Hall/ Wendy Smith

By When/Frequency:
Montly Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
If a student is referred to the MTSS team, the team will meet to discuss the student. They will use the 4 step problem solving process to figure out what is causing the absences and what intervetions we can put in place to help the student. Intervention ideas could be a CICO mentor, counseling, change of class placement, lunch bunch and other ideas the team decides.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The SIP will be shared on our Legacy Elementary School Facebook page and district website www.bakerk12.org. It will also be shared with stakeholders in a quarterly SAC meeting, our school board members during a school board meeting and with faculty and staff.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Legacy Elementary School will build positive relationships with parents, families and stakeholders by holding parent conferences throughout the school year, Open House, weekly classroom newsletters, monthly school newsletters, Class DOJO and Remind APP, PBIS events, Super Kids, Legacy Leaders, monthly Family Reading Nights, grade level evening performances, school-wide events, field trips, class parties, Book Fair, hosting community events and FAST assessment/Curriculum parent nights. The PFEP will be made publicly available on the school district website: www.bakerk12.org.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic programs, increase the amount as well as quality of learning time and help provide an enriched, accelerated curriculum by continuing to implement the 90 minute reading block, aligning intervention schedules for Tier 2/3 small group instruction, implementing intervention curriculum, and incorporating a math intervention block with interventionists.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Legacy Elementary School staff work closely with the Keller Community Association (KCA) to plan community engagement activities offsite and in the community. This year, we plan to co-host an on-site Family Reading Night and parent engagement/educational event at a community school in close proximity to a neighborhood housing a dense population of students who attend LES. Using ESSA data, we are also targeting students in subcategories needing additonal support through a Lunch Bunch program, push-in and pull-out classroom interventions, and specialized curriculum strategies such as the Strategic Instructional Model from the University of Kansas to help struggling learners master standards in the classroom. This scaffolded layer of support has proven methods to increase confidence and achievement.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our school based Guidance Counselor is available when needed by students. The requests to speak with the counselor can be made by students, parents or faculty members. Our Mental Health Counselor is available when needed and scheduled weekly sessions with identified students. Requests for Mental Health Counseling can be made by the parent. Resources are made available to the parents and referred to our community partners or our Mental Health Councelor on campus. An intial evaluation is completed to assess the needs of the student. Sanford Harmony Social Emotional curriculum, Ripple Effects Social Emotional curriculum, Lunch Bunch, PBIS Check In/Check Out, and Resiliency Map Lessons are interventions we use to assist students learn coping strategies for their mental health and well being.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school utilized the MTSS process. If a student is having significant behavior problems or trending behaviors the teacher begins to track the behaviors. If the behaviors continue, the teacher begins to implement an intervention. This intervention is tracked for 6-9 weeks. The MTSS Team meets to discuss the interventions and analyzes the results. Based on these results, interventions continue or change. Our PBIS program is our Tier 1 school-wide program. The PBIS is an evidence based three tiered framework to improve and integrate all of the data, systems, and practices affecting student

outcomes everyday.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

- Beginning teacher PLC
- Book Study: First Day's of School by Harry Wong
- Book Study: Fundamental 5
- NEFEC new teacher training
- Opportunities to observe other classrooms at LEGACY ELEMENTARY SCHOOL
- Professional Development Certification Program (PDCP)
- MTSS training
- UFLI training
- PLCP
- CPI
- De-escalation strategies
- Monthly Friday Faculty Focus meetings
- Bi-weekly grade level team meetings
- Weekly grade level PLC Planning Sessions by department/subject area
- Tier 1 Training
- Safety Training
- Writing Training
- Study Island Training
- NEFEC Rural Connect
- PBIS Refresher
- FAST / STAR Training
- Learning.com training
- Nurse Training- Stop the bleed/ EPI Pen Classroom Management
- Media Training
- Phonics for Reading training (Interventionists)
- District Collaboration
- New Teacher Network
- McKinney-Vento Training
- Florida Threat Management Model Training
- Final Site
- Magnetic Reading

- Reflex Math
- Summer Literacy Institute
- ECTAC Conference
- Mental Health Training (every 3 years)
- Kognito At Risk- suicide awareness training
- Kognito Zoom follow up
- BEESS PD learning modules through FDLRS https://fl-pda.org/#/home
- Reading endorsement courses https://schultzcenter.org/courses/
- ESOL endorsement courses https://schultzcenter.org/courses/
- DCF Identifying and Reporting Child Abuse and Neglect Course

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The usage of resources will be reviewed by classroom walkthroughs, lesson plan checks, data chats, mentoring meetings, and team leader meetings.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The specific resources that will be implemented will be SIM CERs, UFLI and Clear Fluency. The rationale for selecting these specific strategies is that they are Tier 3 promising evidence based interventions. Students will be monitored through rigorous grade-level, standards aligned benchmark assessments on a bi-weekly basis, twice a year through a district-wide common assessement, and by using FLDOE's Progress Monitoring (PM1 and PM2). Those not showing appropriate growth by PM2 will be monitored using the STAR assessment.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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

AGENDA ITEM NO. 8.10

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Johnnie Jacobs - (259-2226)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Baker County Middle School's 2025-2026 School Improvement Plan.

ATTACHMENTS:
10.20.2025 Approval of BCMS School Improvement Plan_J.Jacobs.pdf

Baker County School District

BAKER COUNTY MIDDLE SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the Baker County Middle School is to build a legacy of excellence, one student at a time.

Provide the school's vision statement

The vision of the Baker County Middle School is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Johnnie Jacobs

johnnie.jacobs@bakerk12.org

Position Title

Principal

Job Duties and Responsibilities

As principal of the school, this individual facilitates both the leadership and management of the delivery of instruction, physical plant, student and staff safety, and stakeholder communication. Specific job duties include: oversight and management of the school mission, general school operations, curriculum and instruction, and employee evaluations. The principal is also the facilitator of school safety activities and is reported to by the School-Based Threat management Team Chair. Additionally, the principal is the facilitator of the school advisory council and leads the Multi-Tiered System of Supports (MTSS) School-Based Leadership Team.

Leadership Team Member #2

Employee's Name
Angela Rhoden

angela.rhoden@bakerk12.org

Position Title
Vice-Principal

Job Duties and Responsibilities

As vice-principal of the school, this individual is a curriculum and instruction leader, collects and disseminates data, and leads in the development of the master schedule. This individual also helps maintain the school website, social media pages, and activities calendar.

Leadership Team Member #3

Employee's Name
Cindy Hawkins

cynthia.hawkins@bakerk12.org

Position Title
Dean

Job Duties and Responsibilities

This individual leads student discipline efforts, assists with safety as the chair of the School Based Threat Management Team (SBTMT).

Leadership Team Member #4

Employee's Name
Beth Davis

beth.davis@bakerk12.org

Position Title
Attendance & Testing Coordinator/Math Coach

Job Duties and Responsibilities

As the attendance coordinator, this individual tracks student attendance, creates interventions for students with attendance issues, and attends the Student Attendance Review Board (SARB) as well as truancy court for those who qualify. In addition to the work associated with being the attendance coordinator, this individual also serves as our testing coordinator, facilitates our resiliency efforts through homeroom, and takes a lead role in PBIS. This individual also serves as the mth coach and

department head.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The School Advisory Council (SAC), whish is made up of representatives from our school leadership team, teachers, school staff, parents, students, and business and community leaders review school-wide data as it is available through the school year. Department Heads discuss data with their team of teachers to compose action plans based on end of the year assessments as well as progress monitoring efforts throughout the school year. These action plans are the foundation of our School Improvement Plan and its development. After all of the input is compiled, the SAC, school leadership team, and department heads review a raft of the School Improvement Plan

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be reviewed for progress monitoring three times per year after each assessment window. The plan will also be addressed at each monthly department head meeting and each School Advisory Council meeting. Based on the data from each progress monitoring and benchmark assessment (for non FAST testing subjects), plans will be revised as necessary to ensure continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**77.7%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **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.*	**2024-25: C** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							352	328	368	1,048
Absent 10% or more school days							128	164	175	467
One or more suspensions							105	146	132	383
Course failure in English Language Arts (ELA)							7	26	18	51
Course failure in Math							8	22	17	47
Level 1 on statewide ELA assessment							65	86	69	220
Level 1 on statewide Math assessment							50	109	65	224
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
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 2025-26

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							71	95	80	246

Current Year 2025-26

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	5	6	16
Students retained two or more times							17	7	9	33

Prior Year (2024-25) 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							88	135	128	351
One or more suspensions							84	66	54	204
Course failure in English Language Arts (ELA)							6	8	16	30
Course failure in Math							8	2	11	21
Level 1 on statewide ELA assessment							71	73	74	218
Level 1 on statewide Math assessment							81	54	78	213
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) 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							19	59	58	136

Prior Year (2024-25) 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	4	5	14
Students retained two or more times							14	5	6	25

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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	51	58	51	51	53	48	48	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	54	54	59	57	57	56			
ELA Lowest 25th Percentile	50	50	52	52	52	50			
Math Achievement*	53	53	63	56	56	60	59	59	56
Math Learning Gains	49	49	62	59	59	62			
Math Lowest 25th Percentile	44	44	57	59	59	60			
Science Achievement	46	46	54	49	49	51	44	44	49
Social Studies Achievement*	76	76	73	79	79	70	72	72	68
Graduation Rate									
Middle School Acceleration	64	64	77	70	70	74	64	63	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			53			49			40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	487
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	59%	57%	53%	47%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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		
Asian Students	81%	No		
Black/African American Students	44%	No		
Hispanic Students	63%	No		
Multiracial Students	53%	No		
White Students	55%	No		
Economically Disadvantaged Students	46%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	51%		54%	50%	53%	49%	44%	46%	76%	64%			
Students With Disabilities	28%		44%	45%	36%	47%	40%	35%	56%	57%			
Asian Students	83%		67%		100%	75%							
Black/African American Students	35%		47%	52%	34%	41%	38%	24%	65%	58%			
Hispanic Students	67%		66%		57%	56%		60%	86%	50%			
Multiracial Students	54%		54%	45%	45%	46%		41%	82%	56%			
White Students	53%		54%	49%	56%	50%	46%	49%	77%	65%			
Economically Disadvantaged Students	41%		49%	48%	43%	46%	42%	35%	66%	48%			

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	51%		57%	52%	56%	59%	59%	49%	79%	70%			
Students With Disabilities	22%		45%	40%	32%	46%	42%	21%	58%	33%			
Black/African American Students	35%		54%	54%	30%	51%	55%	19%	68%	56%			
Hispanic Students	68%		75%		69%	57%		55%	73%	80%			
Multiracial Students	51%		64%	64%	53%	50%		64%	82%	73%			
White Students	52%		56%	51%	59%	60%	58%	51%	80%	69%			
Economically Disadvantaged Students	43%		54%	48%	46%	56%	59%	38%	72%	60%			

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	48%				59%			44%	72%	64%			
Students With Disabilities	30%				39%			33%	53%				
Black/African American Students	30%				39%			30%	57%	50%			
Hispanic Students	51%				71%			54%	92%	60%			
Multiracial Students	54%				62%			58%	76%				
White Students	50%				61%			45%	73%	64%			
Economically Disadvantaged Students	40%				50%			34%	67%	55%			

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	53%	53%	0%	60%	-7%
ELA	7	48%	48%	0%	57%	-9%
ELA	8	48%	47%	1%	55%	-7%
Math	6	58%	57%	1%	60%	-2%
Math	7	47%	47%	0%	50%	-3%
Math	8	32%	32%	0%	57%	-25%
Science	8	44%	44%	0%	49%	-5%
Civics		75%	74%	1%	71%	4%
Algebra		79%	39%	40%	54%	25%
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

BCMS did not have any ESSA subgroups perform under 41%.

Lowest Performance

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

The lowest quartile students dropped fifteen percentage points from 2024.

Greatest Decline

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

The lowest quartile students in math dropped fifteen percentage points from 2024.

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.

Grade 8 math was twenty-five percentage points below the state.

EWS Areas of Concern

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

1. The high number of students that were a Level 1 in ELA and/or Math.
2. 467 students missed 10% or more.

Highest Priorities

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

1. Raise Grade 8 Math Achievement.
2. Improve Learning Gains for Bottom Quartile Students in Math and ELA.
3. Improve Science Achievement.
4. Improve 7th Grade ELA Achievement.
5. Improve 8th Grade ELA Achievement.

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 Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Less than half the students that took the Eighth Grade math exam scored a level 3 or higher. Eighth Grade proficiency was 32%, which was 25 percentage points below the state. Seventh grade proficiency was 47% and sixth was 58%. Overall, math proficiency was 53%, which was 10 percentage points below the state.

Measurable Outcome

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.

60 % or more of the students at BCMS will be proficient on the FAST Math Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PM1, PM2, and Teacher written common assessments will be used to gather data to adjust instruction.

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will use explicit and differentiated instruction addressing state standards at grade level and use data obtained through progress monitoring to reteach weak areas.

Rationale:

Explicit and differentiated instruction have high effect sizes.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
BCMS teachers will participate in LIFT training by Lindsey Harrison and in NEFEC Connect training. Representatives from grades levels will attend trainings and share what they learn with the math department.

Person Monitoring:
Johnnie Jacobs

By When/Frequency:
Pre-Planning

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will receive training on effective interpretation of PM data and training for instructing students in answering FAST style questions.

Action Step #2
Teacher to teacher observations.

Person Monitoring:
Angela Rhoden

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will observe other teachers at least once per nine weeks and provide one another feedback.

Action Step #3
Administrative Walk-throughs

Person Monitoring:
Johnnie Jacobs

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrative staff and the instructional coach will perform regular walkthroughs and provide feedback.

Area of Focus #2

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

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.

Only 44% of BCMS students were proficient in science compared to 49% for the state.

Measurable Outcome

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.

60% or more of 8th grade students at BCMS will pass the the State's 8th grade science exam.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The science department will use assessments created by Progress Learning for Progress Monitoring purposes.

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Representatives from the Science Department will participate in NEFEC Connect Science training.

Rationale:

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
NEFEC Connect for Science

Person Monitoring:
Angela Rhoden

By When/Frequency:
ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Representatives from the science department will participate in the NEFECT Connect training and share with the department.

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

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.

8th Grade ELA was at 48% proficiency while the state was at 55%. 7th grade ELA was at 48% on the 2025 PM3 FAST, while the state was at 57%. 6th grade ELA was at 53% on the 2025 PM3 FAST, while the state was at 60%.

Measurable Outcome

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.

60% of the students at BCMS will score a level 3 or higher on the ELA FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored through PM1, PM2 and two additional common assessments. Results from these assessments will be used to make instructional decisions and interventions.

Person responsible for monitoring outcome

Johnnie Jacobs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will use explicit and differentiated instruction addressing state standards at grade level and use data obtained through progress monitoring to reteach weak areas.

Rationale:

Explicit and differentiated instruction have high effect sizes.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Additional Standards Based common assessments will be created by teachers.

Person Monitoring:
Angela Rhoden

By When/Frequency:
Ongoing

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

Additional standards based assessments will inform teachers of students' mastery of the standards and allow for timely interventions.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Native American Students (AMI), Asian Students (ASN), Black/African American Students (BLK), Hispanic Students (HSP), Multiracial Students (MUL), Pacific Islander Students (PAC), White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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.

Several ESSA groups are consistently close to the ESSA minimum of 41%.

Measurable Outcome

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.

All ESSA subgroups will be above 47% proficient as measured

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PM1, 2, and 3 and the teacher created common assessments.

Person responsible for monitoring outcome

Johnnie Jacobs

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Teachers will use explicit and differentiated instruction addressing state standards at grade level and use data obtained through progress monitoring to reteach weak areas.

Rationale:
Explicit and differentiated instruction have high effect sizes.

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

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

Description of Intervention #2:
Teachers will receive training on effective interpretation of PM data and training for instructing students in answering FAST style questions.

Rationale:
Effective interpretation of data will allow teachers to plan for more effective differentiated instruction.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

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

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

IV. Positive Learning Environment

Area of Focus #1

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

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

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

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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

AGENDA ITEM NO. 8.11

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Andy Giddens - (259-6995)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Baker County High School's 2025-2026 School Improvement Plan.

ATTACHMENTS:
10.20.2025 Approval of BCHS School Improvement Plan_A.Giddens.pdf

Baker County School District

BAKER COUNTY SENIOR HIGH SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Baker County High School is to encourage student attendance, foster appropriate student attitudes, and facilitate academic and workplace achievement.

Provide the school's vision statement

The vision of Baker County High School is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Andy Giddens

anthony.giddens@bakerk12.org

Position Title

Principal

Job Duties and Responsibilities

Lead in all aspects, functions, and duties of Baker County High School.

Leadership Team Member #2

Employee's Name

Donna Gurganious

donna.gurganious@bakerk12.org

Position Title
Vice-Principal

Job Duties and Responsibilities

Leads the teaching and learning efforts at Baker County High School, including professional development. Is in charge of over-seeing curriculum and instruction at BCHS.

Leadership Team Member #3

Employee's Name
Danyle Lewis

danyle.lewis@bakerk12.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversees culture and climate, including social media, PBIS efforts, female discipline, and school safety.

Leadership Team Member #4

Employee's Name
Jared Stafford

jared.stafford@bakerk12.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Oversees maintenance, facilities, male discipline, and student mentoring.

Leadership Team Member #5

Employee's Name
Jennifer Payne

Jennifer.Payne@bakerk12.org

Position Title
Guidance Director

Job Duties and Responsibilities

Oversees guidance department and state testing, assists with data collection, and monitors student

progression.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

School administration collaborates with district administration, the School Advisory Counsel (SAC), and school site Professional Learning Communities to assess successes and needs in order to make decisions on how to best serve Baker County High School students. District level administrative support includes the Superintendent of Schools, Executive Director of Human Resources, Executive Director of Curriculum and Instruction, Director of Accountability, Director of Career and Technical Education, and the Director of Student Services. The Professional Learning Communities include teachers that represent all departments and areas of instruction for BCHS. The SAC for Baker County High School is made up of stakeholders including administration, teachers, parents, students, and community members. Data from teacher, student, and parent surveys are considered in decision making processes when planning for the school year. Guidance and administration collaborate annually to evaluate the pupil progression plan and master schedule. The SIP is presented to the School Advisory Council and the Baker County School Board for approval.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The school site administrative team participates in weekly school site meetings and monthly district educational leader meetings, faculty meetings and PLC meetings in which progress can be assessed. There are also quarterly SAC meetings to update all stakeholders on progress. Classroom walkthrough and observations are conducted regularly throughout the school year to ensure best practices and pedagogy are being utilized in the classroom. Common benchmarks are used in same subject areas and data analysis are conducted to ensure student learning is taking place and necessary corrections are made in the curriculum or teaching practices. School leadership

is involved in data chats and leadership makes determinations for professional development for staff in order to improve teacher practices. The MTSS and PBIS school based leadership teams meets monthly to evaluate data regarding academics, behavior, and attendance for students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**59.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **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.*	**2024-25: B** **2023-24: C** **2022-23: B** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	109	93	102	99	403
One or more suspensions	85				85
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	[]	[]	[]	[]	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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

A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	54	59	49	49	55	46	46	50
Grade 3 ELA Achievement									
ELA Learning Gains	55	55	58	53	53	57			
ELA Lowest 25th Percentile	54	54	56	49	49	55			
Math Achievement*	45	45	49	42	42	45	44	44	38
Math Learning Gains	50	50	47	44	44	47			
Math Lowest 25th Percentile	36	35	49	27	27	49			
Science Achievement	66	66	72	60	60	68	58	58	64
Social Studies Achievement*	72	72	75	70	70	71	68	68	66
Graduation Rate	83	83	92	76	76	90	81	81	89
Middle School Acceleration									
College and Career Acceleration	66	66	69	65	65	67	65	65	65
Progress of ELLs in Achieving English Language Proficiency (ELP)			52			49			45

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	581
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	83%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	54%	60%	51%	52%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	42%	No		
Black/African American Students	47%	No		
Hispanic Students	65%	No		
Multiracial Students	61%	No		
White Students	58%	No		
Economically Disadvantaged Students	52%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	54%		55%	54%	45%	50%	36%	66%	72%		83%	66%	
Students With Disabilities	30%		49%	40%	33%	48%	25%	42%	40%		81%	32%	
Black/African American Students	37%		50%	64%	24%	40%	43%	55%	42%		79%	39%	
Hispanic Students	71%		57%		47%	75%		80%	60%				
Multiracial Students	53%		67%		46%	65%		61%			71%	67%	
White Students	56%		54%	50%	49%	49%	28%	67%	77%		84%	69%	
Economically Disadvantaged Students	44%		53%	55%	35%	46%	36%	55%	55%		77%	61%	

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	49%		53%	49%	42%	44%	27%	60%	70%		76%	65%	
Students With Disabilities	25%		41%	43%	28%	32%	31%	29%	26%		89%	39%	
Black/African American Students	33%		47%	50%	20%	36%	27%	24%	37%		80%	24%	
Hispanic Students	60%		67%		52%	63%		67%					
Multiracial Students	53%		48%		48%	39%		69%	72%		82%		
White Students	50%		53%	49%	45%	44%	29%	64%	76%		75%	72%	
Economically Disadvantaged Students	43%		52%	52%	35%	40%	24%	48%	59%		68%	57%	

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	46%				44%			58%	68%		81%	65%	
Students With Disabilities	27%				29%			42%	37%		91%	23%	
Black/African American Students	29%				18%			42%	45%		75%	33%	
Hispanic Students	30%				47%						60%		
Multiracial Students	60%				45%			71%	62%		85%	73%	
White Students	49%				49%			59%	72%		83%	68%	
Economically Disadvantaged Students	37%				37%			51%	62%		74%	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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	56%	56%	0%	58%	-2%
ELA	9	49%	49%	0%	56%	-7%
Biology		65%	66%	-1%	71%	-6%
Algebra		18%	39%	-21%	54%	-36%
Geometry		58%	56%	2%	54%	4%
History		71%	71%	0%	71%	0%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	11%	0%	16%	-5%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	12%	0%	18%	-6%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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?

ELA showed the most improvement. The 9th and 10th grade ELA teachers received training on standards based curriculum alignment, and worked collaboratively to align all instructional activities to the rigor of the course standards. The Literacy Leadership Team created a list of frequently seen root words and teachers explicitly taught five of these root words throughout the year. Teachers received professional development on Explicit Instruction provided by our local consortium with a focus on high leverage practices.

Lowest Performance

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

Algebra 1 had the lowest performance. Staffing changes during the 2023-2024 school year prevented the lowest quartile of math students from receiving supportive instruction from a certified teacher during their ninth grade year. Therefore, those students who took the Algebra 1 EOC in the tenth grade did not show the expected growth in math skills. This, combined with unaligned instructional strategies and curriculum misalignment led to minimal growth in student achievement. Recently, our Algebra 1 teachers have spent time with instructional leaders and improved the curriculum, pacing, and instructional strategies that will be used in the Algebra 1 classes moving forward.

Greatest Decline

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

All ESSA School-Level Data components grew from the 2023-2024 school year.

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.

Algebra 1 has the greatest gap compared to the state average. The state Algebra 1 average includes data from students taking this course in middle school and high school. Typically, the students taking

math for a high school credit during middle school or earlier are high performing math students with a history of proficiency on state assessments. The students taking Algebra 1 in high school are students who historically have earned level 1 or 2 on state math assessments. Although there is still a gap with the state, BCHS showed growth in our math proficiency for students 9-12 grade. Additionally, mid-year staffing changes resulted in students changing instructors with a shift in class dynamics, as well as larger class sizes.

EWS Areas of Concern

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

Level 1 ELA and Level 1 Algebra students are two areas of concern. Students in these categories require supportive measures in order to show growth and move closer and possibly achieve grade level standards

Highest Priorities

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

1. Raising Algebra 1 scores
2. Increase graduation rate
3. Improve acceleration rate
4. Continue growth in ELA
5. Monitoring all ESSA subgroups for continued growth

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

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.

ELA will be a target area for several reasons. First, there are many novice ELA teachers who will need support and direction in order to be successful. As the team continues to shift and develop, it is important to provide teachers opportunties to collaborate and refine their crafts, while at the same time, making sure that all students in ELA are receiving high quality instruction. Additionally, the ELA department has adopted a new curriculum, which will need to be vetted and supplemented in order to ensure benchmark alignment. Both 9th and 10th grade ELA showed improvement once the realignment process began during the previous school year. While the 10th grade ELA data shows significant improvement, there is a need for continued growth and further instructional adjustments to be made. The 9th grade ELA was an area of weakness and the instructors will receive focused direction on aligning instruction to the benchmarks.

Measurable Outcome

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.

For the 2024-2025 School Year, the BCHS ELA Acheivement Level was 54% compared to the State's 59%. The Learning Gains were 55% compared to the State's 58%. Additionally, 54% of the Lowest Quartile showed gains as compared to the State's 56%. The goal for this year is to not only improve each category, but also to meet or exceed the State average.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers of 9th and 10th grade ELA will work collaboratively to plan each week's lessons, activities and assessments. They have a common planning period to facilitate this. Additionally, the

administrative team will regularly work with teachers during their planning sessions to ensure standard alignment. Administration will conduct regular walkthroughs with the ELA teachers with specific "look fors" in order to monitor the in-class implementation of the plans, and to look for areas needing support and development.

Person responsible for monitoring outcome
Andy Giddens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Teachers will use the practice of Planning and Prediction in order to strengthen their effectiveness in the classroom. By working collaboratively in their PLCs, with a strong focus on content alignment to the rigor of the standards, teachers will benefit from developing collective efficacy. Additionally, teachers, with the support and input from administration, will analyze data regularly and use this to shift instruction. They will use the Percentile Ranking of students to predict future outcomes and to determine where students need additional support and remediation. Teachers will then teach students how to plan for effective learning in the classroom and will use data with students to allow them to predict their own outcomes. This will enhance student buy in and efficacy, as they connect their actions to their outcomes.

Rationale:
According to Hattie's effect size of .83, the practice of Planning and Prediction strongly influences student achievement. This is a continuation of the implementation of High Level Practices that teachers have been trained on during the past two years. Students will become more aware of their own influence on their learning and academic outcomes.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Support Common Planning Times

Person Monitoring:	**By When/Frequency:**
Andy Giddens	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Common planning times have been integrated into the Master Schedule for the upcoming school year. Teachers have been given the expectation of meeting weekly to plan and prepare for the

upcoming weeks. Administration is committed to attending these planning sessions to provide input and oversight.

Action Step #2
Classroom Walkthroughs with Feedback

Person Monitoring:
Andy Giddens

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and the Instructional Coach will conduct bi-weekly walkthroughs with specific look-fors related to content alignment with standards. These walkthroughs will be followed by feedback, either written or verbally. This practice will allow for professional dialogue on moving students forward academically.

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
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.

BCHS has seen a decline in Algebra 1 scores, which highlights this as an area of focus. Staffing issues can be noted as infuencial in this decline. Additionally, students who historically have scored Level 3 or higher on middle school state assessments have already taken the Algebra 1 course and assessment at the middle school level. The result is that there is a disproportionate amount of Level 1 and Level 2 students testing at the high school level.

Measurable Outcome
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.

For the 2024-2025 school year, only 18% of BCHS Algebra 1 were proficient on the EOC. This lags signficantly behind the state results. Therefore, the goal will be to meet or exceed state averages for 9-12 grades, which was 36% for the 24-25 school year.

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administrative team with work with the Algebra 1 teachers during collaborative planning times. The Master schedule was built to align planning periods for these teachers. During collaborative planning, alignment between instruction and standards will be made. Additionally, teachers will

administer common assessments, and the data will be reviewed so that instructional adjustments can be made.

Person responsible for monitoring outcome
Andy Giddens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Planning and Prediction will be the practice used to increase student outcomes. According to Hattie's, this practice has an effect size of .83, making it an influential practice for student success.

Rationale:
By planning collaboratively, teachers and administration can ensure that the lessons and content align with course expectations. Together, we can look for opportunities to infuse FAST style questions and use monitoring to impact instruction. Additionally, the data from the common assessments will be used to adjust instruction and make predictions about students' performance. Teachers will then explicitly teach students how to plan for upcoming lessons and activities. They will share the common assesment data with their students to help them make predictions about their own success. This will allow students to understand the connection between their own actions and their academic outcomes.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:
Andy Giddens

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will meet together weekly to plan the upcoming week's lessons. Administration will provide oversight in order to ensure that instruction is aligned with the rigor of the standards.

Action Step #2
Common Assessments

Person Monitoring:
Andy Giddens

By When/Frequency:
Quarterly

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

step:
Teachers will administer common assessments to gather data in similar fashion to the PM1 and PM2 data collected for ELA. They will then meet to analyze this data and adjust instruction according to student strengths and weaknesses. They will also plan remediation activities to continue to support struggling students.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

The PBIS System is one that has been used for several years at BCHS. However, the administrative team has worked to refine and improve the practice to a specific reward system with certain timeframes throughout the school year, that addresses the behaviors that the school data shows are areas of concern. All grade levels of 9-12 are impacted with this plan. There are specific lessons on social-emotional learning that are taught to students during the school year. Additionally, there are schoolwide incentives for students displaying appropriate attitudes, attendance, and achievement. Recent data showing an increase in truancy is also being combatted with this program. Recent school data shows this program is progressing in creating a higher school morale and lower discipline issues encouraging BCHS to continue its efforts in PBIS.

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.

BCHS will lower the number of discipline referrals, improve student morale, and increase daily attendance.

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.

BCHS will strive for a 24 turnaround on referrals, providing timely assistance to teachers and rapid notification to parents. All teachers will be trained on utilizing a Behavioral Tracking Form and will be expected to use it in dealing with low level student behaviors. This will provide opportunities for the student to correct his or her behavior prior to a discipline referral being submitted. The student will meet with the teacher and form a plan for improved behavior. The next step will be that the teacher

will work with the parent to provide an opportunity to correct the issue. The final step will be the submission of a discipline referral. The scaffolded method will promote responsibility, communication and a partnership approach between the student, teacher, parent, and administration when the need to adjust student behavior arises.

Person responsible for monitoring outcome
Danyle Lewis and Jared Stafford

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
An renewed focus on teacher-student relationships will be used as a practice to lessen student discipline and to increase student outcomes.

Rationale:
According to Hattie's effect sizes, Teacher-Student Relationships has an effect size of .57 (greater than .40 has shown to significantly increase student outcomes). By using the discipline tracking form, the teacher and the student have the opportunity to make adjustments to student behavior, as a partnership working towards the student's success. The student can increase self-efficacy as the belief that he or she is the determiner of future successes or failures. The teacher will maintain the leadership of the classroom by not handing over all discipline matters to the administrative team. As children, students need multiple opportunities to try again after failing below expectations. They need explicit instruction and feedback prior to receiving discipline consequences. This practice will show a reduction of discipline referrals, and will provide more information to both parents and administration once one is submitted.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Behavior Tracking Form Implementation and Use

Person Monitoring:	**By When/Frequency:**
Danyle Lewis and Jared Stafford	Daily/As Needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will support teachers in using a behavior tracking form. As previously stated, the first step for managing low-level behaviors is for the teacher create clear, consistent and reasonable classroom expectations. Students should be explicitly taught about those expectations in the

classroom setting, with an emphasis at the beginning of the school year, and refreshers as needed throughout the year. Once classroom routines are clearly in place, teachers will conference with students who are not behaving appropriately. They will create a plan for improvement in the area of concern. Following that, the teacher will illicit the support of the parents. If a resolution has still not been met, then the adminisrative team will provide assistance. This will give students an opportunity to correct behavior before it becomes a formal disciplinary referral, and will bolster teacher-student relationships.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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

AGENDA ITEM NO. 9.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	N/A
ITEM TYPE:	Removed Routine
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of Removed Routine Items.

AGENDA ITEM NO. 9.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 20, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Memorandum of Understanding
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the Memorandum of Understanding with Chrysalis Health for Mental Health Services for Students and Families.

ATTACHMENTS:
10.20.2025 Approval of the Chrysalis Health Agreement_A.Schmitges.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Exceptional Student Education
and Student Services
420 South 8th Street
Macclenny, FL 3206
(904) 259-7825
www.bakerk12.org
Wyatt Milton, Superintendent

October 2, 2025

Wyatt Milton, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, Fl. 32063

Dear Superintendent Milton,

I would like to request School Board approval for a MOU between the Baker County School District and Chrysalis Health. With approval, this agreement will provide mental health services to students and their families at no additional cost to our District.

If you have any questions please contact me at (904)259-7825 or Alice.Schmitges@Bakerk12.org

Sincerely,

Alice Schmitges, Director
Exceptional Student Education/
Student Services

AS: cm

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInarnay	Jack Baker, Jr.	Clayton Lyons, Jr.	Mandi Canaday	Amanda Hodges
District 1	District 2	District 3	District 4	District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

Memorandum of Understanding
Chrysalis Health, Inc. & Baker County School District

This Memorandum of Understanding (the "Agreement" or “MOU”) is made and entered into as of the **31st** day of **July 2025** (the "effective date"), by and between **Baker County School District**, a Florida not for profit company (“School”) and The Chrysalis Center, Inc., a Florida corporation, dba **Chrysalis Health** (“Provider”). Both School and the Provider may be hereafter be referred to a “Party” or “Parties” to this agreement.

Purpose. The purpose of this Agreement is to establish working procedures between **Chrysalis Health** and **Baker County School District** in the provision of mental health services to children and their families in the School are eligible and appropriate for such services in compliance with Federal and State laws and regulations.

Term. This MOU shall automatically renew for successive one (1) year periods under the same terms and conditions unless either party provides the other party with thirty (30) days prior written notice of its intent not to renew it. This MOU may be terminated at any time by either party with or without cause upon thirty (30) days prior written notice.

Rights and Obligations of both parties:

A. School Responsibilities within the MOU.

- Provide referrals for eligible children and families
- Provide appropriate space for children and families to be assessed and for treatment to be provided.
- Assist with obtaining necessary releases and documentation from parents and guardians.
- Share relevant information on children and families being referred and/or treated.

B. Provider Responsibilities within the MOU.

- Chrysalis Health agrees to provide a screening and, when indicated, a full clinical evaluation for each child referred. An individual treatment plan will be written for children/families requiring such. Services may include:
    - Counseling services
    - Telehealth
    - Assistance with Behavior management
    - Staff and Parent Trainings as requested.

- Chrysalis Health agrees to provide appropriate materials, supplies, and equipment for the provision of services. Following individual assessments, interpretation/feedback will be provided to the parent/guardian. Monthly feedback will be provided to School, with the potential for scheduled meetings, as needed, to provide more detailed updates.
- Chrysalis Health will be available to advise School staff about relevant mental health issues, local resources, classroom strategies, and child/family concerns.
- Chrysalis Health therapists’ priority is to provide mental health therapy to clients.

- Chrysalis Health therapists may be trained and participate in crisis management teams and may be consulted but they cannot be present or speak with clients that are not on their caseload or provide services to clients that do not have consent forms on file.
- Chrysalis Health therapists are not able to Baker Act clients but can contribute in providing feedback to the school on the client's risk level and if a Baker Act may be needed.

Background Checks. The Provider agrees that all representatives of their organization, which under this agreement will have direct contact with children, must have Level II criminal background screening. The results of the screening for each Provider representative will be given to a School designated representative before the Provider representative begins activities related to this agreement.

Confidentiality Responsibilities. The Provider agrees to advise its employees and representatives that all information related to children served pursuant to this MOU, is confidential and is not to be released or disclosed to any person without the written approval of the School's Chief Executive Officer or his/her designee. The Provider further agrees to instruct employees and representatives that they shall not disclose information relating to the operation of School facilities to persons other than the School board, management or such governmental or private accreditation or licensing bodies or third-party reimbursement agencies with whom the School has directed or authorized the Provider to deal with, unless the School shall have given written consent for the release of information. The parties shall execute a Business Associate Agreement in the form attached hereto as Addendum "A".

Termination. Either party to this agreement may terminate this agreement without cause by providing written notice to the other party 30 days in advance of the planned termination date. Either party may terminate this agreement for cause at any time. Cause being defined as a breach of this written agreement.

Consideration. For all Medicaid eligible children referred for individual or family therapy, the Provider will bill eligible services to insurance companies and/or Medicaid as the initial payer. School will assist, the Provider, in getting the required information for insurance and billing. For any child who is not covered by Medicaid or private insurance, the Provider and School will work to identify potential funding sources.

Conduct. The Provider shall advise its employees and representatives that it is their responsibility to conduct themselves in accordance with the School rules, regulations, policies and procedures while on School property.

Representation. The Provider shall advise its employees and representatives that they may not represent themselves as agents or employees of School.

Compliance. Each party shall comply with all federal, state and municipal laws, advice, rules and regulations which are applicable to the performance of this Agreement. The Provider shall advise its employees and representatives that they must comply with all federal and state rules and regulations, while on School property and when operating on behalf or for School.

Independent Relationships.

A. Under this Agreement, both the Provider and School shall continue to be autonomous and shall be governed independently by their respective governing bodies and administrations except insofar as this Agreement specifically states to the contrary.

B. The Provider and School do not consider any employee or representative of the Provider to be an employee, staff member or agent of School and no employee or representative of the Provider shall be entitled to any of the rights or benefits provided to employees of School.

Non-Discrimination. Each party agrees that, in performance of this Agreement, services will be provided without discrimination toward any children, employee or other person regardless of their race, creed, color or ethnic background.

Notice. Any notice , approval, request, authorization, direction or other communication under this Agreement shall be given in writing, in English, and shall be deemed to have been delivered and given for all purposes (i) on the delivery date if delivered by electronic mail with receipt confirmation to the email addresses below; (ii) on the delivery date if delivered personally to the party to whom the same is directed; (iii) one business day after deposit with a commercial overnight carrier, with written verification of receipt, or (iv) five business days after the mailing date if sent by U.S. mail, return receipt requested , postage and charges prepaid, or any other means of rapid mail delivery for which a receipt is available, to the address of the party to whom the same is directed. Either party may change its respective address by written notice in accordance with this Paragraph.

Info for the Provider

Chrysalis Health

Address	815 NW 57th Avenue, #480, Miami, FL 33126
Contact person	Erick Arellano
Title	Community Relations Manager
Email	erickarellano@chrysalishealth.com
Phone	(786) 259-6195

Info for School

Baker County School District

Address	
Contact person	
Title	
Email	
Phone	

Limitations on Liability. Neither party shall be responsible for personal injury or property damage or loss, except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible.

Modifications. This Agreement may not be amended or modified in any manner except by an instrument in writing signed by the parties.

Binding Effect and Assignment. This Agreement shall be binding upon and inure to the benefit of the School and Provider, and their respective agents, affiliates and successors. Neither party shall have the right to assign this Agreement or any of its rights or obligations hereunder without the prior written consent of the other party and any attempted or purported assignment shall be null and void and of no effect. Notwithstanding the foregoing provisions, each party may assign its rights and obligations under this Agreement to any subsidiary or affiliate, or to any entity succeeding to the rights, interests and obligations of such party, as a result of a plan of corporate reorganization , a merger, a consolidation, an affiliation , a sale or other disposition of assets, or other similar action not in the regular course of such party's activities.

Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida, without regard to its conflicts of law principles. All disputes arising out of this agreement shall be resolved by a court of competent jurisdiction in the State of Florida and both parties hereby consent to the jurisdiction of the State and Federal Courts of the State of Florida.

Severability. The provisions of this Agreement are severable, and the invalidity of any provision shall not affect the validity of any other provision.

Further Assurances. Each of the parties' covenants that it shall, from time to time, upon the request of the other, execute such further instruments and take such further actions as may be reasonably required to carry out the intent and purposes of this Agreement.

Waiver. The waiver by either party of a breach of any provisions contained herein shall be in writing and shall in no way be construed as a waiver of any succeeding breach of such provision or the waiver of the provisions itself.

Survival. Any covenant or provision herein which requires or might require performance after the termination or expiration of this Agreement, including, but not limited to, indemnities, confidentiality, records retention and access, and restrictive covenants, if applicable, shall survive any termination or expiration of the Agreement.

Entire Agreement. This Agreement, including any exhibits and addenda attached hereto, contains the sole and entire agreement between the parties and supersedes all negotiations and prior agreements or understandings between the parties, whether oral or written. The parties acknowledge and agree that they have not made any representations inducing the execution and delivery hereof, except such representations as are specifically set forth herein. is confidential and is not to be released or disclosed to any person.

Referral Disclaimer. This agreement does not include the payment of any consideration, if however any consideration is given, such amounts shall have been determined by the parties through good faith and arms-length bargaining to be the fair market value for similar services. The consideration shall not be determined in any manner that takes into account the volume or value of any potential referrals between the parties. No amount of consideration hereunder shall be intended to be, nor shall it be construed to be, an inducement or payment for referral of patients or other business generated between the parties. In addition, any consideration hereunder does not include any discount, rebate, kickback or the reduction in charge, and the amount charged is not intended to be, nor shall it be construed to be, an inducement or payment for referral of patients between the parties.

Non-Solicitation or Hire of Staff

School and Provider agree not to directly or indirectly employ or engage as an independent contractor any staff employee of the other party during the term of this Agreement and for a period of One Hundred and Eighty (180) days thereafter without the prior written consent of the other party. Any party violating this paragraph will pay to the other party a placement fee in the amount of 25% of the employee's annualized compensation with the new employer.

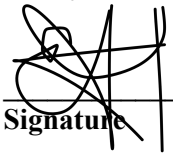
IN WITNESS WHEREOF, the parties hereto, duly authorized, have caused these presents to be assigned by their authorized corporate officers.

Baker County School District

_____
Signature

_____
Date

Chrysalis Health, Inc.



_____
Signature

7/31/2025
_____
Date

ADDENDUM "A'

Business Associate Agreement

Business Associate Agreement between **Chrysalis Health, Inc.** (hereafter referred to as "Covered Entity"), **Baker County School District** (hereafter referred to as "Business Associate").

Recitals

Covered Entity is required to meet the requirements of the Health Insurance Portability and Accountability Act of 1996 (PL 104-91) and regulations enacted by the Department of Health and Human Services at 45 CFR Parts 142 and 160-164 and subparts A and C of part 164 and FIPA as set forth in Florida Statutes 501.171. (The law and rules are collectively referred to as "HIPAA".) Covered Entity is also required to abide by those laws enacted and regulations promulgated as a result of the passage into law of the American Recovery and Reinvestment Act of 2009.

Business Associate provides services to Covered Entity and, as a result, has access to individually identifiable health information created or received by or on behalf of the Covered Entity. (That information is hereafter described as "Protected Health Information".)

As required by HIPAA, the parties are entering this Agreement related to the use and disclosure of Protected Health Information. This Agreement is required to allow the parties to continue their existing business relationship. Words used in this Agreement shall have the definitions established by HIPAA.

1. Use and Disclosure of Protected Health Information

1.1 Access to Protected Health Information. Business Associate shall have the right to access Protected Health Information as necessary to enable it to perform the following services on behalf of Covered Entity:

Subcontracted services as defined in subcontract between Covered Entity and Business Associate.

Business Associate will not seek access to Protected Health Information except when it believes that the information is needed to enable it to perform the services described above. Business Associate will limit access to Protected Health Information by its employees or agents to that which is necessary to enable them to perform services on behalf of Covered Entity.

1.2 Use of Protected Health Information. Business Associate will only use the Protected Health Information for the following purposes:

- Performance of the services to Covered Entity described in this Agreement;
- As needed for the proper management and administration of the business of Business Associate;

- As required to carry out the legal responsibilities of Business Associate.

1.3 Disclosure of Protected Health Information to third parties. Business Associate will not disclose Protected Health Information to third parties, except as follows:

- As necessary to perform the services described in this Agreement;
- As required by law;
- As permitted by the individual who is the subject of the Protected Health Information or the personal representative of that individual;
- To subcontractors who provide services to Business Associate in connection with its work on behalf of Covered Entity and require access to Protected Health Information to perform those services, provided that Business Associate enters a written agreement with the subcontractor in which the subcontractor agrees to abide by the terms of this Agreement.
- When required for the proper management and administration of Business Associate, to persons or organizations that must have access to Protected Health Information to provide service to Business Associate, if those persons or organizations agree in writing to maintain the confidentiality of the Protected Health Information as required by law, not to re-disclose the Protected Health Information except as required by law, and to inform Business Associate of any unauthorized use or disclosure of the information,

1.4 Privacy Practices of Covered Entity. It is understood that Covered Entity may establish privacy policies that are more stringent than HIPAA or state law with regard to permitted uses and disclosures of Protected Health Information of individuals. In that event, Covered Entity will provide Business Associate with a copy of the Notice of Privacy Practices it distributes to individuals, and inform Business Associate of any changes to that Notice. Business Associate will follow the terms of that Notice with regard to use and disclosure of Protected Health Information.

1.5 Individual permission to disclose protected, health information. As required by HIPAA, other provisions of law, or its own policies, Covered Entity will obtain written permission from individuals or their personal representatives for specific uses or disclosures of individual health information. Covered Entity will provide Business Associate with a copy of any written permission from an individual and inform Business Associate of any changes in, or revocations of, permission by an individual if such changes affect Business Associate's use and disclosures of Protected Health Information.

1.6 Restrictions on use or disclosure of Protected Health Information. Covered Entity will notify Business Associate of any restriction to the use or disclosure of Protected Health Information to which Covered Entity has agreed in accordance with 45 CFR 164.522. Business Associate will follow any such restrictions of which it receives advance notice.

2. Safeguards of Protected Health Information

2.1 Safeguards. Business Associate will establish and maintain appropriate administrative, physical and technical safeguards to prevent unauthorized use or disclosure of Protected Health Information. Business Associate will follow generally accepted principles for the security of information systems to ensure the availability, integrity and confidentiality of Protected Health Information maintained on its computer systems or transmitted electronically.

2.2 HIPAA Security Rule, Business Associate will abide by the terms of the final HIPAA rule pertaining to the security of health information systems (the Security Rule) as soon as practicable after the effective date of that rule, but no later than the compliance date for HIPAA covered entities.

3. Rights of Individuals

Business Associate recognizes that HIPAA and state law grants individuals rights related to Protected Health Information about them. Business Associate agrees to the following provisions for the protection of those individual rights,

3.1 Procedure. Business Associate will cooperate with Covered Entity in responding to requests by individuals who wish to exercise their rights under HIPAA. Any requests made directly to Business Associate will be referred to the Privacy Officer of the Covered Entity, Covered Entity will inform Business Associate of any actions it takes that may affect Business Associate actions in response to individuals who wish to exercise their rights under HIPAA. Business Associate will follow the direction of the Covered Entity regarding the appropriate response to individual requests. Business Associate will respond in a timely manner to all requests, as required by HIPAA.

The contact information for the Privacy Officer of Covered Entity is as follows:

Name **Andrea Rapoli**

Phone **561-360-4498**

Confidential communications. Business Associate will provide confidential communications to individuals consistent with the requirements of 45 CFR 164.522.

3.2 Access to records. As directed by Covered Entity, Business Associate will give individuals access to their "designated record set" (meaning Protected Health Information used to make decisions about individuals) in accordance with 45 CFR 164.524. Business Associate may charge a reasonable fee consistent with the obligations of HIPAA for copying or preparing a summary of the designated record set. The fee schedule will be subject to the prior written approval of Covered Entity which shall not be unreasonably withheld.

3.3 "Amendment" of record. As directed by Covered Entity, Business Associate will add information to the designated record set of an individual, and forward the additional

information to third parties when that information could have a material impact on a decision about the individual, all as required by 45 CFR 164.526.

3.4 Accounting of certain disclosures. Business Associate will make available the information required to provide individuals an accounting of disclosures in accordance with 45 CFR 164.528.

4. Breach notification

4.1 The Business Associate shall, within 10 days following the discovery of or having reason to suspect a breach of unsecured Protected Health Information, notify the Covered Entity in writing of such breach. Such notice shall include the identification of each individual whose Protected Health Information has been or reasonably believed by the Business Associate to have been accesses, acquired, or disclosed during such breach.

4.2 Breaches are treated as discovered by the Business Associate as of the first day on which the breach is known, or would have been known by exercising reasonable diligence, to the Business Associate, including any person, other than the individual committing the breach, that is an employee, officer, or other agent of Business Associate.

4.3 The notification to the Covered Entity shall include, to the extent possible, the identification of each individual whose unsecured PHI has been or is reasonably believed by the Business Associate to have been accessed, acquired, used, or disclosed during a breach. A Business Associate shall provide Covered Entity with any other available information that the Covered Entity is required to include in the notification to the individual, to include: A brief description of what happened, including the date of the breach and the date of the discovery of the breach (whether full name, SS#, date of birth, home address, account number, diagnosis, disability code or other types of information that were involved); any steps the individual should take to protect themselves from potential harm resulting from the breach; a brief description of what the Business Associate is doing to investigate the breach, to mitigate harm to individuals, and to protect against further breaches, and the Business Associate's contact procedures (including a toll free telephone number, web site or postal address) in order for Covered Entity to be able to ask questions or learn additional information from the Business Associate,

4.4 All required notifications by the Business Associate to the Covered Entity shall be made within 10 calendar days of a known or suspected breach by the Business Associate. The Business Associate agrees that notifications to the individuals whose Protected Health Information has, or may been, breached shall be done by Covered Entity. However, the Business Associate and the Covered Entity may, on a case-by-case basis, agree to jointly notify such individuals. Likewise, in the event of a suspected or actual breach which requires investigation, the Business Associate shall not contact the purported individual whose privacy may have been breached without obtaining the consent of the Covered Entity. When the Business Associate reports a suspected or actual breach of privacy to the Covered Entity, the Covered Entity, at its discretion may join any part of the Business Associate's investigation. Additionally, the Covered Entity may conduct its own investigation of the Business Associate with respect to the suspected or actual breach and the Business Associate shall cooperate with the Covered Entity's investigation, including but not limited to

permitting access to Business Associate's personnel, non-privileged documents and items in its possession.

4.5 If a law enforcement official states in writing to the Covered Entity or Business Associate that a notification, notice or posting required would impede a criminal investigation or cause damage to national security, Covered Entity and Business Associate shall delay notification to the individual whose privacy has been breached until such time specified by the official. If the law enforcement statement is made orally, the statement must be documented and the notification, notice or posting temporarily delayed, but not beyond 30 days from the date of the oral statement, unless a written statement as described above is submitted during that 30 day period. Such statement, made orally or in writing, shall not relieve Business Associate from its obligation to notify Covered Entity within 10 calendar days, as stated in Section 4.4, unless the law enforcement official specifically requests that the Covered Entity not be notified.

5. General Requirements

5.1 DHHS access to records. Business Associate will make its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the United States Department of Health and Human Services (DHHS) for purposes of enabling DHHS to determine Covered Entity's compliance with HIPAA.

5.2 Return or destruction of Protected Health Information. At termination of the Agreement, Business Associate will, if feasible, return all copies of all Protected Health Information to Covered Entity, or destroy any such information that it maintains in any form. Any electronic media used to store Protected Health Information shall be delivered to Covered Entity, destroyed, or rendered unreadable. If such return or destruction is not feasible, Business Associate will continue to follow the terms of this Agreement with regard to access, use and disclosure of the Protected Health Information.

5.3 Termination for cause. Business Associate agrees that if Covered Entity determines that the Business Associate has violated a material term of this Business Associate Agreement, Covered Entity may, at its option, either: (a) notify Business Associate and allow Business Associate thirty (30) days to cure the breach, or (b) immediately terminate its Agreement with Business Associate and discontinue their business relationship.

5.4 Existing Agreement. The provisions of the existing Agreement between Covered Entity and Business Associate remain in full force and effect. If there is any conflict between the existing agreement and this Business Associate Agreement, the provisions of this Business Associate Agreement shall apply.

5.5 Indemnification. Business Associate and Covered Entity shall indemnify, defend and hold harmless the other party (Business Associate or Covered Entity, as the case may be) from and against any liabilities imposed on such other party arising from any wrongful or negligent act or omission of the indemnifying party, its agents, employees, directors, contractors, subcontractors, officers, or other members of its workforce with respect to their uses and/or disclosures of PHI contained in Covered Entity’s records, even if the liability is not directly to a third party, but is imposed as a penalty imposed for violation of the HIPAA. This

indemnification obligation applies without limitation where the cost or damages sustained by a party arise from a liability to a third party or from a penalty imposed by a governmental agency for failure to comply with a statutory or regulatory obligation under the HIPAA. Indemnification includes any costs incurred by the indemnified party to respond to a complaint based on the indemnifying party's conduct or other actions it needs to take to avoid being penalized if the matter of a penalty arises as a result of the indemnifying party's wrongful or negligent conduct. Accordingly, the indemnifying party shall reimburse the other party (Business Associate or Covered Entity, as the case may be) for any and all actual and direct losses, liabilities, fines, penalties, costs or expenses (including reasonable attorneys' fees) which may for any reason be imposed by reason of any suit, claim, action, proceeding or demand by any third party or any governmental agency which results from or relates to the indemnifying party's wrongful or negligent acts or omissions related to violations of the HIPAA, in connection with indemnifying party's duties and obligations under this Agreement. The indemnifying party's obligation to indemnify the other party shall survive the expiration or termination of this Agreement for any reason.

5.6 **Effective Date.** This Agreement is effective immediately.

6. Additional Requirements

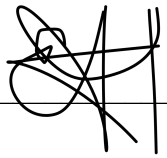
6.1 The recipient of the information acknowledges that in receiving, transmitting, transporting, storing, processing, or otherwise dealing with any information received from the Program identifying or otherwise relating to the patients in the Program ("protected information"), it is fully bound by the provisions of the federal regulations governing the Confidentiality of Alcohol and Drug Abuse Patient Records, 42 C.F.R. Part 2, and the Health Insurance Portability and Accountability Act ("HIPAA"), 45 C.F.R. Parts 160 and 164, and may not use or disclose the information except as permitted or required by this Agreement or by law;

6.2 Business Associate shall notify Covered Entity of any legal or administrative proceeding instituted against Business Associate to obtain access to the Protected Health Information.

6.3 Business Associate shall ensure that any agent, including a subcontractor, to whom the Business Associate provides Protected Health Information received from the Covered Entity, or created or received by the Business Associate on behalf of the Covered Entity, agrees to the same restrictions and conditions that apply through this Agreement to the Business Associate with respect to such Protected Health Information.

THE UNDERSIGNED PERSONS REPRESENT AND WARRANT THAT WE ARE LEGALLY FREE TO ENTER THIS AGREEMENT, THAT OUR EXECUTION OF THIS AGREEMENT HAS BEEN DULY AUTHORIZED, AND THAT UPON BOTH OF OUR SIGNATURES BELOW THIS SHALL BE A BINDING AGREEMENT TO THE FOREGOING TERMS AND CONDITIONS OF THIS BUSINESS ASSOCIATE AGREEMENT.\

Chrysalis Health, Inc.

By:  Erick Arellano

Title: Community Relations Manager

Date: 7/31/2025

The Baker County School District

By: _____

Title: _____

Date: _____

EXHIBIT "A"

This Addendum and the following modifications ("Addendum") are hereby incorporated into the attached Agreement, and shall be binding on the signatory Parties. To the extent any terms and conditions between the Agreement and this Addendum conflict, the Addendum's terms and conditions shall supersede any conflicting terms and conditions of the Agreement, and the terms and conditions of the Addendum shall be binding and shall be controlling on the Parties.

Section I.

A. All references to "Contractor" herein shall be deemed to refer to the party(ies) who have entered into the agreement with the Baker County School Board ("Board") to which this attachment is affixed.

B. The terms contained herein shall prevail over any contrary or incompatible term within the attached agreement.

Section II.

A. **Level II Background Check** – Any individual providing services under this agreement who will (1) be at a school when students are present; (2) have direct contact with students; or (3) have access to or control of school funds shall have a Level II background check submitted through the Board. The Contractor shall be required to pay for all costs of the background reports. If it is discovered during the period of the agreement that Contractor substituted an unapproved individual for an approved individual for purposes of this agreement, then the agreement may be cancelled immediately by Board.

Section III.

A. **Indemnification -** The Board shall indemnify and hold harmless Contractor from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of the Board or its employees arising out of or in connection with the provisions of this agreement, up to the limits on liability prescribed in Section 768.28, Florida Statutes, including $200,000.00 per claimant and $300,000.00 per occurrence. Contractor agrees to indemnify and hold harmless the Board and its employees from and against any and all liability or claims for damages of any kind whatsoever resulting from negligent acts, intentional acts, or failure to act on the part of Contractor arising out of or in connection with the provisions of this agreement.

B. **Sovereign Immunity** – Except for as expressly provided in this agreement and Section 768.28, Florida Statutes, the Board does not waive its sovereign immunity.

Section IV.

A. **Governing Law and Venue -** This agreement shall be governed by and construed in accordance with the laws of the State of Florida. The parties agree that the county and circuit courts in the Eighth Judicial Circuit, Baker County, Florida and the United States District Court for the Middle District of Florida – Jacksonville Division shall have exclusive jurisdiction to enforce the terms of this agreement. Venue for any disputes shall exclusively lie in the state and federal courts for Baker County, Florida**.**

Section V.

A. Public Records – To the extent applicable to Contractor, Contractor shall comply with the requirements of Florida's Public Records law. In accordance with Section 119.0701, Florida Statutes, Contractor shall:

1. Keep and maintain public records required by the Board to perform the service.

2. Upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided under Florida's Public Records law or as otherwise provided by law.

3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the Board.

4. Upon completion of the agreement, transfer, at no cost, to the Board all public records in possession of the Contractor or keep and maintain public records required by the Board to perform the service. If the Contractor transfers all public records to the Board upon completion of the agreement, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of this agreement, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request from the Board's custodian of public records, in a format that is compatible with the information technology systems of the Board.

5. **If Contractor has questions regarding the application of Chapter 119, Florida Statutes, to Contractor's duty to provide public records relating to this Contract, Contractor shall contact the Custodian of Public Records at:**

   Felicia D. Raulerson
   Executive Secretary
   Baker County School Board
   270 South Boulevard East
   Macclenny, FL 32063
   (904) 259-0401
   felicia.raulerson@bakerk12.org

6. In the event the Board must initiate litigation against Contractor in order to enforce compliance with Chapter 119, Florida Statutes, or in the event of litigation filed against the Board because Contractor failed to provide access to public records responsive to a public record request, the public agency shall be entitled to recover all costs, including but not limited to reasonable attorneys' fees, costs of suit, witness fees, and expert witness fees expended as part of said litigation and any subsequent appeals.

Section VI.

A. **E-Verify** – To the extent Section 448.095, Florida Statutes, applies to Contractor, Contractor shall use the U.S. Department of Homeland Security's E-Verify system, https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees **hired on or after January 1, 2021** during the term of this agreement.

1. Subcontractors

(i) Contractor shall also require all subcontractors performing work under this agreement to use the E-Verify system for any employees they may hire during the term of this Agreement.

(ii) Subcontractors shall provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien, as defined by Section 448.095, Florida Statutes.

(iii) Contractor shall provide a copy of such affidavit to the Board upon receipt and shall maintain a copy for the duration of the agreement.

B. Contractor must provide evidence of compliance with Section 448.095, Florida Statutes, by the date of execution of this agreement. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.

C. Failure to comply with this provision is a material breach of the agreement, and Board may choose to terminate the agreement at its sole discretion. Contractor may be liable for all costs associated with Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs, if necessary.

Section VII.

A. **Affidavit Regarding the Use of Coercion for Labor and Services** – If Contractor is not a governmental entity, then Contractor shall execute the Board's "**Affidavit Regarding the Use of Coercion for Labor and Services"** and provide a copy to the Board no later than the time of execution of the agreement by the Contractor.

Section VIII.

A. **Force Majeure** - Except for payment of sums due, neither party shall be liable to the other nor deemed in default under this agreement if and to the extent that such party's performance under this agreement is render impossible, impractical, or prevented by reason of force majeure. For purposes of this agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the agreement's term.

Section IX.

A. **Student Data** - If Contractor meets the definition of "Operator" in Section 1006.1494, Florida Statutes, then the parties shall enter into a Data Privacy Agreement prior to any "Covered Information," as defined in Section 1006.1494, Florida Statutes, being provided to Contractor.

Section X.

A. **Federally Funded Agreement** – If this agreement is paid by the Board using federal funds, then the terms contained in the attached "Baker County School Board Federal Contract Addendum," based off of the requirements of 2 Code of Federal Regulations 200, Title 2, shall govern this agreement.

_____

Signature of Authorized Contractor Representative

_____

Date

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Nongovernmental Entity's Name:_____

Nongovernmental Entity's FEIN: _____

Authorized Representative Name and Title:_____

Address:_____

City:_____State:_____ZIP:_____

Phone Number: _____

Email Address: _____

Section 787.06(13), Florida Statutes, requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute. The Baker County School Board is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of the company above, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

UNDER PENALTIES OF PERJURY, I DECLARE THAT I HAVE READ THE FOREGOING DOCUMENT AND THAT THE FACTS STATED IN IT ARE TRUE.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title:_____

Date:_____