

Baker County School District

# Macclenny Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Macclenny Elementary School

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www.bakerk12.org

## School Board Approval

This plan was approved by the Baker County School Board on 10/2/2023.

## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

## Purpose and Outline of the SIP

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

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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.

**Stakeholder Involvement and SIP Development**

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

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

Teachers and Staff members at Macclenny Elementary School were invited to be part of the SIP development process by an email sent by Principal Lynn Green. Media Specialist Ronda Hartley and 3rd Grade Teacher Sandra Goodwin joined the team to work on the SIP. The plan is shared with members of the School Advisory Council. Their input is received and, if needed, adjustments to the plan are made. The SAC is made up of teachers, staff members, parents (some of which are local business owners or leaders).

**SIP Monitoring**

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

The goals in the SIP related to student data are monitoring through Progress Monitoring Sessions 2 and 3. After each PM, the school-wide data and progress toward meeting the goals is reviewed, presented to teachers and staff, and shared with the SAC. Also, our Instructional Coach explains to the SAC how the data is used to drive instruction in the classrooms and adjust interventions as needed.

The goal(s) related to professional development is monitored through Professional Learning sign-in sheets, participant feedback forms, and classroom walkthroughs.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 1-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	22%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD) Black/African American Students (BLK) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:



Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	47	47	39	0	0	0	0	0	133
One or more suspensions	0	6	6	5	0	0	0	0	0	17
Course failure in English Language Arts (ELA)	0	5	17	10	0	0	0	0	0	32
Course failure in Math	0	2	15	4	0	0	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	18	0	0	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	11	0	0	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	10	14	0	0	0	0	0	28

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	9	20	7	0	0	0	0	0	36
Students retained two or more times	0	1	7	4	0	0	0	0	0	12

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide Math assessment	0	0	0	2	0	0	0	0	0	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	14	1	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide Math assessment	0	0	0	2	0	0	0	0	0	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	12	14	1	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

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

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	51	53	70	55	56	71		
ELA Learning Gains				80					
ELA Lowest 25th Percentile									
Math Achievement*	82	53	59	76	31	50	72		
Math Learning Gains				80					
Math Lowest 25th Percentile									
Science Achievement*		32	54		60	59			
Social Studies Achievement*					48	64			
Middle School Acceleration					34	52			
Graduation Rate					36	50			
College and Career Acceleration						80			
ELP Progress			59						

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	3

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	57			
ELL				
AMI				
ASN				
BLK	54			
HSP				
MUL	64			
PAC				
WHT	75			
FRL	69			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	61			
ELL				
AMI				
ASN				
BLK	50			
HSP				
MUL				
PAC				
WHT	78			
FRL	66			

**Accountability Components by Subgroup**

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			82								
SWD	51			66							3	
ELL												
AMI												
ASN												
BLK	45			73							3	
HSP												
MUL	55			82							3	
PAC												
WHT	72			82							3	
FRL	64			80							3	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	70	80		76	80							
SWD	52			70								
ELL												
AMI												
ASN												
BLK	40			60								
HSP												
MUL												
PAC												
WHT	77			78								
FRL	64			68								

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	71			72								
SWD	59			68								
ELL												
AMI												
ASN												
BLK	51			50								
HSP												
MUL												
PAC												
WHT	75			77								
FRL	62			61								

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	63%	-1%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	85%	75%	10%	59%	26%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on 2021-2022 ESSA data:

Black Students scored the lowest (50) on the Accountability Components by Subgroup. This subgroup has historically been the lowest scoring in our school. Contributing factors may include lower attendance rate, lower parental involvement (as evident in parent contact logs and parent/teacher conference participation.)

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

Based on 2021-2022 ESSA data:

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

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

State average is not shown.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Based on 2021-2022 ESSA data:

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

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

1. Attendance (below 90%)
2. Second Grade Retentions

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

1. Attendance
2. ELA growth for all grades
3. Implementation of Tier 1 Professional Learning
4. Resiliency Education
5. Transition to Grades 1-5

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

1st grade: 18% 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: 27% of the 1st graders who tested into the STAR Reading Assessment for PM 1 scored at or above benchmark (50 PR).

2nd grade: 52% of the 2nd graders who tested into the STAR Reading Assessment for PM 1 scored at or above benchmark (50 PR).

3rd grade: 67% of the 3rd graders who tested into the STAR Reading Assessment for PM 1 scored at or above benchmark (50 PR).

3rd grade: 33% of the 3rd grade students who took the ELA F.A.S.T. (PM 1) scored at or above Level 3.

4th grade: 67% of the 4th graders who tested into the STAR Reading Assessment for PM 1 scored at or above benchmark (50 PR).

4th grade: 43% of the 4th grade students who took the ELA F.A.S.T. (PM 1) scored at or above Level 3.

5th grade: 60% of the 5th graders who tested into the STAR Reading Assessment for PM 1 scored at or above benchmark (50 PR).

5th grade: 39% of the 5th 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: 96% 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, 75% of students will score at or above benchmark (50 PR).

2nd grade: At PM 3, 75% of students will score at or above benchmark (50 PR).

3rd grade: At PM 3, 75% of students will score at or above benchmark (50 PR).

3rd grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.

4th grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.

5th grade: At PM 3, 50% 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data Driven Interventions

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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, Making Words, Varsity Tutoring, and Guided Reading. Small group instruction will be monitored for fidelity through lesson plan checks and classroom walkthroughs conducted by the administrative team.

In addition, Saxon Phonics will be added as a supplement to our core curriculum in first and second grades.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken 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)

**By When:** Final STAR Reading Assessments will be administered in May.

**#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our district-wide initiative is focused on High Leverage Practices (HLPs) within Tier I instruction. Based on recent data (student retentions, number of students receiving Tier 2 and/or Tier 3 MTSS interventions, students scoring below grade level, etc.), our school has developed an action plan of professional learning to strengthen Tier I instruction.

**Measurable Outcome:**

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

100% of MES teachers will attend the Tier I Professional Learning opportunities offered this school year.  
100% of MES teachers will submit the Tier I HLP survey.

**Monitoring:**

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

Professional Learning sign-in sheets will be collected for each session. Classroom walk-throughs will be conducted to monitor teachers' implementation of the HLPs.

**Person responsible for monitoring outcome:**

Lynn Green (lynn.green@bakerk12.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The strategies in Visible Learning by Dr. John Hattie will be shared with teachers who will then put them into practice.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Through many years of research, the effectiveness of these HLPs have been proven.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken 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 Early Warning System

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year, 21% of our students had an attendance rate of lower than 90%.

#### Measurable Outcome:

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

During the 2023-2024 school year, we will decrease the percentage of students with attendance rates of lower than 90% to 18%.

#### Monitoring:

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

Data Processor will report the daily attendance rate.

The School Counselor will monitor frequent absences following the district's attendance policy (Student Code of Conduct).

Teachers will monitor their class' perfect attendance record.

#### Person responsible for monitoring outcome:

Rhonda Stafford (rhonda.stafford@bakerk12.org)

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Attendanceworks.org states: School attendance is a simple, easily understood measure of student performance. One strategy for improving attendance is engaging students, parents, educators and community members in a campaign that offers positive rewards for getting to school on-time.

MES will implement a Principal's Challenge for school-wide attendance and an In-Class Challenge.

Principal's Challenge: Using a 100 chart, a box will be filled in each day the school-wide attendance is above 93% (last year's daily average). When the chart is full, a school-wide reward will be given.

In-Class Challenge: Each class that earns 20 days of perfect attendance will receive a "Free Recess" certificate that can be used during the math block.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research found in attendanceworks.org:

- \* Incentives should be part of creating a school-wide culture of attendance

- \* Incentives don't need to be costly. Simple rewards—recognition from peers and the school through certificates or assemblies, extra recess time, homework passes or even dancing in the hallways—go a long way toward motivating students.

- \* Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive program and the importance of attendance for academic success, as well as school policies in which poor attendance can result in failing a course or being retained. Sanctions should never be used without incentives.

#### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### Will this evidence-based intervention be funded with UniSIG?

No

**Action Steps to Implement**

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

Share Attendance Incentive programs with faculty and staff. Prepare class charts and Principal's Challenge 100 Chart.

Share resources from [attendancesworks.org](http://attendancesworks.org) with families (Facebook, newsletter, school website, conferences, etc.)

Positive Postcards for perfect attendance

**Person Responsible:** Lynn Green ([lynn.green@bakerk12.org](mailto:lynn.green@bakerk12.org))

**By When:** Monitored weekly until the end of school (5/24/23).

**Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b).

This section is not required for non-Title I schools.

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

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

Macclenny Elementary's School Improvement Plan is shared with the School Advisory Council (families, staff, local business owners/community leaders) at our first meeting. The SIP is presented to the Superintendent of Schools, the Baker County School Board, and other school administrators and district leaders during a School Board Meeting. This meeting is also open to the public. Our staff has access to the entire approved SIP through email and is also presented a summary of the SIP during a faculty meeting. MES' SIP is also available on our school's website ([www.bakerk12.org/mes](http://www.bakerk12.org/mes)) after approval. If needed, the SIP can be translated in other languages using the Microsoft Word Translator option.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

\*encouraging students and their families to complete "All About Me" and/or "Family Tree" projects.

\*inviting ALL families to a teacher/parent conference during the first nine weeks of school

\*hosting family information nights (F.A.S.T. Information, Saxon Phonics Night, Title One Family Night, Family Reading Nights, etc.)

\*Gentlemen's Day and Ladies' Day

Other Community Stakeholders:

- \* Dairy Queen - provides discounted meals to students who meet fundraising goals
- \* Burger King - provides meal vouchers for students scoring proficient on the F.A.S.T.
- \* 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
- \* Better Baker Club - recognizes "Super Kid" achievements
- \* Rotary Club - provides dictionaries to all 3rd grade students
- \* First Responders - provide safety lessons and also assist in monthly safety drills
- \* Local churches, organizations, and businesses donate school supplies, clothing, etc.
- \* MES invites community members and business leaders to read to classes during Celebrate Literacy Week.
- \* "Career Day". Students are encouraged to dress-up to show the career they are interested in.
- \* Students learn about careers in the STEM field through the Science Lab.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Our academic program will be strengthened through the implementation of the Tier One High Leverage Practices - HLPs (Area of Focus Related to Professional Learning).

We will continue to protect our ELA Block and Math Block each day by limiting interruptions and scheduling conflicts as much as possible. Staff members (resource teachers, paraprofessionals, title one staff, etc.) will push into classrooms to offer additional support during these academic blocks.

Accelerated classes are offered in grades 2-5. These students are placed in these classes based on their previous teacher's input, final grade averages, and PM test scores.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The School Counselor/Career Specialist is available to meet with students at their request or the request of a teacher and/or parent/guardian. She may then recommend scheduling periodic meetings with the student, pairing them with a mentor, or beginning a Check-in/Check-out Tier 2 intervention. A district Mental Health Counselor (MHC) is also available to meet with children in case of emergency, Threat Assessment, and/or at the signed request of a parent/guardian. At that point the MHC makes the recommendation of scheduling individual or group sessions with the student during the school day or encourages the family to seek outside counseling services.

In the case of a student possibly harming themselves or others, the Mobile Response Team can be called.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

A Multi-Tiered System of Support (MTSS) is an all-inclusive framework that provides various layers of support that encompass evidence-based practices tied to student needs. The MTSS framework includes the implementation of Positive Behavior Interventions and Support (PBIS), which is a proactive approach to teaching expectations and acknowledging positive behavior. Social-emotional Learning (SEL) Curriculum as well as Resiliency Education are also utilized in conjunction with PBIS to support positive behavior on a school-wide, Tier 1 level. When these measures are implemented with fidelity and problematic behavior continues to be observed by a student, our district-wide MTSS guide offers various Tier 2 and Tier 3 interventions that can be implemented to provide additional levels of support.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Instructional Practice Relating to Professional Learning: Tier I High-Leverage Practices (HLPs) will be presented throughout the school year. The use of data from academic assessments will be specifically addressed in the second session. Teachers will apply what is being taught to their own Progress Monitoring 1 assessments results.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A