

Baker County School District

# Baker County Senior High School



2022-23 Schoolwide Improvement Plan

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# Baker County Senior High School

1 WILDCAT DR, Glen St Mary, FL 32040

www.bakerk12.org

## Demographics

**Principal: Johnnie Jacobs**

Start Date for this Principal: 8/11/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	71%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (51%) 2018-19: B (57%) 2017-18: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Baker County Senior High School

1 WILDCAT DR, Glen St Mary, FL 32040

www.bakerk12.org

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 24px;">71%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 24px;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">21%</p>

## School Grades History

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

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## 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.**

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.

### 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
Jacobs, Johnnie	Principal	

### Demographic Information

**Principal start date**

Thursday 8/11/2022, Johnnie Jacobs

**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.*

NA

**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.*

NA

**Total number of teacher positions allocated to the school**

86

**Total number of students enrolled at the school**

1,450

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

16

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

18

**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	0	0	0	0	406	353	346	325	1430
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 8/11/2022

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	46%	46%	51%				52%	52%	56%
ELA Learning Gains	47%						47%	47%	51%
ELA Lowest 25th Percentile	32%						37%	37%	42%
Math Achievement	36%	30%	38%				55%	55%	51%
Math Learning Gains	42%						51%	51%	48%
Math Lowest 25th Percentile	35%						38%	38%	45%
Science Achievement	59%	36%	40%				70%	70%	68%
Social Studies Achievement	70%	42%	48%				77%	77%	73%

**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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	70%	0%	67%	3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	76%	0%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	66%	-15%	61%	-10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	56%	-1%	57%	-2%

**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	26	17	15	17	24	24	30	45		91	41
BLK	23	28	26	16	32	24	29	46		86	33
HSP	58	50									
MUL	53	48		38	40		36				
WHT	49	50	33	39	43	38	65	73		85	60
FRL	36	39	31	24	34	32	48	59		81	60
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	29	40	29	43	50	53	50	39		81	24
BLK	25	37	41	24	31	17	43	50		82	23
HSP	65	59					60				
MUL	43	45		36	19		73	85			
WHT	51	49	37	45	39	39	62	77		85	63

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
FRL	42	44	38	37	34	28	55	72		76	48
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	32	41	31	53	70		57	68		58	20
BLK	18	31	29	29	43	17	41	46		79	43
HSP	73	55		33							
MUL	57	40		55	57						
WHT	56	50	37	59	52	42	74	82		75	71
FRL	39	41	29	46	47	34	58	65		64	61

### 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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	10
Percent Tested	96%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	43
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	44
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 percentages of students that scored a level 3 or higher on the ELA and Math assessments were lower than those for the state. The percentages of Students With Disabilities and Black/African American students that are at a level 3 or higher was lower than the overall percentage for the school. However, the graduation rates for Students With Disabilities and Black/African American students were higher than the overall school graduation rate.

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

The Algebra 1 EOC and the FSA ELA components represent the greatest need for improvement.

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

The Math Department experienced significant teacher turnover. One unit was unfilled all year and another was vacated midyear and classes were redistributed to other teachers. There were also concerns that the materials were no longer adequate, since the math textbook adoption was postponed for three years until new math standards were adopted. Although there were several ELA teachers serving in new areas, we did not lose any further ground to the state. We have invested in new materials for the math department and both departments will use progress monitoring to identify needs and reteach standards that less than 60% of the students have mastered.

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

Biology and U.S. History continue to be competitive with the rest of the state. Grade 9 was able to show growth, but remains an area of focus.

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

Common Benchmark testing and disaggregation of data, followed by reteaching if standards are not met

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

1. An increase in Classroom Walkthroughs. The administration will attempt to visit every teacher's classroom each week.
2. All core subject area classes will administer quarterly benchmarks, meet to disaggregate data and re-teach standards missed by 40% of the students.
3. BCHS was provided an additional Teacher on Special Assignment position and a new Graduation Coach position.

**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.**

We will continue training teachers in the District's MTSS process. The Master Teacher Program is available to all BCHS instructional staff. All new teachers receive new teacher training and undergo the PDCP process. The school level new teacher training focuses on the Fundamental Five.

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

Math and Science after school tutoring available to all students one afternoon each week. Community visits to provide a question and answer time for families and to provide information on educational opportunities at BCHS.

**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.**

Improving student performance on ELA State Assessments. Our ninth and tenth grade students have consistently scored a few percentage points below the state average.

**Measurable****Outcome:**

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

Ninth and tenth grade ELA scores will meet or exceed the state averages.

**Monitoring:**

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

A data focused environment will be established by Language Arts instructors by using common benchmark tests to determine students' mastery of standards. Any standards that are not met by 40% of a class will be retaught. Teachers will participate in data chats to review student progress and develop plans that address student deficiencies. Ninth and tenth grade teachers will use state progress monitoring to adapt instruction to student needs.

**Person responsible for monitoring outcome:**

Johnnie Jacobs (johnnie.jacobs@bakerc12.org)

**Evidence-based****Strategy:**

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

Teachers will use common benchmark assessments to track students' progress and differentiate instruction based on need. Intensive Reading was moved to the tenth grade from the ninth grade and level 2 students were scheduled into the courses.

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

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

The common benchmark assessments and progress monitoring data will help teachers identify standards that large percentages of students have not mastered, allowing them to develop strategies to strengthen those academic areas. Level 2 students on the verge of a passing score will get a boost that will allow them to achieve a passing score on the assessment they need for graduation.

**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.

1. All core teachers will identify their students' most recent scores and use that data to influence teaching strategies in their classrooms.
2. ELA teachers will use common benchmark assessments.
3. ELA teachers will participate in data chats based on the results of the benchmark assessments.



4. Teachers will differentiate instruction based on student needs identified by the benchmark assessments.
5. Secondary Foundations and Content Area Reading Strategies training for CTE, Science and RLA teachers.
6. A Classroom Walkthrough Schedule was developed to allow administrators more time in classrooms.

**Person Responsible** Steve Cannon (stephen.cannon@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.**

Improve student performance in Algebra I and Geometry.

### Measurable Outcome:

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

Students will meet or exceed state performance in Algebra I and Geometry.

### Monitoring:

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

Curriculum maps are aligned with the state standards. Teachers will monitor student mastery of standards by utilizing common benchmark assessments. Teachers will reteach standards that are not met by 40% of students in a class and standards will be revisited throughout the year using spiral reviews.

### Person responsible for monitoring outcome:

Johnnie Jacobs (johnnie.jacobs@bakerk12.org)

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

Assessment data will be broken down to identify needs and focused reteaching through differentiated instruction will be provided. BCHS increased the number of sections of Algebra 1A for ninth grade students that scored a Level 1 on the 8th grade math assessment.

### Rationale for Evidence-based Strategy:

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

Standards will be retaught to ensure at least 60% of the students are proficient on the tested standards. Offering more students Algebra 1A in the ninth grade will provide them with the support they need to successfully complete Algebra1 and the accompanying End of Course Exam (EOC) as tenth grade students.

## 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.

1. Use of Progress Learning (Formerly USA Test-Prep).
2. Delta Math will be used to identify needs through assessment.
3. MathNation will be used as our primary curriculum.
4. Spiral Reviews will continue through the school year.
5. A Classroom Walkthrough Schedule was developed to allow administrators more time in classrooms.

**Person Responsible** Donna Gurganious (donna.gurganious@bakerk12.org)

**#3. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Increasing the performance of African-American students as identified by the state ESSA. The African-American subgroup has been identified as being below the 41% mark as identified by ESSA.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** Students identified in the subgroup will increase performance across all areas of data collection and meet the performance of the rest of the school.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.** Student enrollment in course offerings will be monitored to ensure appropriate representation and access to rigorous courses such as Honors and AP classes. Baker County High School has a new Graduation Coach Instructional Position and a full time MTSS Support Position.

**Person responsible for monitoring outcome:**

Johnnie Jacobs (johnnie.jacobs@bakerc12.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.** The Baker County School District's MTSS process will be utilized to provide necessary support. BCHS will utilize relationships with organizations such as Education Talent Search and Take Stock in Children.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** MTSS will help determine when intervention is needed and it will guide the selection of effective interventions. Students with advocates are more successful than their counterparts. The Graduation Coach and the MTSS Support Para-professional help struggling students and help students learn to advocate for their learning needs.

**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.

1. All BCHS teachers are trained in MTSS.
2. Identify students for mentoring programs.
3. Afterschool tutoring is available for math and science.
4. Secondary Foundations and Content Area Reading Strategies Training for RLA, Science and CTE teachers.

**Person Responsible**

Johnnie Jacobs (johnnie.jacobs@bakerc12.org)

**#4. 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.

Increasing the performance of Students With Disabilities. The Students With Disabilities subgroup has been identified as dropping below the 41% mark as identified by ESSA.

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

Students With Disabilities will perform above the 41% mark set by the state.

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

Ninth grade students with a history of struggling on state math assessments will be scheduled in Algebra 1A. RLA, Science and CTE teachers will receive Content Area Reading Strategy Training.

**Person responsible for monitoring outcome:**

Johnnie Jacobs (johnnie.jacobs@bakerk12.org)

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

Teachers are receiving additional training on reading strategies within their content area.

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

All teachers are reading teachers. Additional support with reading instruction will result in student success in the classroom and on state assessments.

**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.

1. Students with a history of struggling with math assessments will be scheduled in Algebra 1A in ninth grade.
2. Secondary Foundations and Content Area Reading Strategies Training for CTE, RLA and Science teachers.
3. A Classroom Walkthrough Schedule was developed to provide administrators more time in classes.

**Person Responsible**

Johnnie Jacobs (johnnie.jacobs@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**

NA

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

NA

**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)**

NA

**Grades 3-5: Measureable Outcome(s)**

NA

**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.

NA

**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?

NA

**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?

NA

**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
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NA

## 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.

1. Baker County High School offers two separate open house events. The first one is offered in the morning for returning students in grades ten through twelve. The second one is offered in the evening for newly enrolled students and ninth grade students.
2. A variety of communication methods are used, including social media, an automated caller and local newspapers.
3. Efforts are made to provide equitable participation on the School Advisory Council (SAC).
4. BCHS has business partnerships with Florida Blue and UF Health as well as a partnership with Florida Gateway College.
5. BCHS is a PBIS school.
6. BCHS cooperates with organizations such as Take Stock in Children and Talent Search to help provide opportunities for students.

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

1. Students are our primary customers. We are responsible for providing a safe environment and a high quality Free Appropriate Public Education (FAPE). The educational needs of students drive decisions at BCHS.
2. Parents trust us to provide their children with a safe learning environment and a high quality FAPE. Parents are responsible for ensuring student attendance and collaborating with the school in monitoring their child's progress through high school.
3. Administration, faculty and staff strive to plan for and deliver the highest quality educational experience for our students. We collaborate with students and families to meet educational needs.
4. Baker County High School students benefit from the partnerships that the school district has with businesses and community members that continually support our students.