Baker County Public Schools

AGENDA
WORK SESSION (OPEN TO THE PUBLIC)
Monday, October 21, 2024 - 4:05 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #53 / Page #8

"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 2024-2025 School Improvement Plan

4:30 p.m. - 4:50 p.m. -Work Session on Baker County High School 2024-2025 School Improvement Plan

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.

Item Cover Page

WORK SESSION (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 21, 2024
SUBMITTED BY:	Naomi Anderson - (259-2226)
ITEM TYPE:	Work Session
AGENDA SECTION:	SCHOOL BOARD WORK SESSION
SUBJECT:	4:05 p.m. - 4:25 p.m. -Work Session on Baker County Middle School 2024-2025 School Improvement Plan

ATTACHMENTS:
10.21.2024 BCMS School Improvement Plan Work Session_N.Anderson.pdf

Baker County School District

BAKER COUNTY MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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 Baker County Middle School is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Naomi Anderson

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 Chair of the School-Based Threat Management Team (SBTMT). 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

Ashton Norman Griffin

Position Title
Assistant Principal

Job Duties and Responsibilities

As an assistant principal of the school, this individual supports the student behavioral program, delivery of instruction, student and staff safety, and stakeholder communication. Specific areas of responsibility for this position include: student discipline, maintenance of the school website and social media page, activities calendar, student organizations, anti-bullying efforts, and school schedule development. Additionally, Mrs. Norman Griffin serves as the Chair of the SBTMT.

Leadership Team Member #3

Employee's Name
Wayne Peterson

Position Title
Assistant Principal

Job Duties and Responsibilities

As an assistant principal of the school, this individual supports the student behavioral program, delivery of instruction, student and staff safety, and stakeholder communication. Specific areas of responsibility for this position include: student discipline, staff professional development, facility work orders, property inventory, and technology needs.

Leadership Team Member #4

Employee's Name
Pamela Harris

Position Title
Assistant Principal

Job Duties and Responsibilities

As an assistant principal, this individual supports the student behavioral program, delivery of instruction, student and staff safety, and stakeholder communication. Specific areas of responsibility for this position include: oversight of the Positive Behavioral Interventions and Supports (PBIS) program, homeroom program, safety drills, and student discipline.

Leadership Team Member #5

Employee's Name
Jana Teague

Position Title

Instructional Coach

Job Duties and Responsibilities

As instructional coach of the school, this individual supports both the leadership and management of the delivery of instruction as well as data collection and dissemination. Specific job duties include: modeling research and evidence-based instructional practices, facilitating data chats, and assisting with the new teacher program. Other areas of responsibility include assisting with progress monitoring adminstrations and implementation of instructional programs.

Leadership Team Member #6

Employee's Name
Beth Davis

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. As a former math teacher, this individual also serves as our math department head and math coach.

Leadership Team Member #7

Employee's Name
Heather Crews

Position Title
School Counselor

Job Duties and Responsibilities

As a guidance counselor of the school, this individual supports the social and emotional well-being of students. She also supports the effective delivery of instruction along with the associated interventions, accommodations, and modifications. This counselor also oversees the completion of all individual education plans and schedules the accommodations and/or modifications for those students.

Leadership Team Member #8

Employee's Name

Gretchen Elledge

Position Title
School Counselor

Job Duties and Responsibilities

As a guidance counselor of the school, this individual supports the social and emotional well-being of students. She also supports the effective delivery of instruction along with the associated interventions, accommodations, and modifications. This counselor coordinates the provision of academic services to students in addtion to facilitating the impplementation of Multi-Tiered System of Supports (MTSS) strategies.

Leadership Team Member #9

Employee's Name
Kim Taylor

Position Title
School Counselor

Job Duties and Responsibilities

As a guidance counselor of the school, this individual supports the social and emotional well-being of students. She also supports the effective delivery of instruction along with the associated interventions, addommodations, and modifications. The counselor coordinates the provision of mental helth services to students in addition to overseeing the completion of all 504 plans and supports students classified as ELL and McKinney Vento. In addition, this counselor serves on the SBTMT as the vice chair.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Advisory Council, which 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 throughout 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 School Advisory Council, school leadership team, and department heads review a draft of the School Improvement Plan.

SIP Monitoring

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

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 quarterly 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.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**21.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**89.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							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

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							19	59	58	136

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							5	4	5	14
Students retained two or more times							14	5	6	25

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							154	132	197	483
One or more suspensions							63	51	61	175
Course failure in ELA							7	12	13	32
Course failure in Math							4	13	7	24
Level 1 on statewide ELA assessment							109	105	120	334
Level 1 on statewide Math assessment							44	43	74	161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										13

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							80	72	87	239

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							5	12	10	27
Students retained two or more times							10	9	15	34

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	51	51	53	48	48	49	49	49	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	57	57	56				52		
ELA Learning Gains Lowest 25%	52	52	50				43		
Math Achievement *	56	56	60	59	59	56	51	43	36
Math Learning Gains	59	59	62				49		
Math Learning Gains Lowest 25%	59	59	60				47		
Science Achievement *	49	49	51	44	44	49	46	51	53
Social Studies Achievement *	79	79	70	72	72	68	79	49	58
Graduation Rate								46	49
Middle School Acceleration	70	70	74	64	63	73	62	47	49
College and Career Readiness								79	70
ELP Progress			49			40		62	76

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	532
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	57%	53%	47%		57%	50%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	38%	Yes	2	
Black/African American Students	47%	No		
Hispanic Students	68%	No		
Multiracial Students	63%	No		
White Students	60%	No		
Economically Disadvantaged Students	53%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	
Black/African	41%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
American Students				
Hispanic Students	66%	No		
Multiracial Students	63%	No		
White Students	59%	No		
Economically Disadvantaged Students	49%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners				
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	46%	No		
Hispanic Students	57%	No		
Multiracial Students	54%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	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%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	49%		52%	43%	51%	49%	47%	46%	79%	62%			
Students With Disabilities	30%		41%	41%	35%	45%	43%	30%	72%				
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	32%		51%	45%	34%	45%	42%	24%	68%	70%			
Hispanic Students	56%		55%		62%	60%		50%					
Multiracial Students	53%		56%	40%	53%	53%	50%	50%	87%	46%			
Pacific Islander Students													
White Students	51%		51%	43%	53%	49%	48%	50%	80%	62%			
Economically Disadvantaged Students	41%		49%	39%	42%	48%	46%	39%	71%	59%			

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	53%	53%	0%	54%	-1%
Ela	7	46%	46%	0%	50%	-4%
Ela	8	53%	53%	0%	51%	2%
Math	6	58%	58%	0%	56%	2%
Math	7	56%	56%	0%	47%	9%
Math	8	30%	30%	0%	54%	-24%
Science	8	48%	48%	0%	45%	3%
Civics		77%	77%	0%	67%	10%
Algebra		84%	44%	40%	50%	34%

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?

Most Improved:
8th grade ELA increased by 8 points
ELA LQ LG increased by 9 points from 2023-2024

New Actions:
Standards-based curriculum planning
Cycle of intensive instruction paired with grade-level practice

Lowest Performance

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

Lowest Performance:
8th grade pre-algebra (30% proficient)

Eighth grade pre-algebra has historically performed low compared to the other grade levels. The majority of students scoring a level 3, 4, or 5 are placed in Algebra 1, and students scoring a level 1 or 2 are placed in pre-algebra. Our learning gains and low quartile learning gains indicate that our students are making gains, but not at a rate that would accelerate to proficiency. Our instructional focus for interventions has been on low quartile learning gains and not students scoring in the high level 2 range, almost proficient.

Greatest Decline

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

8th grade pre-algebra decreased by 14 points.

Eighth grade pre-algebra has historically performed low compared to the other grade levels. The majority of students scoring a level 3, 4, or 5 are placed in Algebra 1, and students scoring a level 1 or 2 are placed in pre-algebra. Our learning gains and low quartile learning gains indicate that our

students are making gains, but not at a rate that would accelerate to proficiency. Our instructional focus for interventions has been on low quartile learning gains and not students scoring in the high level 2 range, almost proficient.

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.

8th grade pre-algebra is 24 points below the state.

Eighth grade pre-algebra has historically performed low compared to the other grade levels. The majority of students scoring a level 3, 4, or 5 are placed in Algebra 1, and students scoring a level 1 or 2 are placed in pre-algebra. Our learning gains and low quartile learning gains indicate that our students are making gains, but not at a rate that would accelerate to proficiency. Our instructional focus for interventions has been on low quartile learning gains and not students scoring in the high level 2 range, almost proficient.

EWS Areas of Concern

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

BCMS student referrals that ended in an Out of School Suspension showed and increase of 16.5% from 2022-2023 to 2023-2024. Referrals ending in either OSS or ISD (In School Detention) showed a decrease of 14.5%, however, our OSS numbers were on the rise. Out of School Suspensions result in missing instruction, and therefore are a concern.

Highest Priorities

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

8th grade pre-algebra proficiency
7th grade ELA proficiency
Science proficiency
OSS (number of students receiving Out of School Suspensions)
SWD (Students With Disabilities) 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 Math

Area of Focus Description and Rationale

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

Baker County Middle School's overall math proficiency decreased by two percentage points. Every grade-level had a decline in the percentage of students who scored a level 3, 4, or 5. The average decline from grades 6, 7, and 8th grade algebra courses was 7%. However, 8th grade pre-algebra proficiency decreased by 14 percentage points, making it a crucial need. Historically, 8th grade pre-algebra has been a category with lower percentages of students scoring proficient, primarily due to the amount of proficient students from the 7th grade scores being placed in Algebra 1. The majority of students who were placed in pre-algebra scored a level 1 or a level 2 on the previous year's assessment.

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.

Using systematic, explicit, and differentiated instruction, student porficiency will increase 5% in overall math proficiency, raising our percentage of students scoring a level 3, 4, or 5 from 56% to 61% in the 2024-2025 school year.

More specifically, the 8th grade pre-algebra proficiency will increase by 10%, raising our percentage of students scoring a level 3, 4, or 5 from 30% to 40%.

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.

Math achievent will be monitored using student data from Progress Monitoring 1 and Progress Monitoring 2 using the Florida Assessment of Student Thinking. In addition, teachers will use data from the SAVVAS curriculum-based diagnostic assessment and unit assessments. Through ongoing monitoring, these assessments will be used to target skills for reteaching and remediation.

Person responsible for monitoring outcome
Beth Davis (Math Coach/Department Head), Pam Harris, (Math PLC Leader), Naomi Anderson (Principal)

Evidence-based Intervention:

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

Description of Intervention #1:
Teachers will use explicit, standards-based instruction paired with on-line mathematics homework through MathXL, SuccessMaker Math and corrective feedback to achieve a higher percentage of students scoring proficient on the FAST Mathematics. assessment for grades 6-8 as well as the Algebra 1 EOC.

Rationale:
According the the What Works Clearinghouse, using on-line mathematics homework increases student achievement. The SAVVAS Mathematics Curriculum subscription allows students and teachers access to the on-line component, MathXL. The web-based platform is used by students to complete their math homework. It provides students with feedback and guidance, and provides teachers with reports on student performance and commonly missed questions. Designed to supplement core math instruction, SuccessMaker Math provides online, continuously adaptive math instruction with personalized learning for every student.

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

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

Action Steps to Implement:

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

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

Action Step #1
PLC Meetings

Person Monitoring:
Pam Harris and Beth Davis

By When/Frequency:
Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade-level math PLCs will meet bi-weekly to discuss standards-based instruction, materials, and assessment data. PLC summary notes will be turned in biweekly to the PLC leader.

Action Step #2
Data Chats

Person Monitoring:
Pam Harris and Beth Davis

By When/Frequency:
Quarterly

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

step:
Teachers will discuss progress monitoring data and look at targeted skills for remediation with the math coach and math PLC leader. Teachers will also meet with students individually to discuss their assessment data and create goals based on current achievement.

Action Step #3
All instruction is aligned with the Florida B.E.S.T. benchmarks. The curriculum used is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for review/approval. Teachers are provided ongoing professional learning related to math instruction.

Person Monitoring:
Naomi Anderson

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lesson Plan Monitoring - School administrators review and provide feedback on the content of instructional lesson plans. Curriculum Mapping - This efford is completed as a team with school administrator oversight and feedback. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Grade level teams and professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through bi-weekly PLC meetings and data chats.

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

Fifty-one percent of BCMS students scored proficient on the FAST ELA assessment in the spring of 2024, just one percent below the state average. Although the average of grades 6-8 was 51%, grades 6 and 8 scored at 53% proficiency, while 7th grade scored at 46%, four percentage points below the state and seven percentage points below the 6th and 8th grade counterparts.

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.

BCMS 7th graders will score at or above 51% proficient on the FAST ELA assessment in the spring of 2025, increasing the number of students who are proficient by 5 percentage points.

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.

ELA achievent will be monitored using student data from Progress Monitoring 1 and Progress Monitoring 2 using the Florida Assessment of Student Thinking. In addition, teachers will use data from the CommonLit curriculum-based diagnostic assessment and unit assessments. Through ongoing monitoring, these assessments will be used to target skills for reteaching and remediation.

Person responsible for monitoring outcome
Jana Teague (Instructional Coach/ELA Department Head) and Naomi Anderson (Principal)

Evidence-based Intervention:

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

Description of Intervention #1:
Teacher will use explicit and differentiated instruction in small group settings, targeting skills identified through progress monitoring and data chats to help students achieve proficiency in ELA.

Rationale:
According to research by multiple organizations, direct instruction that includes explicit instruction in small group settings is proven to help students show mastery of targeted skills.

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

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
All instruction is aligned with the Florida B.E.S.T. benchmarks. The curriculum used is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for review/approval. Teachers are provided ongoing professional learning related to ELA instruction.

Person Monitoring:	**By When/Frequency:**
Naomi Anderson	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lesson Plan Monitoring - School administrators review and provide feedback on the content of instructional lesson plans. Curriculum Mapping - This efford is completed as a team with school administrator oversight and feedback. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Grade level teams and professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through bi-weekly PLC meetings and data chats.

Action Step #2

Standards-Based Instruction and progress monitoring

Person Monitoring:
Jana Teague and Naomi Anderson

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All instruction is aligned with the Florida B.E.S.T. benchmarks. The curriculum used by BCMS is state approved and research based. Teachers and support facilitators collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing professional learning and support related to explicit and differentiated instruction, including data analysis for progress monitoring.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Our science proficiency is the lowest scoring category in the school grade calculation. Although 2023-2024 students scored 5 percentage points above 2022-2023 students, and regardless of the fact that BCMS students outscored the state by 4 percentage points, it is still the only category that BCMS students scored below 50% on, and in need of continuous improvement.

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.

BCMS students will score at or above 54% proficient on the NGSSS Science Assessment in the spring of 2025, increasing the proficiency percentage by 5 points.

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.

Teachers, coaches, PLC leaders, and administration will look at data from progress monitoring three times during the year. They will also look at benchmark data from unit assessments, and use the information to drive instruction for targeted reteaching and remediation. Students will work on spiral review of skills from 6th and 7th grade through the online supplemental curriculum, Study Island. Teachers will monitor student performance on Study Island assessments quarterly.

Person responsible for monitoring outcome

Ashton Norman (Science PLC Leader/Assistant Principal)

Evidence-based Intervention:

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

Description of Intervention #1:
Teachers will use explicit, standards-based instruction paired with on-line science homework through Study Island and corrective feedback to achieve a higher percentage of students scoring proficient on the NGSSS Science assessment for 8th grade.

Rationale:
According the the What Works Clearinghouse, using on-line homework increases student achievement. The Study Island subscription allows students and teachers access to benchmark practice on-line. The web-based platform is used by students to complete their science modules at home or in the classroom. It provides students with feedback and guidance, and provides teachers with reports on student performance and commonly missed questions. Designed to supplement core science instruction, Study Island provides online, continuously adaptive science instruction with personalized learning for every student.

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

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

Action Steps to Implement:

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

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

Action Step #1
All instruction is aligned with the NGSSS benchmarks. The curriculum used is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for review/approval. Teachers are provided ongoing professional learning related to science instruction.

Person Monitoring:	**By When/Frequency:**
Naomi Anderson	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Lesson Plan Monitoring - School administrators review and provide feedback on the content of instructional lesson plans. Curriculum Mapping - This efford is completed as a team with school administrator oversight and feedback. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Grade level teams and professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through bi-weekly PLC meetings and data chats.

Action Step #2
Data Chats

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

Jana Teague (Instructional Coach) and Ashton Norman (Science PLC Leader)	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will discuss progress monitoring data and look at targeted skills for remediation with the instructional coach and science PLC leader. Teachers will also meet with students individually to discuss their assessment data and create goals based on current achievement.

Action Step #3
PLC Meetings

Person Monitoring:	**By When/Frequency:**
Ashton Norman (PLC Leader/Assistant Principal)	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade-level science PLCs will meet bi-weekly to discuss standards-based instruction, materials, and assessment data. PLC summary notes will be turned in biweekly to the PLC leader.

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)

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

Baker County Middle School Students with Disabilities scored below 41% according to the Federal Percent of Points Index in the following categories:
English Language Arts (ELA) Achievement (22%)
ELA Learning Gains for the Lowest 25% (40%)
Mathematics Achievement (32%)
Science Achievement (21%)
Middle School Acceleration (33%)
Learning Gains (LG) in both ELA and math were above 41%, LG of the Lowest 25% in math were 42% and LG of the lowest 25% in ELA were 40% (almost reaching the 41% mark) meaning our students are showing growth, but as a school, we need to provide more support for students who are close to the proficiency mark in order to help them achieve a level 3 or higher on the PM3 assessment.

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.

Students with disabilites at Baker County Middle School will show an average increase of 4% in

proficiency and/or performance as calculated by the Federal Percent of Points Index.

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.

Achievent and learning gains will be monitored using student data from Progress Monitoring (PM) 1 and PM 2 using the Florida Assessment of Student Thinking. In addition, teachers will use data from curriculum-based diagnostic assessments and unit assessments. Through ongoing monitoring, these assessments will be used to target skills for reteaching and remediation. Students who have historically shown growth, yet scored a high level 2 on PM 3 will receive additional intervention, targeting skills needed to master content.

Person responsible for monitoring outcome

Beth Davis (Math Coach/Department Head), Pam Harris (Math PLC Leader/Assistant Principal), and Naomi Anderson (Principal)

Evidence-based Intervention:

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

Description of Intervention #1:

In addition to classroom teachers, exceptional student education (ESE) support facilitators will use explicit and differentiated instruction in small group settings, targeting skills identified through progress monitoring and data chats to help students with disabilites achieve a proficient level of achievement in the following areas: ELA, mathematics, and science.

Rationale:

According to research by multiple organizations, direct instruction that includes explicit instruction in small group settings is proven to help students show mastery of targeted skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Standards-based Instruction and Progress Monitoring

Person Monitoring:

Pam Harris

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All instruction is aligned with the Florida B.E.S.T. and the Next Generation Sunshine State Standards for Science (NGSSS) benchmarks. The curriculum used by BCMS is state approved and research based. Teachers and support facilitators collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers and support facilitators are provided ongoing professional learning and support related to explicit and differentiated instruction, including data analysis for progress monitoring.

IV. Positive Culture and 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.

BCMS had 293 students receive Out of School Suspension or In School Detention, both removing students from core instruction in the 2023-2024 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.

OSS and ISD suspensions will decrease by 10% in the 2024-2025 school year.

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.

Behavioral data will be reviewed monthly at the MTSS meeting and PBIS meeting. Interventions will be added as needed, depending on school-wide suspension data and behavioral trends.

Person responsible for monitoring outcome
Pam Harris

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
BCMS's Positive Behavioral Interventions and Supports (PBIS) program promotes and incentivises

desired behavior through a variety of interventions including: counseling, social groups, peer mediation, and character-education lessons. Incentives for positive behavior include: Reward days, dances, ROAR student of the month, positive calls home, and participation in a wide range of clubs.

Rationale:
When students have clear expectations, are regularly acknowledged for the things they do well, and receive instructional consequences more often than exclusionary ones, they are going to spend more time in class than out of it.

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

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

Action Steps to Implement:

Action Step #1
PBIS Data Chats

Person Monitoring:
Pam Harris

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly data chats will be held with the PBIS team to discuss student behavior and trends. Interventions will be put in place based on student need and individual circumstances. Interventions and behavior will be monitored monthly to see if student behavior is improving and negative behaviors are decreasing.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Teachers, instructional coaches, and PLC leaders meet bi-weekly to monitor student progress. The Multi-Tiered System of Suports (MTSS) meets monthly to discuss data trends in Tier 1 instruction as well as Tier 2 and 3 student needs. Throughout each of these scheduled meetings, the use of each resource is discussed and data is studied to determine the level of impact for each resource. If additional resources are needed, discussions are held to determine how to acquire these needed resources.

Specifics to Address the Need

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

Additional resources are not needed at this time, we simply need to use the resources we already have, better.

VII. Budget to Support Areas of Focus

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

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

Item Cover Page

WORK SESSION (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 21, 2024
SUBMITTED BY:	Johnnie Jacobs - (259-6286)
ITEM TYPE:	Work Session
AGENDA SECTION:	SCHOOL BOARD WORK SESSION
SUBJECT:	4:30 p.m. - 4:50 p.m. -Work Session on Baker County High School 2024-2025 School Improvement Plan

ATTACHMENTS:
10.21.2024 BCHS School Improvement Plan Work Session_J.Jacobs.pdf

Baker County School District

BAKER COUNTY SENIOR HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Baker County High School's mission is to encourage student achievement, foster appropriate student attitudes, and facilitate academic and workplace achievement.

Provide the school's vision statement

Baker County High School's vision is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Johnnie Jacobs

Position Title

Principal

Job Duties and Responsibilities

Lead in all functions and duties of BCHS.

Leadership Team Member #2

Employee's Name

Donna Gurganious

Position Title

Vice-Principal

Job Duties and Responsibilities

Leads the teaching and learning efforts at BCHS, including professional development.

Leadership Team Member #3

Employee's Name
Angela Rhoden

Position Title
Assistant Principal

Job Duties and Responsibilities

Culture and climate, including attendance and discipline. Assists with teaching and learning initiatives.

Leadership Team Member #4

Employee's Name
Danyle Lewis

Position Title
Assistant Principal

Job Duties and Responsibilities

Culture and Climate, including social media, PBIS efforts, discipline and teaching and learning initiatives.

Leadership Team Member #5

Employee's Name
Andrea Smith

Position Title
Instructional Coach

Job Duties and Responsibilities

Provides professional learning opportunities. Assists in data collection and interpretation. Leads efforts related to the school reading plan.

Leadership Team Member #6

Employee's Name
Jared Stafford

Position Title
Teacher on Special Assignment

Job Duties and Responsibilities

Climate and culture, including facilities, discipline and student mentoring.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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 Director of Student Services. The Professional Learning Communities include teachers that represent all departments and areas of instruction for BCHS. The SAC for BCHS is made up of stakeholders including administrators, 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 administrative teams 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.

SIP Monitoring

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

The school site administration participates in weekly school site administrative meetings and monthly district educational leader meetings, faculty meetings and PLC meetings in which progress can be assessed. There will also be quarterly SAC meetings to update 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 takes place and necessary corrections are made in the curriculum or teaching practices. School leadership is involved in data chats and make determinations for professional development for staff in order to improve teachers practices. The MTSS & PBIS school based leadership teams meets monthly to evaluate data of academic behavior and attendance for students.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**23.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**71.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20: B**

E. 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 (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	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

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

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

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	49	49	55	46	46	50	46	46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	53	53	57				47		
ELA Learning Gains Lowest 25%	49	49	55				32		
Math Achievement *	42	42	45	44	44	38	36	30	38
Math Learning Gains	44	44	47				42		
Math Learning Gains Lowest 25%	27	27	49				35		
Science Achievement *	60	60	68	58	58	64	59	36	40
Social Studies Achievement *	70	70	71	68	68	66	70	42	48
Graduation Rate	76	76	90	81	81	89	86	59	61
Middle School Acceleration								32	44
College and Career Readiness	65	65	67	65	65	65	57	70	67
ELP Progress			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)

2023-24 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	2
Total Points Earned for the FPPI	535
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	76%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	60%	51%	52%		57%	65%

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

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	38%	Yes	1	
Black/African American Students	38%	Yes	4	
Hispanic Students	62%	No		
Multiracial Students	59%	No		
White Students	56%	No	4	
Economically Disadvantaged Students	48%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	42%	No		
Black/African	40%	Yes	3	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
American Students				
Hispanic Students	46%	No		
Multiracial Students	66%	No		
White Students	63%	No		
Economically Disadvantaged Students	52%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	1	
English Language Learners				
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	34%	Yes	2	
Hispanic Students	54%	No		
Multiracial Students	43%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	44%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	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%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	46%		47%	32%	36%	42%	35%	59%	70%		86%	57%	
Students With Disabilities	26%		17%	15%	17%	24%	24%	30%	45%		91%	41%	
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	23%		28%	26%	16%	32%	24%	29%	46%		86%	33%	
Hispanic Students	58%		50%										
Multiracial Students	53%		48%		38%	40%		36%					
Pacific Islander Students													
White Students	49%		50%	33%	39%	43%	38%	65%	73%		85%	60%	
Economically Disadvantaged Students	36%		39%	31%	24%	34%	32%	48%	59%		81%	60%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	48%	48%	0%	53%	-5%
Ela	9	49%	49%	0%	53%	-4%
Biology		59%	59%	0%	67%	-8%
Algebra		26%	44%	-18%	50%	-24%
Geometry		47%	47%	0%	52%	-5%
History		69%	69%	0%	67%	2%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	18%	0%	16%	2%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	10%	0%	17%	-7%
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History		** 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 ELA PLC offered after school tutoring to students needing additional support on their ELA skills. The Literacy Leadership Team created a list of frequently seen root words and teachers explicitly taught 5 of these these roots weekly throughout the year. Teachers received PD on Explicit Instruction 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 shortages during the 2022-2023 school year prevented the lowest quartile of math students from receiving supportive instruction from a certified teacher during their 9th grade year. Therefore, when that same group of students took Algebra 1 during their 10th grade year, they did not show the expected growth in math skills. Currently, there is a certified teacher who is provided support and bolstering background knowledge for the most struggling math students to increase those students' likelihood of showing growth or earning a proficient score in math when taken the Algebra 1 EOC next year.

Greatest Decline

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

BCHS had drops in performance in math, science and social studies from the prior year. This was especially true within two ESSA groups, Students With Disabilities and Black/African American students. These areas were affected by personnel shortages resulting in several teachers teaching tested subjects for the first time and classes being covered by long term substitutes.

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 largest gap compared to the state average. The state Algebra 1 average includes data from students taking this course at the middle school level, or earlier. 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 at BCHS are students who historically have earned a level 1 or level 2 on state math assessments. Although there is still a gap with the state, it is much less significant when comparing only Algebra 1 test takers who are in grades 9-12.

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 are two areas of concern. Students in these categories require supportive measures to increase their skill sets to on grade level standards.

Highest Priorities

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

1. Raising SWD and B/AA performance.
2. Raising Algebra scores.
3. Continue the growth seen in ELA.
4. Increase the graduation rate.

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

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

Area of Focus #1

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Black/African American students performed below the 41% threshold (38%)

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.

Black/African American student performance at BCHS will exceed the 41% threshold.

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.

Student performance on progress monitoring exams, classroom walkthroughs, formal observations and lesson plan checks.
Efforts to increase attendance will continue.

Person responsible for monitoring outcome

Johnnie Jacobs

Evidence-based Intervention:

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

Description of Intervention #1:

All teachers will continue professional development in Explicit Instruction. Lesson Plan checks, classroom walkthroughs and formal observations will be used to monitor implementation.

Rationale:

The training in explicit Instruction will provide teachers with classroom strategies that have shown measurable effectiveness in learning. Assisting teachers in honing their skills in the use of Explicit Teaching Strategies should result in students showing more than a year's worth of growth. According

to Visible Learning research that synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, Explicit Teaching Strategies has an effect size of .57. When the range of the effect size is .4 and above, data suggests that learning extends beyond that which is expected from attending school for a year.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

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

Action Step #1
1. Explicit Instruction professional development has been scheduled for BCHS teachers. 2. A classroom walkthrough schedule has been established.

Person Monitoring:
Donna Gurganious

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Scheduled Explicit Instruction professional development will be provided by the instructional coach and NEFEC throughout the year. Mrs. Gurganious has created a classroom walkthrough schedule for the BCHS administrative team. This schedule allows for every classroom to be visited at least once a week. A specific "look for" will be observed each walkthrough.

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

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

SWD students at BCHS scored below the 41% threshold (38%).

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.

SWD students at BCHS will score above the 41% threshold.

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.

Student performance on progress monitoring exams, Classroom walkthroughs, formal observations and lesson plan checks.

Efforts to increase attendance will continue.

Person responsible for monitoring outcome
Johnnie Jacobs

Evidence-based Intervention:

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

Description of Intervention #1:
All teachers will continue professional development in Explicit Instruction. Lesson Plan checks, classroom walkthroughs, and formal observations will be used to monitor implementation.

Rationale:
The training in explicit Instruction will provide teachers with classroom strategies that have shown measurable effectiveness in learning. Assisting teachers in honing their skills in the use of Explicit Teaching Strategies should result in students showing more than a year's worth of growth. According to Visible Learning research that synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, Explicit Teaching Strategies has an effect size of .57. When the range of the effect size is .4 and above, data suggests that learning extends beyond that which is expected from attending school for a year.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

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

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

Action Step #1
1. Professional development on Explicit Instruction is being provided to BCHS teachers. 2. A classroom walkthrough schedule has been established.

Person Monitoring:
Donna Gurganious

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers are receiving professional development on actions that have been shown to have a high effect size.

Area of Focus #3

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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

The graduation rate at BCHS fell to 76%.

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 graduation rate will reach 85% or higher.

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.

Students that have not earned passing scores on the required state ELA test are scheduled in a Research class with an ELA instructor. Students that have not earned a passing score on the required state Algebra 1 test are scheduled in a Research class with a mathematics instructor. The focus of the Research classes will be to build the skills needed to pass the state test or earn a concordant score on the ACT.

Person responsible for monitoring outcome

Johnnie Jacobs

Evidence-based Intervention:

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

Description of Intervention #1:

Students will be scheduled in a Research class with a teacher certified in the subject for which the student has not passed the state required exam for graduation.

Rationale:

Teachers certified in the subject area will be most able to build students' academic skills in the tested subject.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

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

Action Step #1
School Administration will meet or make contact with each student and that student's parents who withdraws from BCHS.

Person Monitoring:
Johnnie Jacobs

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
When a student reports to guidance to withdraw from BCHS, Mr. Jacobs or Mrs. Gurganious will meet with that student and family to discuss the reasons for the withdrawal. Probleming solving strategies will be used to remove barriers to success that the student and/or parent cites as the reason for withdrawing. Students lacking test scores will be scheduled into the Research classes taught by instructors certified in English or math.

Action Step #2
Testing Opportunities

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be scheduled for each testing opportunity to earn concordant scores during the school day.

Action Step #3
Consultation with Mr. Michael Meechin

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
BCHS will consult with Florida State Director for the National Center on Education and the Economy. As a school principal in Central Florida, Mr. Meechin experienced great success in improving graduation rates at struggling schools.

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

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

The Overall ELA performance at BCHS was slightly below the state average.

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 grade 9 and grade 10 students showing proficiency on the ELA PM3 tests will increase to 55% or higher.

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.

Student performance on progress monitoring exams, Classroom walkthroughs, formal observations and lesson plan checks.
Efforts to increase attendance will continue.

Person responsible for monitoring outcome

Johnnie Jacobs

Evidence-based Intervention:

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

Description of Intervention #1:

All teachers will continue professional development in Explicit Instruction. Lesson Plan checks, classroom walkthroughs and formal observations will be used to monitor implementation.

Rationale:

The training in explicit Instruction will provide teachers with classroom strategies that have shown measurable effectiveness in learning. Assisting teachers in honing their skills in the use of Explicit Teaching Strategies should result in students showing more than a year's worth of growth. According to Visible Learning research that synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, Explicit Teaching Strategies has an effect size of .57. When the range of the effect size is .4 and above, data suggests that learning extends beyond that which is expected from attending school for a year.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

1. Explicit Instruction professional development has been scheduled for BCHS teachers. 2. A

classroom walkthrough schedule has been established.

Person Monitoring:
Donna Gurganious

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Scheduled Explicit Instruction professional development will be provided by the instructional coach and NEFEC throughout the year. Mrs. Gurganious has created a classroom walkthrough schedule for the BCHS administrative team. This schedule allows for every classroom to be visited at least once a week. A specific "look for" will be observed each walkthrough.

Action Step #2
Professional Development for Teachers on ACT and Other Test Taking Strategies

Person Monitoring:
Donna Gurganious

By When/Frequency:
October 18, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in a training on test taking strategies with a focus on, but not exclusive to, the ACT. Jim Giovanni of Academic Tutoring & Test Prep will provide a 3 hour training for all BCHS teachers to increase knowledge and understanding of skills critical to students attaining ELA and Math concordant scores needed for graduation. These skills will be explicitly taught by teachers and applied across subject areas throughout the year to provide ongoing support to students working to earn or improve these scores. All students, from strugglers to scholars, will benefit from these strategies that the company claims have increased composit ACT scores from 3-5 points, on average.

IV. Positive Culture and 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 team has worked to refine the practice to a specific reward system within certain timeframes throughout the year, that address 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 that are taught to students during the school year, on SEL topics. Additionally, there are schoolwide incentives for students displaying appropriate attitudes, attendance, and achievement. Recent data showing an increase in truancy is being combatted with this program. Last year, there was forward progress in this area, encouraging BCHS to continue its efforts in this way.

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 reduce the total referrals 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 hour turnaround on referrals, providing timely assistance to teachers and rapid notification to parents. All teachers will be trained on utlizing a Behavioral Tracking Form and will be expected to use it in dealing with low level student behaviors. This will provide opportunies 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. This scaffolded method will promote responsiblity, 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, Angela Rhoden, Jared Stafford

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Services received a two year grant to provide an assistant at BCHS for SWD student attendance.

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

Angela Rhoden Danyle Lewis, Jared Stafford

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

The assistant will help monitor attendance of SWD students and build rapport with students in small

groups to assist student needs.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Student data is reviewed that includes, but is not limited to, historical state testing achievement levels, current levels of performance on benchmark tests, PM1 and PM2 outcomes. Additionally, data on discipline and attendance is collected and reviewed. Participation in after school tutoring programs is also noted, with an emphasis on removing barriers to accessing extra support. The materials used to provide direct instruction, as well as remediation, is reviewed for effectiveness of content delivery.

Specifics to Address the Need

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

Both African American students and students with disabilities who were going to be taking a state test during the spring of 2024 were invited to participate in a 6 week focused mentoring program similar to Check & Connect. The Check & Connect program is a Tier 3 program promising evidence. The program used at BCHS was similar in that there was a series of specific action steps that both the mentor and mentee needed to complete during the course of the program. Although attendance increased and expressions of apathy decreased, there was not a positive change in student proficiency outcomes overall for either subgroup. The main barrier to success cited was that of the program being too short in duration. There is a longer window of time needed for an appropriate rapport to develop that leads to productive mentor/mentee discussions based on an established trust. There is a plan to role out a longer in length mentoring program for these students again, to see if assessment outcomes to exceed 41% can be realized.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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