

Baker County School District

Baker County Middle School



2022-23 Schoolwide Improvement Plan

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Baker County Middle School

211 E JONATHAN ST, Macclenny, FL 32063

www.bakerk12.org

Demographics

Principal: Naomi Anderson

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: B (57%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Baker County Middle School

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www.bakerk12.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Baker County Middle School is to build a legacy of excellence, one student at a time.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hill, Thomas	Principal	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, and employee evaluations. The principal is also the facilitator of the threat assessment team and associated school safety activities. Additionally, the principal is the facilitator of the school advisory council. Another job duty includes leading the multi-tiered system of supports school-based leadership team.
Anderson, Naomi	Assistant Principal	As the vice principal, this individual shares in the leadership and management of the delivery of instruction, physical plant, student and staff safety, state assessment coordinator, and stakeholder communication. Specific job duties include: overseeing curriculum development, professional development, teacher certification, and data analysis of school metrics.
Norman, Ashton	Assistant Principal	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 Facebook page, activities calendar, student organizations, anti-bullying efforts, and school schedule development.
Peterson, Wayne	Assistant Principal	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, student attendance and truancy, property inventory, facility work orders, and technology needs.
Milton, John	Dean	As a teacher on special assignment, 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 Support (PBIS) program, homeroom program, and student discipline.
Willoughby, Jana	Instructional Coach	As instructional coach of the school, this individual supports both the leadership and management of the delivery of instruction and data collection and dissemination. Specific job duties include: modeling research and evidence-based instructional practices, facilitating data chats, and assisting with the new teacher

Name	Position Title	Job Duties and Responsibilities
		program. Other areas of responsibility include overseeing progress monitoring administrations and implementation of instructional programs.
Elledge, Greta	School Counselor	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 addition to facilitating the implementation of Multi-Tiered System of Supports (MTSS) strategies.
Crews, Heather	School Counselor	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 modifications for those students.
Taylor, Kim	School Counselor	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 mental health services to students in addition to facilitating the implementation of Multi-Tiered System of Supports (MTSS) strategies. This counselor also oversees the completion of all 504 plans and supports students classified as ELL and McKinney-Vento.

Demographic Information

Principal start date

Sunday 7/1/2018, Naomi Anderson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

53

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,097

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	376	339	381	0	0	0	0	1096
Attendance below 90 percent	0	0	0	0	0	0	111	99	154	0	0	0	0	364
One or more suspensions	0	0	0	0	0	0	70	44	64	0	0	0	0	178
Course failure in ELA	0	0	0	0	0	0	3	13	8	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	91	53	112	0	0	0	0	256
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	89	34	84	0	0	0	0	207
Number of students with a substantial reading deficiency	0	0	0	0	0	0	29	14	37	0	0	0	0	80

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	100	59	103	0	0	0	0	262

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	10	8	15	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	10	8	15	0	0	0	0	33

Date this data was collected or last updated

Sunday 9/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	317	387	383	0	0	0	0	1087
Attendance below 90 percent	0	0	0	0	0	0	122	205	186	0	0	0	0	513
One or more suspensions	0	0	0	0	0	0	1	15	4	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	16	20	32	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	18	21	3	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	90	125	0	0	0	0	270
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	40	73	120	0	0	0	0	233
Number of students with a substantial reading deficiency	0	0	0	0	0	0	36	56	59	0	0	0	0	151

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	72	115	0	0	0	0	236

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	13	12	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	13	17	26	0	0	0	0	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	317	387	383	0	0	0	0	1087
Attendance below 90 percent	0	0	0	0	0	0	122	205	186	0	0	0	0	513
One or more suspensions	0	0	0	0	0	0	1	15	4	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	16	20	32	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	18	21	3	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	90	125	0	0	0	0	270
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	40	73	120	0	0	0	0	233
Number of students with a substantial reading deficiency	0	0	0	0	0	0	36	56	59	0	0	0	0	151

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	72	115	0	0	0	0	236

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	6	13	12	0	0	0	0	31	
Students retained two or more times	0	0	0	0	0	0	13	17	26	0	0	0	0	56	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	49%	50%				50%	50%	54%
ELA Learning Gains	52%						57%	57%	54%
ELA Lowest 25th Percentile	43%						52%	52%	47%
Math Achievement	51%	43%	36%				58%	58%	58%
Math Learning Gains	49%						57%	57%	57%
Math Lowest 25th Percentile	47%						51%	51%	51%
Science Achievement	46%	51%	53%				52%	52%	51%
Social Studies Achievement	79%	49%	58%				72%	72%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	49%	49%	0%	54%	-5%
Cohort Comparison						
07	2022					
	2019	45%	45%	0%	52%	-7%
Cohort Comparison		-49%				
08	2022					
	2019	52%	52%	0%	56%	-4%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	59%	0%	55%	4%
Cohort Comparison						
07	2022					
	2019	55%	55%	0%	54%	1%
Cohort Comparison		-59%				
08	2022					
	2019	34%	34%	0%	46%	-12%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	50%	50%	0%	48%	2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	70%	0%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	66%	24%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	30	41	41	35	45	43	30	72			
BLK	32	51	45	34	45	42	24	68	70		
HSP	56	55		62	60		50				
MUL	53	56	40	53	53	50	50	87	46		
WHT	51	51	43	53	49	48	50	80	62		
FRL	41	49	39	42	48	46	39	71	59		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	32	24	37	33	23	25	42			
BLK	25	35	32	22	25	30	22	54	24		
HSP	59	68		62	31						
MUL	48	52		48	43	38	53	70	46		
WHT	45	44	35	51	42	39	56	78	53		
FRL	34	40	33	39	38	36	39	66	40		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	46	40	35	54	46	35	54			
BLK	29	45	43	27	44	41	17	41			
HSP	64	52		52	67						
MUL	48	71	58	55	61	73		67			
WHT	53	58	54	63	58	52	58	75	69		
FRL	40	54	51	48	54	52	38	64	52		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The overall trends across grade levels, subgroups, and core content areas reveal a substantial increase in student performance from the 2021 assessment cycle. Of the nine different grade level assessments, BCMS student performance increased in six of those areas. The average growth over all nine categories was over four percent. In addition, for the first time in many years, every student subgroup performed at or above the ESSA required forty-one percent threshold. For the first time since the inception of ESSA, there are no subgroups at BCMS identified for targeted support.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The ESE subgroup performed at a rate of forty-two percent. This subgroup continues to need support, particularly in reading, science, and mathematics. Eighth grade math performance on both the eighth

grade FSA and Algebra I EOC is also an area of need. Another area of need is student performance on the eighth grade Statewide Science Assessment.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There are a plethora of both internal school and external societal factors that may have contributed to student performance in these areas. As an institution, the school will focus on factors within its control. The school will address individual student academic and behavioral needs to ensure both future student success and the overall improvement of the school's academic performance. The following sections of this plan will identify specific strategies that will be implemented to address these three critical areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

While seventh grade math showed a thirty-four percent improvement from the previous assessment cycle, this is a data anomaly and should not be considered as showing the most improvement. Sixth grade ELA (+19), sixth grade math (+7), and eighth grade social studies (+4) are three areas that showed tremendous improvement. In addition to the previously mentioned areas, the performance of the African American subgroup improved to forty-six percent (+16). This improvement represents a fifty-three percent increase in subgroup performance over the prior year's results.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The implementation of the strategies outlined in the previous year's School Improvement Plan substantially impacted student performance. Instructional and administrative staff focused on addressing individual student academic and behavioral needs to ensure student success and the overall improvement of the school's academic performance.

What strategies will need to be implemented in order to accelerate learning?

As previously mentioned, the school must address individual student academic and behavioral needs to ensure future student success. The school's tier 1 core instruction must be improved in order to accelerate learning for all students. Strategies that improve the effective instruction and student mastery of the assessed standards will be implemented and evaluated as the school progresses through this academic year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers will continue to receive professional development on the MTSS process, including tier 1 instruction, and the protocols outlined in the district's MTSS Guide. Additional professional learning will be provided on both the B.E.S.T. ELA and Mathematics standards to ensure instructors have a clear understanding of the new state blue print for instruction. Other professional learning will include small-group training sessions on data analysis and the use of data to inform instruction. Professional learning time will also be used to revise curriculum maps and lesson plans to ensure instruction includes the appropriate grade-level rigor necessary for students to be successful on the new state assessments.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

There are several initiatives that will be implemented this year to promote a more productive learning environment for students. The school will continue to implement the protocols and procedures outlined in the revised MTSS Guide. Students will be scheduled with teams of teachers who will be given a common planning period. Identified ESE students in seventh and eighth grade will be assigned to a learning strategies class. The support facilitation program at the school will continue to be an area of focus in order to improve the services provided to ESE students. Both administrators and teachers will use data to improve instruction and provide individual student supports. The school will continue the implementation of a schoolwide vocabulary program and the intensive reading course. Additional instructional staff will be utilized to provide intensive academic and behavioral support to students in need. The school will also use the Foundational Skills in Mathematics (Intensive Math) course to provide intensive intervention to our lowest performing math students in grades six through eight.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data reviewed comparing the 2021 and 2022 assessment cycles showed tremendous improvement in this subject area. The percentage of students performing at levels 3, 4, or 5 increased from 42% in 2021 to 49% in 2022. Overall ELA learning gains increased from 44% in 2021 to 52% in 2022. The learning gains of the lowest 25% increased from 35% to 43%. Even with this tremendous growth, improving curriculum delivery and instructional practices in ELA remains one of the highest priorities for the current school year.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of three percent in the number of students who are proficient on the PM 3 Reading assessment.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

The PM 1 assessment and PM 2 Reading assessments along with common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the PM 3 test. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.

Person responsible for monitoring outcome:

Naomi Anderson (naomi.anderson@bakerk12.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Multiple strategies will be implemented for this area of focus:

- *Students will be scheduled with teams of teachers who share a common planning period.
- *The protocols and procedures outlined in the revised district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.
- *Progress monitoring and data chats will be conducted to analyze data and make necessary modifications to instruction and delivery based on individual student needs.
- *A school-wide vocabulary program, Bobcat Builders, will continue across all disciplines to increase student vocabulary.
- *Additional instructional staff will be utilized to provide academic intervention in selected intensive reading classes.
- *The support facilitation program will be modified to provide select ESE students with small-group instruction related to specific academic skills identified by the progress monitoring and data analysis previously discussed.
- *The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.
- *CommonLit 360 will be utilized by ELA instructional staff to meet the level of rigor required by the new B.E.S.T. Standards.

*Professional learning will be provided by Mr. Chris Chaplin (FDOE) and Mr. Jake Massey (NEFEC) related to the implementation of the B.E.S.T. Standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

The strategies mentioned in the above section address multiple areas related to the overall improvement in ELA instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support for struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Progress monitoring and common benchmark data analysis will determine the overall effectiveness of these efforts.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Guidance department will schedule students by team and strategically schedule students to afford time for reading interventions.

Person Responsible Kim Taylor (kim.taylor@bakerk12.org)

The MTSS School-Based Leadership Team will design an intervention program that will provide additional instructional staff to assist the intensive reading teachers in grades six through eight.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Instructional staff will receive professional development on the implementation of a schoolwide vocabulary program and providing a vocabulary-rich learning environment in their classrooms

Person Responsible Jana Willoughby (jana.willoughby@bakerk12.org)

Monthly monitoring meetings will be held with interventionists to discuss the progress of efforts to meet the educational needs of the identified students.

Person Responsible Greta Elledge (gretchen.elledge@bakerk12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem-solving process and provide assistance with the completion of the newly revised forms.

Person Responsible Greta Elledge (gretchen.elledge@bakerk12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In addition, team and department leaders will submit minutes of meetings to be reviewed by the administration.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.

Person Responsible Naomi Anderson (naomi.anderson@bakerk12.org)

Professional learning will be provided by Mr. Chris Chaplin (FDOE) and Mr. Jake Massey (NEFEC) related to the implementation of the B.E.S.T. Standards.

Person Responsible Naomi Anderson (naomi.anderson@bakerk12.org)

The instructional coach will meet with subject-area teams to facilitate the revision of curriculum maps periodically throughout the school year.

Person Responsible Jana Willoughby (jana.willoughby@bakerk12.org)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data reviewed comparing the 2021 and 2022 assessment cycles showed growth for sixth and seventh grades and declines for eighth grade. Overall, the percentage of students performing at levels 3, 4, or 5 increased from 47% in 2021 to 51% in 2022. Schoolwide math learning gains increased from 40% in 2021 to 49% in 2022. The learning gains of the lowest 25% increased from 36% to 47%. Improving curriculum delivery and instructional practices in math is one of the highest priorities for the current school year

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of three percent in the number of students who are proficient on the PM 3 Mathematics assessment.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

PM 1 and PM 2 Mathematics assessments along with common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the PM 3 assessment. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.

Person responsible for monitoring outcome:

Naomi Anderson (naomi.anderson@bakerk12.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Multiple strategies will be implemented for this area of focus:
 *Students will be scheduled with teams of teachers who share a common planning period.
 *The protocols and procedures outlined in the revised district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.
 *Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.
 *Additional instructional staff will be utilized to provide academic intervention in selected math classes.
 *The support facilitation program will be modified to provide select ESE students with small-group instruction related to specific academic skills identified by the progress monitoring and data analysis previously discussed.
 *The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.
 *Math teachers will participate in the NEFEC Connect math teacher professional learning opportunities throughout the school year.
 *The newly adopted SAVVAS curriculum and SuccessMaker online learning platform will be implemented to differentiate instruction in general mathematics and

Foundational Skills in Mathematics (Intensive Math) courses.

*Math instructional assignments in eighth grade will be modified to promote student success.

*The Foundational Skills in Mathematics (Intensive Math) course will be utilized to provide intensive intervention to our lowest performing math students in grades six through eight.

*Professional learning will be provided by Mr. Chris Chaplin (FDOE) and Mr. Jake Massey (NEFEC) related to the implementation of the B.E.S.T. Standards.

Rationale for Evidence-based

Strategy:
Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

The strategies mentioned in the above section address multiple areas related to the overall improvement in math instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Progress monitoring and common benchmark data analysis will determine the overall effectiveness of these efforts.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Guidance department will schedule students by team and strategically schedule students to afford time for MTSS interventions.

Person Responsible Kim Taylor (kim.taylor@bakerc12.org)

The MTSS School-Based Leadership Team will design an intervention program that will provide additional instructional staff to assist in the provision of interventions for students in grades six through eight.

Person Responsible Thomas Hill (thomas.hill@bakerc12.org)

Monthly monitoring meetings will be held with interventionists to discuss the progress of efforts to meet the educational needs of the identified students.

Person Responsible Greta Elledge (gretchen.elledge@bakerc12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem-solving process and provide assistance with the completion of the newly revised forms.

Person Responsible Greta Elledge (gretchen.elledge@bakerc12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

Person Responsible Thomas Hill (thomas.hill@bakerc12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In

addition, team and department leaders will submit minutes of meetings to be reviewed by the administration.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Math teachers and the vice principal will participate in the three-part NEFEC Connect professional learning program during the school year.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Math teachers will participate in the SAVVAS and SuccessMaker professional learning sessions.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.

Person Responsible Naomi Anderson (naomi.anderson@bakerk12.org)

The Foundational Skills in Mathematics (Intensive Math) course will be utilized to provide intensive intervention to our lowest performing math students in grades six through eight.

Person Responsible Greta Elledge (gretchen.elledge@bakerk12.org)

Professional learning will be provided by Mr. Chris Chaplin (FDOE) and Mr. Jake Massey (NEFEC) related to the implementation of the B.E.S.T. Standards.

Person Responsible Naomi Anderson (naomi.anderson@bakerk12.org)

The instructional coach will meet with subject-area teams to facilitate the revision of curriculum maps periodically throughout the school year.

Person Responsible Jana Willoughby (jana.willoughby@bakerk12.org)

Professional learning will be provided by SAVVAS curriculum specialists for both the new textbook and the SuccessMaker online program.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Mathematics instructors will utilize new vocabulary tools included in the SAVVAS textbook adoption.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The most recent data for the school released by the Florida Department of Education indicate only 42% of ESE students are meeting acceptable academic performance.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The Students with Disabilities subgroup, as identified by the federal Every Student Succeeds Act (ESSA), will score at or above the 41st percentile in the achievement criteria defined by ESSA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

PM 1 and PM 2 assessments along with common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the PM 3 assessments. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the analyzed data.

Person responsible for monitoring outcome:

Naomi Anderson (naomi.anderson@bakerk12.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The strategies previously outlined for ELA and math improvement will also be utilized to address the student performance of the Students with Disabilities subgroup. In addition to those initiatives, the following will also be implemented for this area of focus:
*The MTSS School-Based Leadership Team will meet monthly to address the progress and needs of students within this subgroup. This leadership team will identify and implement educational strategies to ensure improved academic achievement as measured by the PM 3 assessments and EOC exams.

Rationale for Evidence-based Strategy:
Explain the rationale for

The strategies mentioned in the previous sections address multiple areas related to the overall improvement in ELA and math instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff,

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

and others will work to implement these strategies with fidelity. Progress monitoring and common benchmark data analysis will determine the overall effectiveness of these efforts.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Social Studies**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data reviewed comparing the 2021 and 2022 assessment cycles showed improvement in this school performance indicator. The percentage of students performing at levels 3, 4, or 5 increased from 75% in 2021 to 79% in 2022. While this data does not indicate that Civics performance is an area of critical need, the decision was made to include this area in the school's improvement plan.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of one percent in the number of students who are proficient on the Civics EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the Civics EOC. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.

Person

responsible for monitoring outcome:

John Milton (john.milton@bakerk12.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Multiple strategies will be implemented for this area of focus:

- *Students will be scheduled with teams of teachers who share a common planning period.
- *The protocols and procedures outlined in the revised district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.
- *Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.
- *The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.
- *The eighth grade intensive reading teacher will use the SPDG Vocabulary LINCing Routine to explicitly teach social studies content specific vocabulary on a weekly basis. This content specific vocabulary is simultaneously taught along with the appropriate unit of instruction in the social studies classroom.

**Rationale for Evidence-based Strategy:
Explain the**

The strategies mentioned in the above section address multiple areas related to the overall improvement in social studies instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Common benchmark data analysis will determine the overall effectiveness of these efforts.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Guidance department will schedule students by team and strategically schedule students to afford time for MTSS interventions.

Person Responsible Kim Taylor (kim.taylor@bakerk12.org)

The MTSS School-Based Leadership Team will design an intervention program that will provide additional instructional staff to assist in the provision of interventions for students in grades six through eight.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Monthly monitoring meetings will be held with interventionists to discuss the progress of efforts to meet the educational needs of the identified students.

Person Responsible Greta Elledge (gretchen.elledge@bakerk12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem-solving process and provide assistance with the completion of the newly revised forms.

Person Responsible Greta Elledge (gretchen.elledge@bakerk12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In addition, team and department leaders will submit minutes of meetings to be reviewed by the administration.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.

Person Responsible Naomi Anderson (naomi.anderson@bakerk12.org)

The instructional coach will meet with subject-area teams to facilitate the revision of curriculum maps periodically throughout the school year.

**Person
Responsible**

Jana Willoughby (jana.willoughby@bakerk12.org)

#5. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data reviewed comparing the 2021 and 2022 assessment cycles showed a decrease in this school performance indicator. The percentage of students performing at levels 3, 4, or 5 decreased from 51% in 2021 to 46% in 2022. Over the last three years, nine different teachers have instructed eighth grade science in the four positions that instruct that grade level and subject at BCMS. Teacher turnover is a factor in student performance.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of three percent in the number of students who are proficient on the Statewide Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the Statewide Science Assessment. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.

Person responsible for monitoring outcome:

Naomi Anderson (naomi.anderson@bakerk12.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Multiple strategies will be implemented for this area of focus:

*Students will be scheduled with teams of teachers who share a common planning period.

*The protocols and procedures outlined in the new district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.

*Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.

*The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.

*The eighth grade intensive reading teacher will use the SPDG Vocabulary LINCing Routine to explicitly teach science content specific vocabulary on a weekly basis. This content specific vocabulary is simultaneously taught along with the appropriate unit of instruction in the science classroom.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies mentioned in the above section address multiple areas related to the overall improvement in science instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Common benchmark data analysis will determine the overall effectiveness of these efforts.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Guidance department will schedule students by team and strategically schedule students to afford time for MTSS interventions.

Person Responsible Kim Taylor (kim.taylor@bakerk12.org)

The MTSS School-Based Leadership Team will design an intervention program that will provide additional instructional staff to assist in the provision of interventions for students in grades six through eight.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Monthly monitoring meetings will be held with interventionists to discuss the progress of efforts to meet the educational needs of the identified students.

Person Responsible Greta Elledge (gretchen.elledge@bakerk12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem-solving process and provide assistance with the completion of the newly revised forms.

Person Responsible Greta Elledge (gretchen.elledge@bakerk12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In addition, team and department leaders will submit minutes of meetings to be reviewed by the administration.

Person Responsible Thomas Hill (thomas.hill@bakerk12.org)

Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.

Person Responsible Naomi Anderson (naomi.anderson@bakerk12.org)

The instructional coach will meet with subject-area teams to facilitate the revision of curriculum maps periodically throughout the school year.

Person Responsible Jana Willoughby (jana.willoughby@bakerk12.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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Grades 3-5: Instructional Practice specifically relating to Reading/ELA

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Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

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Grades 3-5: Measureable Outcome(s)

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Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

In 2020, a team of counselors, teachers, and administrators met over the course of several months to create a plan for the implementation of a homeroom period. The purpose of the homeroom, as defined by this group, is to give teachers time to cultivate a loving and nurturing relationship with a group of students that will enable them to thrive in the optimal learning environment.

For the 2022 - 2023 school year, the homeroom program began with four consecutive days of instruction. The homeroom periods were 30 minutes each of these days. Throughout the remaining weeks of the school year, homeroom will meet on Mondays for 30 minutes. The curriculum developed by the team of stakeholders will focus on three main areas: promotion of good attendance, positive behavior, and academic achievement. Other areas of focus include: cyber safety, mental health, and goal planning. The school's character education program includes lessons anchored in ten key power words and people who represent those words. These words include: respect, conduct, self-control, responsibility, reputation, persistence, maturity, forgiveness, truth, and integrity. The homeroom program is critical to the school's efforts to promote a positive school culture and healthy environment.

In addition to the homeroom program, the school has implemented a "house system" as part of our Positive Behavior and Interventions and Supports (PBIS) program. Students were randomly assigned to four houses: Delta, Omega, Sigma, and Zeta. Teachers and staff award points in a digital spreadsheet based on students exhibiting positive behavior and academic achievement. Houses are recognized at the end of each day during a schoolwide announcement. Approximately every three weeks, the house with the most points receives an award.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The principal is the lead stakeholder in promoting a positive culture and environment at the school. In addition to occasional YouTube videos encouraging students, the principal creates a quarterly digital newsletter for families. There were over 2000 views of the first newsletter in August 2022. In these newsletters, important information about the school and upcoming events is shared; however, additional items promoting a positive school culture are also included. In the coming months, students exhibiting the PBIS expectations of respect, organization, attitude, and responsibility will be highlighted in the newsletters. A similar weekly notice is sent to faculty, staff, and other internal stakeholders.

In addition to the principal, an assistant principal maintains the school website and Facebook page. These resources have been very positively received since a full makeover of the website was completed last summer. Other stakeholders who have the most tremendous impact are the teachers. The administration created a "Ways of Work" document that highlights key expectations for school staff. These expectations include positive communication with students' families. Through the use of the Remind app and other

means of contact, our teachers are daily reaching out to parents and family members with positive and informative contacts that promote a positive school culture. The school continues to encourage teachers to send out positive post cards to families including accolades about their students. Every month, a student from each team is recognized as a R.O.A.R. student of the month. These students are selected by their team of teachers as outstanding examples of our PBIS expectations of respect, organization, attitude, and responsibility. The local newspaper includes a picture of these students, and they also receive a goodie bag from the school. These intentional efforts do promote the positive culture and healthy environment that we are striving for at BCMS.