

Baker County School District

Macclenny Elementary School



2022-23 Schoolwide Improvement Plan

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Macclenny Elementary School

1 WILD KITTEN DR, Macclenny, FL 32063

www.bakerk12.org

Demographics

Principal: Lynn Green

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 1-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (85%) 2017-18: A (79%)
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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Macclenny Elementary School

1 WILD KITTEN DR, Macclenny, FL 32063

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)
Elementary School 1-5	Yes	100%
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	A	A	A	A

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SIP Authority

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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 Macclenny Elementary is to create an enriched environment where children are inspired to believe in themselves and become life-long learners.

Provide the school's vision statement.

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

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
Green, Lynn	Principal	Principal: Provides leadership and direction in order for effective planning and implementation to take place, ensures that MTSS is being implemented with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, providing adequate professional development opportunities for the staff, communicates with parents about MTSS plans and implementation of activities, participates on the Positive Behavioral Interventions and Support committee, conducts walkthroughs and formal evaluations to ensure the grade-level standards and being taught, analyzes data throughout the year to determine instructional and/or resource needs.
West, Rachel	Assistant Principal	Assistant Principal: Provides support to the principal and team for effective planning and implementation, gathers data on discipline, researches strategies, interventions, and programs to ensure effectiveness of MTSS, participates on the Positive Behavioral Interventions and Support committee, conducts walkthroughs and formal evaluations to ensure the grade-level standards and being taught, analyzes data throughout the year to determine instructional and/or resource needs, works closely with the Transportation Dept. to ensure the safe transport of our students to and from school.
Thornton, Nancy	Instructional Coach	Instructional Coach: Develops, leads, and evaluates school core content standards/program; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and deliver of professional development; and provides support for assessment and implementation monitoring; provides guidance on K-12 reading plan; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Stafford, Rhonda	School Counselor	Guidance Counselor: Collaborates with administration, teachers, parents, and students, provides services to students to assist them in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, and lifelong learners, assists the MTSS team in analyzing data and intervention effectiveness school-wide and individual students, schedules and coordinates IEP, 504, and MTSS meetings, works with teachers and therapists to input goals and progress in the PEER system, monitors attendance (meets with parents, help to provided services if needed to families, etc.), organizes mental health counseling needs of students, facilitates state-wide testing scheduling, proctors, accommodations, etc.
Hartley, Ronda	Other	Media Specialist: Provides support for administration, teachers, students, and families in the advancement of literacy and comprehension. Provides interventions to struggling readers while instructing them on how to

Name	Position Title	Job Duties and Responsibilities
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understand their own data and progress. Instrumental in the success of school wide initiatives such as fundraising efforts, family involvement (SAC, Family Literacy Nights, Title One Parent Nights, etc.), and students' academic growth.

Demographic Information

Principal start date

Monday 7/1/2019, Lynn Green

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.*

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.*

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

615

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

4

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

4

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	0	0	0	0	0
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	2	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	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	12	14	1	0	0	0	0	0	0	0	0	0	0	27
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

Monday 8/22/2022

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	178	215	211	0	0	0	0	0	0	0	0	0	604
Attendance below 90 percent	0	66	55	60	0	0	0	0	0	0	0	0	0	181
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	0	34	35	17	0	0	0	0	0	0	0	0	0	86

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	15	10	6	0	0	0	0	0	0	0	0	0	31

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	21	22	10	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	4	7	3	0	0	0	0	0	0	0	0	0	14

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	178	215	211	0	0	0	0	0	0	0	0	0	604
Attendance below 90 percent	0	66	55	60	0	0	0	0	0	0	0	0	0	181
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	0	34	35	17	0	0	0	0	0	0	0	0	0	86

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	15	10	6	0	0	0	0	0	0	0	0	0	31

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	21	22	10	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	4	7	3	0	0	0	0	0	0	0	0	0	14

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	70%	55%	56%				80%	65%	57%
ELA Learning Gains	80%							46%	58%
ELA Lowest 25th Percentile								34%	53%
Math Achievement	76%	31%	50%				89%	74%	63%
Math Learning Gains	80%							52%	62%
Math Lowest 25th Percentile								33%	51%
Science Achievement		60%	59%					52%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	73%	7%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		-80%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	83%	6%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		-89%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

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	52			70							
BLK	40			60							
WHT	77			78							
FRL	64			68							

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	59			68							

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
BLK	51			50							
WHT	75			77							
FRL	62			61							
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	70			79							
BLK	58			63							
WHT	82			92							
FRL	74			83							

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	77
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	306
Total Components for the Federal Index	4
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
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	
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	50
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	78
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	66
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?

Math scores showed an increase in all subgroups from 2021 to 2022.

ELA scores showed an increase in White and FRL subgroups from 2021 to 2022.

ELA scores showed a decrease in SWD and Black subgroups from 2021 to 2022.

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

The greatest need for improvement is amongst the Black subgroup which showed an eleven point decrease from 2021 to 2022.

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

After initial STAR assessments, the data for the Black subgroup will be analyzed to determine which students scored below grade level. The Comprehension Club (which was created in 2018-19) will be reinstated.

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

In math, the Black subgroup increased ten points from the 2021 to 2022 school year.

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

Teachers created small groups based on STAR progress monitoring and in-class assessments. Certified teachers were assigned to work in the third grade classes during the math block.

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

Small group instruction

Data chats with teachers to identify students in need of support

Assign certified teachers and paraprofessionals to classrooms during reading and math blocks to assist in providing interventions

Offer before and after school clubs and activities that enhance the academic experience (e.g.: Lego League, Journalism, Family Reading Nights)

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.

Schedule classroom visits: newer teachers can visit veteran teachers' classrooms to observe how the assistant and teacher work together during small group instruction.

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

Data chats: Data chats are held after each progress monitoring session. The first chat is held with the teacher and instructional coach. The second chat is conducted with the administrative team, teacher, and instructional coach. The third chat is held with the same team and may include the guidance counselor/testing coordinator.

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.

1st grade: 37% of our 1st graders did not test into the STAR Reading Assessment. Instead, they tested into the STAR Early Literacy Assessment for PM 1.
 1st grade: 68% of the 1st graders who tested into the STAR Reading Assessment for PM 1 scored below benchmark (50 PR).
 2nd grade: 55% of the 2nd graders who tested into the STAR Reading Assessment for PM 1 scored below benchmark (50 PR).
 3rd grade: 51% of the 3rd graders who tested into the STAR Reading Assessment for PM 1 scored below benchmark (50 PR).
 3rd grade: 23% of the 3rd grade students who took the ELA F.A.S.T. (PM 1) scored at or above Level 3.

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

1st grade: 95% of the students who tested into the STAR Early Literacy Assessment for PM 1 will test into the STAR Reading Assessment by PM 3.
 1st grade: At PM 3, 40% of the students below benchmark will score at or above benchmark (50 PR).
 2nd grade: At PM 3, 40% of the students below benchmark will score at or above benchmark (50 PR).
 3rd grade: At PM 3, 40% of the students below benchmark will score at or above benchmark (50 PR).
 3rd grade: At PM 3, 40% will score a level 3 or above on the ELA F.A.S.T.

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

Progress Monitoring Windows 2 and 3

Person responsible for monitoring outcome:

Nancy Thornton (nancy.thornton@bakerk12.org)

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

Data Driven Interventions

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

Interventions will be purposeful and data driven. Interventions can include small group instruction. Students in small groups can receive intensive, individualized instruction. Some of the resources used in small groups include: the Reading Assistant program (Scientific Learning), Repeated Readings and Fluency Timings, Saxon Phonics, Making Words, and Guided Reading. Small group instruction will be monitored for fidelity through lesson plan checks and classroom walkthroughs conducted by the administrative team.

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. Data chats held with instructional coach analyzing initial STAR assessment data
2. Place students in appropriate intervention as determined by instructional coach and classroom teacher
3. Administer progress monitoring assessments periodically to target group
4. Adjust interventions and professional development as needed throughout the year
5. Administer final STAR Reading Assessment

Person

Responsible

Nancy Thornton (nancy.thornton@bakerk12.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

Of the 32 Black/African-American and Multi-Racial third grade students who took the STAR Reading Assessment (PM 1), 20 of them scored below a Level 3.

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

On the STAR Reading Assessment (PM 3), 20 of the 32 students will be at Level 3 or above.

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

Through AR tests.

Person responsible for monitoring outcome:

Ronda Hartley (ronda.hartley@bakerc12.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Mentor/Reading Tutors: "Comprehension Club"

implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: Our Media Specialist and Instructional Coach will be reinstating our "Comprehension Club". These students will be paired up and allowed to eat their lunch in the media center on assigned days and read together or will come to the media center during their class's designated AR time. Then, they will be allowed to take the corresponding AR test on the book. These books will be chosen by the group based on their interests and reading levels. Our school will also be reaching out to local community leaders and retired teachers. These people will be invited to come into our school to volunteer/read with these students. Our goal is that each student in this subgroup has an adult they feel cares about them, holds them accountable, and will be there for them when needed.

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

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. Analyze PM 1 STAR Reading Data
2. Select students for Comprehension Club/Acquire volunteers
3. Schedule reading times
4. Monitor through weekly AR tests
5. STAR PM 2 and PM 3 Assessments

Person Responsible Ronda Hartley (ronda.hartley@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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?

N/A

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?

N/A

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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N/A

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.

Parents and Families:

- *contacting families through planners, letters, positive postcards, emails, texts, phone calls, Facebook posts, etc.
- *hosting an Open House before the start of school
- *keeping families posted of special events through texts, webpages, school Facebook page, and class and school newsletters
- *asking families to complete interest inventories so teachers can learn more about their students
- *learning more about classmates by encouraging students and their families to complete "All About Me" and/or "Family Tree" projects.

Other Community Stakeholders:

- * Wendy's - provides meals for fund raiser participants at a discounted price
- * Burger King - provides meal vouchers for students scoring proficient on the FSA
- * Firehouse Subs, Jeremy Cain - donates towards student and faculty incentives
- * Pizza Hut Book It Program
- * Dr. Mary Futch, OD (Baker Vision Center) - donates vision screenings and glasses for students in need
- * Winn Dixie - provides snacks and water bottles for PBIS activities, sponsored MES through the Community Bag Program and Rounding-up donations
- * Better Baker Club - recognizes "Super Kid" achievements
- * Rotary Club - provides dictionaries to all 3rd grade students
- * First Responders - provides safety lessons and also assist in monthly safety drills
- * Local churches, organizations, and businesses donate school supplies, clothing, etc.
- * Baker Coalition provides free calendars for each student with important school dates
- * MES invites community members and business leaders to read to classes during Celebrate Literacy Week.
- * Students learn about careers in the STEM field through the Science Lab.

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

Please see Part A.