Prek/Kindergarten Center

2022-23 Schoolwide Improvement Plan

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Prek/Kindergarten Center

362 SOUTH BLVD E, Macclenny, FL 32063

www.bakerk12.org

Demographics

Principal: Bonnie Jones

Start Date for this Principal: 9/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-KG
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)	99%
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: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
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.](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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Prek/Kindergarten Center

362 SOUTH BLVD E, 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 PK-KG	No	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 Pre-K/Kindergarten Center is to prepare a garden of children where growing and learning begins.

Provide the school's vision statement.

The vision of the Baker County Pre-K/Kindergarten Center 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
Jones, Bonnie	Principal	Principal: Leads the faculty, staff and students on the vision and mission of the school. Head of administration team within the school and is responsible for daily operations of the institution. She oversees the development of curriculum, and enforces school policies relating to discipline and safety. Sets goals and ensures students are meeting their objectives. Provides a common vision for the use of data-based decision-making; ensures adequate professional development to support MTSS implementation; conducts assessment of MTSS skills of school staff; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures that the interventions are implemented with fidelity; and communicates with parents regarding school-based MTSS plans and activities.
Hickox, Heather	Other	Coordinate the use of school facilities for day to day activities and events. Create schedules for events and day to day activities. Provides information about core curriculum and instruction; provides support for the roles of the MTSS team; gathers data on discipline; researches strategies, intervention and facilitates their implementation; assists the Principal in ensuring interventions and strategies are implemented with fidelity.
Rowan, Tanyia	Instructional Coach	Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; 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 intervention services for children to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring; provides guidance on K-12 reading plan; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Craven, Morgan	Other	Career Specialist includes facilitating individual educational plan (I.E.P. meetings), Multi-tiered systems of support (M.T.S.S) brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
Lane, Kimbra	Teacher, K-12	Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between

Name	Position Title	Job Duties and Responsibilities
		classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
Hand, Deedee	Teacher, K-12	Kindergarten Teacher, Team Lead and MTSS Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She attends monthly MTSS meetings to discuss student data. She takes on leadership projects throughout the year.
Vickers, Jacqueline	Teacher, K-12	Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
Faulkner, Kimber	Teacher, K-12	Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
McLarty, Kelly	Teacher, K-12	Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Name	Position Title	Job Duties and Responsibilities
Vansickle, Brittnee	Teacher, ESE	ESE Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.
Smith, Bethany	Teacher, PreK	Pre-K Teacher- Team Lead/MTSS Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Demographic Information

Principal start date
Friday 9/2/2022, Bonnie Jones

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
23

Total number of students enrolled at the school
408

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

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	396	0	0	0	0	0	0	0	0	0	0	0	0	396
Attendance below 90 percent	134	0	0	0	0	0	0	0	0	0	0	0	0	134
One or more suspensions	18	0	0	0	0	0	0	0	0	0	0	0	0	18
Course failure in ELA	39	0	0	0	0	0	0	0	0	0	0	0	0	39
Course failure in Math	20	0	0	0	0	0	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	390	0	0	0	0	0	0	0	0	0	0	0	0	390

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	23	0	0	0	0	0	0	0	0	0	0	0	0	23

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	38	0	0	0	0	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

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	383	0	0	0	0	0	0	0	0	0	0	0	0	383
Attendance below 90 percent	77	0	0	0	0	0	0	0	0	0	0	0	0	77
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	33	0	0	0	0	0	0	0	0	0	0	0	0	33
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	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	10	0	0	0	0	0	0	0	0	0	0	0	0	10

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	33	0	0	0	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	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	383	0	0	0	0	0	0	0	0	0	0	0	0	383
Attendance below 90 percent	77	0	0	0	0	0	0	0	0	0	0	0	0	77
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	33	0	0	0	0	0	0	0	0	0	0	0	0	33
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	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	10	0	0	0	0	0	0	0	0	0	0	0	0	10

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	33	0	0	0	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	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		55%	56%					65%	57%
ELA Learning Gains								46%	58%
ELA Lowest 25th Percentile								34%	53%
Math Achievement		31%	50%					74%	63%
Math Learning Gains								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**

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

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

Subgroup Data Review

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							
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 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?

There was an increase in each progress monitoring tool that was used during the last school year. Data shows that 76% of the students scored proficient (70% or above) on Oral Assessment 1. By Oral Assessment 25, 90% of the Kindergarteners scored proficient. On Sentence Reading 1, 73% of Kindergarten students scored proficient. By Sentence Reading 17, 78% of the students scored proficient. On Word List 1, 74% of the students scored proficient. By Word List 13, 89% of the students scored proficient. The first STAR Early Literacy Assessment was administered in August 2021. This assessment revealed that 51% of Kindergarten students scored at or above the 50th percentile ranking. The last STAR Early Literacy Assessment was administered in May 2022 and revealed that 64% of Kindergarten students scored in the 50th percentile ranking or above. Seventy-nine percent of Kindergarten students' percentile rankings remained the same or showed growth.

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

While we exceeded our goal of 62% of students scoring at or above the 50th percentile ranking on the STAR Early Literacy Assessment, the number of students scoring at or above the 50th percentile ranking is our 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?

During classroom observations, it was noticed that not all 90-minute reading blocks contained the same components. We also started a new curriculum that teachers were not fully confident in their skills to incorporate fully and with fidelity. This year, teachers are required to include the five components of reading daily in their lesson plans. Over the summer, teachers participated in professional development on the new reading curriculum. The PLC leaders also met over the summer to update the curriculum map.

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

The largest area of growth was shown in the number of students who scored proficient on the last Saxon Phonics Word List assessment when compared to the assessment given at the beginning of the school year.

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

With the introduction of the new district-wide MTSS Guide, our school had a renewed focus on implementing the MTSS process and tracking students who were below expectations. Saxon Phonics is implemented daily in each classroom with fidelity.

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

Our school is working even harder this year to successfully implement the MTSS process. We are redesigning the way our MTSS team meets. The team will divide up monthly to meet with teachers one-on-one to discuss MTSS data and offer recommendations.

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.

Teachers will have monthly one-on-one meetings to discuss any questions or concerns they may have about their MTSS. All teachers met with the guidance counselor and behavior specialist at the beginning of the year to discuss tracking Tier II behavior data. PLC teams meet bi-weekly to discuss data.

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

Data chats will be held once a quarter to discuss student growth and achievement. Data chats will be held with the classroom teacher, the instructional coach, and administration.

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 Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In May of 2019, 57% of Kindergarteners score 50% or higher on Star Earlly Literacy Assessment. Before PKK was closed due to the pandemic, students took the STAR Early Literacy Assessment in March of 2020. Only 45% score on grade level, 50%, or higher. In May of 2021, 58.45% of our Kindergarteners score 50% or higher on STAR Early Literacy Assessment. In May of 2022, 62% scored 50% or higher. PKK would like to increase the percentage of students on or above grade level to 65% in May 2023.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	65% of Kindergarten students will score at grade level (50%) on the final administration of Florida's Assessment of Student Thinking (FAST) using STAR Early Literacy.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ABC Bootcamp, K-Pals (Peer Assisted Learning Strategies), Sunform Curriculum (Neurologically Integrated Beginning Literacy), STAR Early Literacy Pilot in Pre-K, STAR Early Literacy progress monitoring, Benchmark checklist
Person responsible for monitoring outcome:	Tanyia Rowan (tanyia.rowan@bakerk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence based strategies being implemented for the area of focus is the use of Reading Eggs, Moby Max, data driven 90 minute reading block planning, including the 5 components of literacy, professional development on SAVVAS. Evidence based interventions including SUNFORM, K-PALS, Heggerty Phonemic Awareness are implemented for this area of focus.ABC Bootcamp, K-Pals (Peer Assisted Learning Strategies), Sunform Curriculum (Neurologically Integrated Beginning Literacy), STAR Early Literacy in Pre-K, Benchmark checklist
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	This area of focus will be enhanced through data chats and data driven instruction from STAR Early literacy progress monitoring, benchmark checklists, benchmark assessments which include phonemic awareness, phonics, W.O.W. words, and reading comprehension. Professional learning communities led by PLC leaders, analyze team data, plan interventions to address specific skills and differentiate instruction bi-weekly.

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. Data Chats to analyze data
2. Progress Monitor
3. Differentiate instruction and interventions
4. Implement Documented "Kindervention" Daily
5. Implement District Wide Multi Tiered Systems of Support Guide

Person Responsible Bonnie Jones (bonnie.jones@bakerk12.org)

No description entered

Person Responsible [no one identified]

#2. 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.	Pre-K and Kindergarten students experience their first year of school at Baker County Pre-K/Kindergarten Center. Learning socio-emotional lessons and how to behave is just as important as reading, writing and arithmentic for our young learners. Explicit teaching what being a good listener, being safe, being a helper and being kind look and sound like.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will receive 10 minutes instruction from Sanford Harmony Social Emotional Curriculum daily. They will also receive a weekly 25 minute lesson from "Teachtown" during resource time on social emotional topics such as self-control, community building, kindness, friendship, honesty, growth mindset, empathy, emotions, family, respect, and responsibility. Conscious Discipline will also be implemented.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Multi tiered systems of support will be in progress. During Positive Behavior Intervention Support Team Meetings, MTSS team meetings, Professional Learning Community Team meetings, behavioral data will be analyzed and proactive measures, interventions, or any adjustments will be made to meet PKK's P.B.I.S. expectations: Be kind, be a good listener, be safe and be a helper.
Person responsible for monitoring outcome:	Heather Hickox (heather.hickox@bakerk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachtown -25 minute weekly lesson in resource Sanford Harmony-10 minutes daily Consicous Discipline Red/Green Choices MTSS interventions/tracking and problem solving guides
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Just like we teach students reading, writing, mathematics, etc, we must teach students how to self regulate emotions, problem solve, and interact with their peers and adults.

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

#3. Positive Culture and Environment specifically relating to School Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Only 66% of our kindergarteners were in attendance 90% or more of the school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome is to increase kindergarten students in attendance 90% or more of the school year from 66% to 70%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership team will monitor and review the percentage of regular attenders, at risk, and chronic/severe chronic absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents.
Person responsible for monitoring outcome:	Bonnie Jones (bonnie.jones@bakerk12.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will make a phone call home to students and document the date, time, parent/ guardian spoken with and a summary of the conversation. PKK will recognize good and improved attendance (Tier 1). Teachers will start with "hello." Teachers, administrators, and support staff visibility in the hallways is helpful for safety. Perfect attenders will receive a "Perfect Attendance" bracelet and goodies. Encourage parents to complete a "family" access Skyward log in form in order to access attendance online. Staff will help identify any family needs and connect the family with services (food pantry, clothing assistance, etc.)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Greeting students with positivie affirmations helps establish positivie relationships and a healthy school culture associated with improved attendance. Timely and accurate attendance information and grades are available to parents through Skyward, creating a transparent partnership between school and home. Perfect attendance bracelets and perfect attendance recognition celebration picnic with the principal will provide incentive to achieve perfect attendace.

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.

Monitor Data
Engage students and families
Recognize good and improved attendance
Provide personalied outreach
Remove Barriers

Person Responsible   Morgan Craven (morgan.craven@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. §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

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.

The Pre-K/ Kindergarten Center provides opportunities for parent participation at various events. These opportunities include, Open House, Back-to-School Night, School Advisory Council, parent conferences, IEP Meetings, class parties, and field trips. More school wide events include, Spring Fling, Fall Festival, Spirit Day/ Veteran's Day, Kindergarten and Pre-K Transition Day, food drives, Read for the Record, PBIS activities, volunteering, fundraisers,STEM DAY, Art Auction, Family Reading Night, Kid Fest (a literacy community wide event), Kindergarten Readiness nights, Kindergarten plays, end of the year celebrations, Farm Day, A.R. Night, Book Fair, and home projects/ books. This year, we plan to go out into the community to hold several functions, instead of just having them at our school. The Baker County Pre-K/ Kindergarten Center builds and sustains partnership with the local community for the purposes of securing and utilizing resources to support the school and student achievement through the Student Advisory

Council, Kinderchorus club, STEM club, Christmas Caroling, Pre-K Community Field Trips, surveys, newsletters, website, personal phone calls and invitations to attend and contribute to the Baker County Pre-K/ Kindergarten Center.

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

Faculty, staff, parents, guardians, community leaders, local businesses, and students are all active participants in promoting culture and environment in the the school. The School Advisory Council Committee helps make decisions for our school. The School Advisory Council Committee is comprised of faculty, staff, and community members.