



Baker County Public Schools



Sherrie Raulerson, Superintendent of Schools

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

AGENDA EXPULSION HEARING (Closed to the Public) Monday, October 18, 2021 – 4:15 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)				
SUPPLEMENTAL MINUTE BOOK #50 PAGE #7				
Date	TIME	TYPE	CASE #	SCHOOL
10/18/2021	4:15 P.M.	EXPULSION HEARING	1018214150966	BAKER COUNTY HIGH SCHOOL

AGENDA SCHOOL BOARD MEETING (Open to the Public) Monday, October 18, 2021 - 5:00 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)		
SUPPLEMENTAL MINUTE BOOK #50 PAGE #8		
I.	A. Invocation	
	B. Pledge of Allegiance	
II.	CALL TO ORDER – 5:00 P.M.	
III.	ROLL CALL OF MEMBERS	
IV.	PUBLIC HEARINGS – 5:05 P.M. (if any)	
V.	RECOGNITIONS / PRESENTATIONS	
VI.	APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA	
VII.	REMOVAL OF ROUTINE ITEMS	
VIII.	APPROVAL OF ITEMS FOR ACTION	
	A.	CONTACT
	Approval of Routine Items	
	A.	CONTACT
	1.	CONTACT
	Approval of the Personnel Items List for Approval on October 18, 2021.	
	Sherrie Raulerson (259-0401)	

Baker County School Board Meeting Agenda (Monday, October 18, 2021) - Page 1 of 4

Minute Book # 39

Supplemental Minute Book #50 Page #8

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McNarnay, District 1 🐾 Richard Dean Griffiths, District 2 🐾 Paula T. Barton, District 3 🐾 Charlie M. Burnett, III, District 4 🐾 Amanda Hodges, District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

	A.	2.	Approval of the Minutes of the October 4, 2021, Expulsion Hearing, Executive Sessions, Work Session, and School Board Meeting.	Sherrie Raulerson (259-0401)
	A.	3.	Approval of Budget and Program Amendment #1 in the Amount of \$455,000 to Grant Proposal, "Elementary and Secondary Schools Emergency Relief (ESSER II) Fund Under the Coronavirus Response and Relief Supplemental (CRRSA) Act - 2021 Lump Sum" (No Change in Overall Budget Total)	Traci Wheeler (259-6776)
	A.	4.	Approval of the September 2021 District Property Inventory.	Denny Wells (259-5420)
	B.		Approval of Removed Routine Items.	N/A
	C.		Approval of the Dual Enrollment Articulation Agreement with Florida State College of Jacksonville for the 2021-2022 Academic Year.	Carrie Dopson (259-0408)
	D.		Approval of Macclenny Elementary School's 2021-2022 School Improvement Plan.	Lynn Green (259-2551)
	E.		Approval of Westside Elementary School's 2021-2022 School Improvement Plan.	Debbie Fraser (259-2216)
	F.		Approval of Baker County Pre-K / Kindergarten Center's 2021-2022 School Improvement Plan.	Bonnie Jones (259-0405)
	G.		Approval of Baker County Career and Adult Education Center's 2021-2022 School Improvement Plan.	Carrie Dopson (259-0408)
IX.	CITIZEN INPUT <i>(A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to ten (10) minutes.)</i>			
X.	INFORMATION AND ANNOUNCEMENTS			
XI.	ADJOURN			

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON OCTOBER 18, 2021

RESIGNATION LIST FOR APPROVAL ON OCTOBER 18, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	Effective Dates
Anderson	Catherine			Nutrition Services Assistant (191 Days, 7 Hours)	Baker County High School	September 23, 2021
Carter	Cynthia			Teacher, Fifth Grade (197 Days)	Keller Intermediate School	September 30, 2021
Holton	Carrie			Bus Driver (186 Days)	Transportation	September 29, 2021
McGee	Jean Yvonne			Bus Driver (186 Days)	Transportation	October 15, 2021

RESIGNATION LIST FOR APPROVAL ON OCTOBER 18, 2021						
LAST NAME	FIRST NAME	MT	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Nowlen	Lucy			Extended Day Enrichment Program Assistant Supervisor (181 Days, 5.5 Hours)	Baker County Pre-K / Kindergarten Center	October 15, 2021

EMPLOYMENT LIST FOR APPROVAL ON OCTOBER 18, 2021						
LAST NAME	FIRST NAME	MT	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Arnold	Claudia		Initial Employment / Replacing Courtney Forth	Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	October 4, 2021
Branch	Ludamyla		Transfer from Nutrition Services Assistant (186 Days, 4 Hours) at Macclenny Elementary School / Replacing Cary Williams (No Vacancy / Swap)	Nutrition Services Assistant (186 Days, 4 Hours)	Baker County Middle School	October 11, 2021
McCray	Beverly		Promotion / Transfer Within the Same School Site from Staffing Specialist (197 Days) at Student Services / New Unit (100% Grant Funded / Program Period Ends 09/30/2023)	Case Manager (216 Days)	Student Services	October 25, 2021
Williams	Cary		Transfer from Nutrition Services Assistant (186 Days, 4 Hours) at Baker County Middle School / Replacing Ludamyla Branch (No Vacancy / Swap)	Nutrition Services Assistant (186 Days, 4 Hours)	Macclenny Elementary School	October 11, 2021

EXTRA DUTY LIST FOR APPROVAL ON OCTOBER 18, 2021						
LAST NAME	FIRST NAME	MT	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Gnann	Debra		Position ID# 210818002	Post-Secondary Health Science Teacher	\$33.99 Per Hour / As Needed / Funding Source: General	October 4, 2021 - June 30, 2022

SUPPLEMENT LIST FOR APPROVAL ON OCTOBER 18, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Holton	Ashley		Baker County High School	Girls Assistant Weightlifting Coach	Board Approved Rate	2021-2022
McCray	Beverly	RESCIND Previously Approved on April 5, 2021	RESCIND Student Services	RESCIND Staffing Specialist	RESCIND Board Approved Rate	2021-2022 Effective October 22, 2021
McCray	Beverly	(100% Grant Funded / Program Period Ends 09/30/2023)	Student Services	Case Manager	Board Approved Rate - Prorated	2021-2022 Effective October 25, 2021

SUPPLEMENT LIST FOR APPROVAL ON OCTOBER 18, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Nunn	Cheryl		Baker County High School	Girls Bowling Coach	Board Approved Rate	2021-2022
Roberts	Vanessa		Baker County High School	Girls Assistant Bowling Coach	Board Approved Rate	2021-2022
Trippett	Joshua		Westside Elementary School	Director of Music (Chorus)	Board Approved Rate - Prorated	2021-2022 Effective September 17, 2021
Trippett	Kailee	RESCIND Previously Approved on August 16, 2021	RESCIND Westside Elementary School	RESCIND Director of Music (Chorus)	RESCIND Board Approved Rate	RESCIND 2021-2022 Effective September 16, 2021

LEAVE LIST FOR APPROVAL ON OCTOBER 18, 2021					
LAST NAME	FIRST NAME	MO	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Buford	Sara		9 Days	Personal Leave Without Pay - Medical	October 5, 2021 - October 15, 2021
Johns	Pamela		15 Days	Personal Leave Without Pay - Medical	September 20, 2021 - October 8, 2021
Martin	Jennifer		9 Days	Personal Leave Without Pay - Medical	September 16, 2021 - September 28, 2021
Phillips	Cynthia		1 Day	Illness in the Line of Duty	September 28, 2021
Starling	Jennifer		19 Days	Personal Leave Without Pay - Personal	September 29, 2021 - October 25, 2021
Trippett	Kailee		21 Days	Personal Leave Without Pay - Medical	October 1, 2021 - October 29, 2021

SUBSTITUTE LIST FOR APPROVAL ON OCTOBER 18, 2021					
LAST NAME	FIRST NAME	MO	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Farmer	Ila		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 28, 2021
Godwin	Eugina		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	October 6, 2021
Harvey	Beki		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 28, 2021
Hutchison	Kaylin		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 28, 2021

MINUTES EXPULSION HEARING (Closed to the Public) Monday, October 4, 2021 – 2:30 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)				
SUPPLEMENTAL MINUTE BOOK #50 PAGE #7				
Date	TIME	TYPE	CASE #	SCHOOL
10/04/2021	2:30 P.M.	EXPULSION HEARING	1004212300134	BAKER COUNTY HIGH SCHOOL
<p>The Baker County School Board met on Monday, October 4, 2021, at 2:30 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold a closed expulsion hearing on Baker County High School student case #1004212300134. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McNarnay, Richard “Dean” Griffis, Charlie M. (Artie) Burnett, III, and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both in attendance at the closed hearing. The student and guardians were present at the closed hearing.</p> <p>Chairperson Barton called the closed expulsion hearing to order on Baker County High School student case #1004212300134 and then turned the proceedings over to Superintendent Raulerson. After hearing the evidence and testimonies presented, Superintendent Raulerson made the recommendation to expel Baker County High School student case #1004212300134 from the Baker County Public Schools for the remainder of the 2021-2022 school year, which also includes the Adult Education Program. The recommendation includes that Baker County High School student case #1004212300134 is not eligible for the early re-entry program. Upon returning to the Baker County Public Schools, Baker County High School student case #1004212300134 must re-enter through the Baker County CATS Academy alternative school setting for a minimum of forty-five (45) days or less as deemed appropriate by administration and/or Superintendent. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.</p>				
Paula T. Barton, Board Chairperson			Sherrie Raulerson, Superintendent of Schools	

MINUTES EXECUTIVE SESSION (Closed to the Public) Monday, October 4, 2021 – 3:15 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)	
SUPPLEMENTAL MINUTE BOOK #50 PAGE #7	
<p>➤ Executive Session to Discuss the Baker County Pre-K / Kindergarten Center, Macclenny Elementary School, Westside Elementary School, Keller Intermediate School, Baker County Middle School, and Baker County High School FSSAT Findings and District Best Practices Assessment. (Presentation of Executive Summary by David Crawford.)</p>	
<p>The Baker County School Board met on Monday, October 4, 2021, at 3:15 p.m. in a closed meeting at the District School Board Room. The purpose of the meeting was to have a closed Executive Session to discuss the Baker County Pre-K / Kindergarten Center, Macclenny Elementary School, Westside Elementary School, Keller Intermediate School, Baker County Middle School, and Baker County High School FSSAT Findings and District Best Practices Assessment. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard “Dean” Griffis, Charlie M. Burnett III, and Amanda Hodges. Mr. David Crawford, Director of School Safety and Auxiliary Services, facilitated the meeting. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both in attendance for the executive session. No official action was taken during the session.</p>	
Paula T. Barton, Board Chairperson	Sherrie Raulerson, Superintendent of Schools

MINUTES SCHOOL BOARD WORK SESSION (Open to the Public) Monday, October 4, 2021 – 3:30 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)	
SUPPLEMENTAL MINUTE BOOK #50 PAGE #7	
<p>➤ 3:30 - 4:45 p.m. - Work Session on Macclenny Elementary School, Westside Elementary School, Baker County Pre-K / Kindergarten Center, and Baker County Career and Adult Education 2021-2022 School Improvement Plans.</p>	
<p>The Baker County School Board met on Monday, October 4, 2021, at 3:30 p.m. at the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of the School Board Work Session was to present the 2021-2022 School Improvement Plans for Macclenny Elementary School, Westside Elementary School, Baker County Pre-K / Kindergarten Center, and Baker County Career and Adult Education. The following School Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard “Dean” Griffis, Charlie M. (Artie) Burnett, III, and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both in attendance for the work session. Principals from each school site provided a power-point presentation for their respective schools highlighting their school improvement plans and fielded questions during the work session from board members in reference to their plans. Board members were provided with a full copy of each plan. No official action was taken during the work session.</p>	
Paula T. Barton, Board Chairperson	Sherrie Raulerson, Superintendent of Schools

MINUTES SCHOOL BOARD MEETING (Open to the Public) Monday, October 4, 2021 - 5:00 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)	
SUPPLEMENTAL MINUTE BOOK #50 PAGE #7	
<p>The Baker County School Board met on Monday, October 4, 2021, at 5:00 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold the regularly scheduled Board meeting. Chairperson Paula T. Barton announced that Johnnie Jacobs was going to give the invocation followed by the Pledge of Allegiance led by Naomi Anderson.</p>	

CALL TO ORDER – 5:00 P.M.
<p>Chairperson Barton called the meeting of the Baker County School Board to order and asked for a roll call of members. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard “Dean” Griffis, Charlie M. Burnett, III (Artie), and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were</p>

both in attendance at the meeting.

PUBLIC HEARINGS – 5:05 P.M. (if any)

There were no public hearings at this meeting.

RECOGNITIONS / PRESENTATIONS

- Superintendent Raulerson presented principals with a Team Player certificate in honor of Principal Appreciation Month.

APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA

- **Approval to Add Item A.11. to the Agenda: Approval of Budget Amendment #1 in the Amount of \$420,000.00 to Grant Proposal, "Elementary and Secondary Schools Emergency Relief (ESSER II) Fund Under the Coronavirus Response and Relief Supplemental (CRRSA) Act - Academic Acceleration" (No Change in Overall Budget Total) Amendment / Entitlement / Federal / No Matching**

Chairperson Barton read the above noted recommended revisions to the agenda and entertained a motion from the Board. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Tiffany McNarnay. The motion carried 5-0.

REMOVAL OF ROUTINE ITEMS

Chairperson Barton asked if any Board member wished to remove a routine item for separate consideration. Hearing none, she continued with the items for action.

APPROVAL OF ITEMS FOR ACTION

	A.	Approval of Routine Items	CONTACT
	A.	1. Approval of the Personnel Items List for Approval on October 4, 2021.	Sherrie Raulerson (259-0401)
	A.	2. Approval of the Minutes of the September 20, 2021, Work Session and School Board Meeting.	Sherrie Raulerson (259-0401)
	A.	3. Approval of the August 2021 District Property Inventory.	Denny Wells (259-5420)
	A.	4. Approval of the Financial Reports for the Month Ending June 30, 2021.	Teri Ambrose (259-0418)
	A.	5. Approval of the Financial Reports for the Month Ending July 31, 2021.	Teri Ambrose (259-0418)
	A.	6. Approval of the Financial Reports for the Month Ending August 31, 2021.	Teri Ambrose (259-0418)
	A.	7. Approval to Piggyback Putnam County Bid No. 540071902 (Milk & Juice Products) with M & B Products, Effective July 1, 2021 - June 30, 2022.	Tonya Tarte (259-4330)

	A.	8. Approval to Piggyback Columbia County School District Bid with Fowinkle School Insurance Agency for Student Accident Insurance Bid No. 18-004-CCS for the 2021-2022 School Term.	Tonya Tarte (259-4330)
	A.	9. Approval of the 2021-2022 District Instructional Materials Handbook.	Allen Murphy (259-0429)
	A.	10. Approval of the Cooperative Agreement with Meridian Behavioral Healthcare, Inc. for Counseling Services Effective August 2, 2021 - June 30, 2022. Funding Source: Mental Health Allocation (No Changes from Previous Agreement.)	Michael Green (259-0444)
	A.	11. Approval of Budget Amendment #1 in the Amount of \$420,000.00 to Grant Proposal, "Elementary and Secondary Schools Emergency Relief (ESSER II) Fund Under the Coronavirus Response and Relief Supplemental (CRRSA) Act - Academic Acceleration" (No Change in Overall Budget Total) Amendment / Entitlement / Federal / No Matching	Traci Wheeler (259-3376)
		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	
	B.	Approval of Removed Routine Items.	N/A
		There were no removed routine items. Therefore, no action was taken on this agenda item.	
	C.	Approval of Amendment Three to the Agreement with Gaetz Aerospace Institute, Embry-Riddle Aeronautical University for the 2021-2022 Academic Year. (Original Agreement Board Approved on July 30, 2018.)	Carrie Dopson (259-0408)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	D.	Approval of the 2021-2022 Schools and District Florida Safe Schools Assessment Tool (FSSAT) and District Best Practices Assessment Completion, Findings, and Recommendations.	David Crawford (259-0432)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Dean Griffis. The motion carried 5-0.	
	E.	Approval of Keller Intermediate School's 2021-2022 School Improvement Plan.	Kelly Horne (259-4244)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	F.	Approval of Baker County Middle School's 2021-2022 School Improvement Plan.	Thomas Hill (259-2226)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	G.	Approval of Baker County High School's 2021-2022 School Improvement Plan.	Johnnie Jacobs (259-6286)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	

CITIZEN INPUT

No individual in the audience addressed the Board with citizen concerns at this meeting.

INFORMATION AND ANNOUNCEMENTS

- **Executive Session Will Be Held Immediately Following Regular Board Meeting**

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON OCTOBER 4, 2021

RESIGNATION LIST FOR APPROVAL ON OCTOBER 4, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Barnes	Betty		Retirement	Custodian (261 Days, 8 Hours)	Macclenny Elementary School	September 13, 2021
Brown	Brenda			Teacher, Fourth Grade (197 Days)	Keller Intermediate School	September 10, 2021
Kirkland	Cynthia		Retirement	Bus Aide (186 Days)	Transportation	August 16, 2021
Owens	Jalinda		Retirement	Child Development Associate / Pre-K Teacher (197 Days)	Baker County Pre-K / Kindergarten Center	October 29, 2021
Simiele	Katherine			Custodian (261 Days, 5.5 Hours)	Baker County High School	September 22, 2021
Singletary	Pickett			Bus Mechanic (261 Days, 8 Hours)	Transportation	October 1, 2021

EMPLOYMENT LIST FOR APPROVAL ON OCTOBER 4, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Griffis	Jordan		Initial Employment / Replacing Morgan Craven	Teacher, Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	September 15, 2021
McLarty	Kelly		Transfer Within the Same School Site from Teacher, Varying Exceptionalities (197 Days) / Replacing Chandler Hulsey	Teacher, Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	September 20, 2021

EMPLOYMENT LIST FOR APPROVAL ON OCTOBER 4, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Petrillo	Candace		Initial Employment / Replacing Rachael Sarafin	Teacher, Other Career and Voc Tech (197 Days)	Baker County High School	September 24, 2021
Raulerson	Hannah		Initial Employment / Replacing Joanna Anderson	Teacher, Second Grade (197 Days)	Macclenny Elementary School	September 24, 2021
Todd	Michael		Initial Employment / Replacing Belinda Bennett	Bus Driver (186 Days)	Transportation	September 10, 2021
Wilson	Jessica		Initial Employment / Replacing Kimberly Hinton	Paraprofessional (187 Days)	Westside Elementary School	September 22, 2021

EXTRA DUTY LIST FOR APPROVAL ON OCTOBER 4, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Akins	Kristina			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Anderson	Jacob			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Carter	Cynthia			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 24, 2021 - May 27, 2022
Cassidy	Faith Anne			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Elledge	Gretchen			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Harris	Pamela			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Hite	Jeremy			Livestream and Technical Assistance for Football games	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	October 5, 2021 - May 26, 2022
Lane	Kimbra			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 8, 2021 - May 25, 2022
McLarty	Kelly			Write IEP Goals and Supervise Support Facilitation for Students with IEPs	Regular Hourly Rate / Maximum 22.75 Hours / Funding Source: Federal	September 20, 2021 - June 30, 2022

EXTRA DUTY LIST FOR APPROVAL ON OCTOBER 4, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Padgett	Karen			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Thrift	Pamela			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Willoughby	Jana			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022
Zavala	Bethany			SPDG Planning	\$28.35 Per Hour / Maximum 40 Hours / Funding Source: General	July 1, 2021 - June 30, 2022

SUPPLEMENT LIST FOR APPROVAL ON OCTOBER 4, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Clardy	Cynthia Alane		Baker County High School	Bus Duty	Board Approved Rate	2021-2022
Clevenger	Emily		Baker County High School / Adult Education	Occupational Placement Specialist	Board Approved Rate	2021-2022
Lewis	Jane Anne		Baker County High School	Bullying Prevention Club Sponsor	Board Approved Rate	2021-2022
McLarty	Kelly	Previously Approved on September 7, 2021	RESCIND Baker County Pre-K / Kindergarten Center	RESCIND ESE Teacher	RESCIND Board Approved Rate	RESCIND 2021-2022 Effective September 17, 2021
Ruis	Donna		Baker County High School	Junior Class Sponsor	Board Approved Rate	2021-2022

STIPEND LIST FOR APPROVAL ON OCTOBER 4, 2021					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Auger	Kristine		Summer Gateway Civics Workshop	\$200.00 Flat Rate / Funding Source: General	July 30, 2021
Richerson	Kristina		Summer Gateway Civics Workshop	\$200.00 Flat Rate / Funding Source: General	July 30, 2021

OUT OF FIELD PERMIT LIST FOR APPROVAL ON OCTOBER 4, 2021						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Griffis	Jordan		Social Science (Grade 5-9)	Kindergarten	Baker County Pre-K / Kindergarten Center	2021-2022

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON OCTOBER 4, 2021				
LAST NAME	FIRST NAME	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Norman	Kelley	High School Drama	\$3,000.00 Flat Rate / Funding Source: General	September 21, 2021 - June 30, 2022

LEAVE LIST FOR APPROVAL ON OCTOBER 4, 2021					
LAST NAME	FIRST NAME	MI	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Buford	Sara		25 Days	Personal Leave Without Pay - Medical	August 31, 2021 - October 4, 2021
Holton	Ashley		15 Days	Personal Leave Without Pay - Medical	September 6, 2021 - September 24, 2021

SUBSTITUTE LIST FOR APPROVAL ON OCTOBER 4, 2021					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Bodkin	Katherine		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 22, 2021
Crews	Collin		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 17, 2021
Holloway	Rachel		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 17, 2021
Pittman	Markala		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 10, 2021
Roberts	Carolyn		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 15, 2021
Starling	Devon		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 15, 2021
Thornton	Brianna		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 22, 2021

ADJOURNMENT FROM OCTOBER 4, 2021, SCHOOL BOARD MEETING

Since there was no further business to come before the Board, Artie Burnett made a motion to adjourn, seconded by Tiffany McNarnay. The meeting adjourned via general consensus.

Paula T. Barton, Board Chairperson

Sherrie Raulerson, Superintendent of Schools

**AGENDA
EXECUTIVE SESSION
(Closed to the Public)**

**Monday, October 4, 2021 – Immediately Following Regular School Board Meeting
District School Board Room (270 South Boulevard East, Macclenny, Florida)**

SUPPLEMENTAL MINUTE BOOK #50 PAGE #7

➤ **Closed Executive Session to Discuss Negotiations**

The Baker County School Board met on Monday, October 4, 2021, in a closed meeting at the District School Board Room. The purpose of the meeting was to have a closed Executive Session to discuss negotiations with the Baker County Education Support Professionals Association and the Baker County Education Association with the School Board. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McNarnay, Richard “Dean” Griffis, Charlie M. Burnett III, and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both in attendance for the executive session. No official action was taken during the session.

Paula T. Barton, Board Chairperson

Sherrie Raulerson, Superintendent of Schools

GRANT PROPOSAL SUMMARY REQUEST FOR BOARD APPROVAL

Board
Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	<i>Elementary and Secondary School Emergency Relief (ESSER II) Fund under the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act, 2021 - LUMP SUM</i>
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TYPE OF GRANT:

☐ New ☐ Continuation ☒ Amendment ☒ Entitlement ☐ Competitive

CONTACT PERSON:	<i>Traci Wheeler</i>
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CONTACT PHONE NUMBER:	<i>904-259-6776</i>
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AMOUNT REQUESTED:	<i>\$455,000.00</i>
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SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:

☒ No

☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ _____
☐ In-Kind Amount \$ _____

LIST SPECIFIC IN-KIND CONTRIBUTIONS

PROJECT DESCRIPTION <i>(If additional space is needed, attachments may be used)</i>
<i>The ESSER II funds under the CRRSA Act are provided to address the impact that the coronavirus disease has had, and continues to have, on elementary and secondary schools in Florida.</i>

HOW WILL FUNDS BE USED <i>(If additional space is needed, attachments may be used)</i>
<i>This amendment in the amount of \$455,000.00 is for the purpose of adding a COVID relief payment for all employees who did not receive the \$1,000 Disaster Relief Payment from the governor. (No change in overall budget total)</i>

SUBMITTED BY: Traci Wheeler **DATE:** October 6, 2021



Baker County School District

F.D. (Denny Wells), Director
270 Jonathan Street – Macclenny, Florida 32063
904-259-5420



September 27, 2021

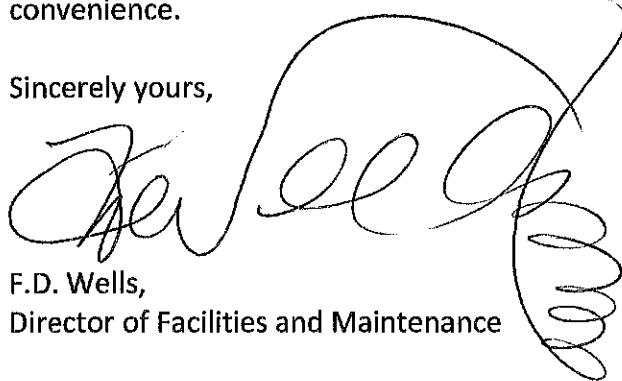
Mrs. Sherrie Raulerson
Superintendent of Schools
Baker County School District
370 South Blvd. East
Macclenny, Florida

Dear Mrs. Raulerson:

I would like to request School Board review and approval of the District Property Inventory for **September 2021**.

Should you have any questions concerning this request, please feel free to contact me your convenience.

Sincerely yours,



F.D. Wells,
Director of Facilities and Maintenance

SEPTEMBER 2021	BEGINNING BALANCE	ACQUISITIONS				TOTALS	TRANS OUT	STOLEN	TOTALS	ENDING	CHANGE IN BALANCE
		ACQUISITION	TRANS IN	TRADE INS							
BCHS - 0012	\$1,270,265.32	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$1,270,265.32	\$0.00
MES - 0013	\$131,886.66	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$131,886.66	\$0.00
PREK-KDG CTR - 0022	\$412,514.91	\$ -	\$ -			\$0.00	\$ 198,497.44		\$198,497.44	\$214,117.47	(\$198,497.44)
KIS - 0031	\$236,933.80	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$236,933.80	\$0.00
BCMS - 0032	\$833,079.41	\$ -	\$ 673.00			\$673.00	\$ -		\$0.00	\$833,652.41	\$673.00
WES - 0061	\$271,045.67	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$271,045.67	\$0.00
SURPLUS - 0099	\$0.00	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$0.00	\$0.00
IN ACTIVE - 1111	\$0.00	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$0.00	\$0.00
READ CLINIC - 2013	\$54,005.44	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$54,005.44	\$0.00
BUS SHOP/VECH 2222	\$7,494,820.00	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$7,494,820.00	\$0.00
MAINT/VECH 3333	\$199,468.93	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$199,468.93	\$0.00
CHAP 1 - MES - 4013	\$78,830.01	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$78,830.01	\$0.00
CHAP 1 - KIS - 4031	\$5,371.85	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$5,371.85	\$0.00
CHAP 1 - BCMS - 4032	\$0.00	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$0.00	\$0.00
CHAP 1 - WES - 4091	\$77,080.96	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$77,080.96	\$0.00
CUST-LAND/VECH 4444	\$200,549.19	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$200,549.19	\$0.00
VO. / ADULT ED - 6012	\$174,988.28	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$174,988.28	\$0.00
VO. / ADULT ED - 6032	\$6,540.51	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$6,540.51	\$0.00
TECHNOLOGY - 6555	\$728,966.39	\$ -	\$ -			\$0.00	\$ 573.00		\$573.00	\$728,966.39	(\$573.00)
TECH/VECH 6666	\$78,248.00	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$78,248.00	\$0.00
CURRENT MISSING - 7777	\$3,995.00		\$ -			\$0.00	\$ -		\$0.00	\$3,995.00	\$0.00
PRIOR MISSING 05 - 8888	\$324,074.75		\$ -			\$0.00	\$ -		\$0.00	\$324,074.75	\$0.00
SUBTOTAL PASSENGER	\$12,566,336.08		\$ 673.00			\$673.00	\$ 198,497.44		\$198,497.44	\$12,566,836.64	(\$198,497.44)
CO OFF - 9001	\$384,093.26	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$384,093.26	\$0.00
BUS SHOP - 9002	\$84,070.88	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$84,070.88	\$0.00
MAINT. - 9003	\$227,150.01	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$227,150.01	\$0.00
W-HSE - 9004	\$31,151.10	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$31,151.10	\$0.00
FAMILY SER - 9005	\$54,871.32	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$54,871.32	\$0.00
STUDENT SER - 9006	\$125,531.18	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$125,531.18	\$0.00
ALT SCH - 9007	\$71,157.24	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$71,157.24	\$0.00
VO. / ADULT ED - 9008	\$118,249.65	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$118,249.65	\$0.00
LAND / CUST 9009	\$407,417.46	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$407,417.46	\$0.00
SUPT. OFFICE - 9010	\$46,652.84	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$46,652.84	\$0.00
SOUTHSIDE - 9021	\$7,037.00	\$ -	\$ -			\$0.00	\$ -		\$0.00	\$7,037.00	\$0.00
DEAD FILE - 9999	\$655,376.77		\$ 198,497.19			\$198,497.19	\$ 198,497.19		\$198,497.19	\$655,376.77	\$0.00
TOTAL	\$15,099,096.79	\$ -	\$ 199,070.19	\$ -		\$199,070.19	\$397,667.63	\$ -	\$397,667.63	\$14,900,599.35	\$0.00
							Dead File Adjustment			\$966,376.77	
							Final Property Total			\$13,945,222.58	



Career and Adult Education

Baker County School District

418 S 8th Street, Macclenny, Florida 32063
Phone: (904) 259-0403 Fax: (904) 259-0378

October 7, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

Respectfully, please seek School Board approval of the attached agreement between the Baker County School District and Florida State College at Jacksonville. This agreement is in support of the dual enrollment program for Baker county High School Students in an attempt to gain post-secondary credit while in High School.

Thank you for your favorable approval and assistance.

Sincerely,

A handwritten signature in cursive script that reads "Carrie Dopson".

Carrie Dopson
Director, Career and Adult Education

CD/ab
Attachment

2021-2022 DUAL ENROLLMENT ARTICULATION AGREEMENT
BETWEEN BAKER COUNTY SCHOOLS AND
FLORIDA STATE COLLEGE AT JACKSONVILLE

THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Baker County, Florida, a body politic and corporate, hereinafter referred to as ("SBBC") and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as ("the College or FSCJ"); and

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements; and

WHEREAS, the College and SBBC have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in its designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as "core" general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions; and

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and

WHEREAS, the College and SBBC desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and SBBC acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

NOW, THEREFORE, BE IT RESOLVED that SBBC and the College agree to the following:

- A.** The Agreement is a modification of all existing articulation agreements.
- B.** The Agreement may be further amended or modified only on written consent of SBBC or FSCJ consistent with all State and Federal statutes, rules and regulations.
- C.** The College and SBBC agree to continue to be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.

- D. Assignment of Responsibilities for Acceleration Programs:** The College and SBBC agree to provide acceleration opportunities for Baker County students through the Dual Enrollment (Traditional Dual Enrollment, Career Dual Enrollment, Early Admission), Advanced Placement, and International Baccalaureate and articulation of industry certifications or other jointly approved curricula. The College and SBBC agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and SBBC shall create systems and policies that align with the terms and assignments of responsibilities. These systems and policies may be adjusted when agreed to by both parties. Information about available programs, advising, and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.
- E. Career Academies:** Where applicable, SBBC and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Baker County students for postsecondary education. Agreements of this type will be developed under separate cover but are to be considered ratified under this Agreement.
- F. Charter Schools and Home Schools:** The College and SBBC agree that students of Charter Schools in Baker County and Baker County private schools registered with SBBC are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Baker County home education program students who are officially registered with SBBC Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements and after formal release from Gateway College Dual Enrollment Office.
- G. Technical Program Articulation:** SBBC and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed under separate cover but are to be considered ratified under this Agreement.
- H. Faculty Certification:** If desired by SBBC, the College will authorize qualified instructors who are employed by SBBC to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A and which are agreed to by the parties.
- I. Independent Contractor:** The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture or partnership relationship. Neither party shall have the power to bind the other party or contract in the name of the other party. All persons employed by a party in connection with this Agreement shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees or agents of the other party.

J. Insurance of College: SBBC acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes. Subject to the limits of Section 768.28, Florida Statutes, the College agrees to indemnify, hold harmless and defend SBBC from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of College and/or sub-contractors arising out of or in connection with the provisions of this Agreement.

Insurance of SBBC: The College acknowledges that SBBC is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by SBBC. Its self-insured fund is authorized pursuant to Florida Statutes and the School Board of Baker County, Florida. Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of SBBC to be sued; or (iii) a waiver of sovereign immunity of SBBC beyond the waiver provided in Section 768.28, Florida Statutes. SBBC maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in Chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect. Subject to the limits of Section 768.28, Florida Statutes, SBBC agrees to indemnify, hold harmless and defend the College from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of SBBC and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does SBBC agree to pay attorney's fees.

K. Joint Use Agreements: Any joint use agreements for facilities used by both entities and those agreements are not included in or affected by this Agreement.

L. Strategies for Ensuring College Readiness of Dual Enrollment Students: The College and SBBC will initiate the following strategies to assist in ensuring dual enrollment students are prepared for college-level coursework, thereby promoting postsecondary enrollment:

1. **Faculty Collaboration:** If desired by SBBC, the College offers on-going professional development for SBBC teachers involved in the Dual Enrollment

program and other purposes by mutual agreement. This professional development includes:

- a. access to the courses and programs offered by the College's Academy for Professional Development (AFPD) at no charge to SBBC,
- b. training in pedagogy associated with the Canvas course shell,
- c. ongoing faculty mentoring,
- d. inclusion of dual enrollment faculty in professional development activities of academic departments.

2. **School Counseling Collaboration:** The College offers opportunities for School Counselors for updates on College policies and procedures.

M. Delineation of Programs and Courses Not Part of Agreement: The College and SBBC agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by SBBC and the College's Office of Articulation.

N. General Collaboration Efforts: The College and SBBC agree to work toward initiatives that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

O. Student Records: The College and SBBC agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential, and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and SBBC. The parties may provide personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement including but not limited to

provisions related to confidentiality, access, consent, length of retention and security of student records. A Committee, composed of representatives of both organizations will monitor, control and review all data sharing. All related enrollment projections, FTE reports, cost analyses and other elements required for the allocation of funds shall be the sole responsibility of the assigned party unless indicated otherwise herein.

- P. Faculty Records:** For initial screening and review of high school instructors who apply to teach college dual enrollment courses, SBBC agrees to allow the College access, copying, and review of faculty transcripts already on file with SBBC. It is understood that after initial screening, faculty who meet Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) credentialing standards must provide FSCJ with an official copy of their undergraduate and graduate transcripts prior to encoding of their dual enrollment classes.
- Q. Non-exclusivity:** The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.
- R. Amendments and Modifications:** This agreement may be amended at any time through a Memorandum of Understanding signed, dated, and consented to by both parties and consistent with state and federal statutes, rules, and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties and shall reflect the date of the amendment.
- S. Term:** The Agreement shall commence on the effective date and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications prior to high school registration for the fall term of the following year. The parties shall cooperate to renew this Agreement annually. The renewal of this Agreement shall be executed before the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute, or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.
- T. Compliance:** The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program Integrity Rules. Further, SBBC will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. SBBC agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all SBBC staff and employees.

U. Notice: All notices under this Agreement shall be in writing and sent via hand delivery or overnight delivery (with a receipt) or United States mail, certified return receipt requested, directed to the other party at its address provided below or such other address as either party may designate by notice from time to time in accordance herewith:

If to College:

Dr. Heather Kenney
Florida State College at Jacksonville
501 West State Street
Jacksonville, FL 32202

With copy to:

Office of General Counsel
Florida State College at Jacksonville
501 West State Street, Suite 403
Jacksonville, FL 32202

If to District:

Baker County Public Schools
270 South Blvd. East
Macclenny, FL 32063
Attn: Ms. Sherrie Raulerson, Superintendent

V. Background Screening: College and SBBC agree that all of their respective employees providing instructional services on the high school sites under this Agreement will meet the Level 2 background screening requirements described in Florida Statute §1012.32. If it is found that a person who is providing instructional services under this Agreement does not meet the Level 2 requirements, that person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

W. Facsimile and Counterpart Signatures: The parties agree that this Agreement may be executed via counterpart and facsimile signature, the counterparts and facsimiles of which, when taken together, shall be deemed to constitute an entire and original Agreement.

[Signature Page Immediately Follows]

[Signature Page to 2021-2022 Dual Enrollment Articulation Agreement
Between The School Board of Baker County, Florida and
Florida State College at Jacksonville]

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with
the incorporated Exhibit A (Dual Enrollment Acceleration Programs: Overview and
Requirements) effective October 1, 2021.

Florida State College at Jacksonville

By _____
Dr. John Avendano
President

The School Board of Baker
County, Florida

By _____
Ms. Sherrie Raulerson
Superintendent

Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements

I. Dual Enrollment: Traditional, Career, Early Admission, Early College, Collegiate Career High School

A. Program Definitions

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s.1007.271 F.S.)

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment

SBBC will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at middle and high school sites, on SBBC website, and SBBC-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through the FSCJ Dual Enrollment website, and College Open House events.

C. Location and Scheduling

With the approval of the College and SBBC, eligible dual enrollment students may take the courses described herein during regular class periods at SBBC school sites in fall or spring terms, in approved times in fall or spring terms outside of the regular class

periods at SBBC school sites, or during any scheduled fall or spring term on the College campus or online.

Research by the College has demonstrated that students are most successful in full term classes. Consequently, student will be preferentially scheduled in those classes rather than a short term or hybrid classes when at all possible.

SBBC may not require students to register for only those dual enrollment classes offered at SBBC school sites, but may limit students from taking a course at an FSCJ campus if that same course is also offered at their home SBBC school.

If the College is physically closed or limiting on-campus class sizes through unexpected circumstances, courses which were originally scheduled as face-to-face or hybrid may be converted to online. In such circumstances, students and faculty members affected will be given all possible support to ensure students have the greatest chance of success.

D. Course Selection

College courses selected for this program shall meet and satisfy the requirements of s.1007.271 F.S. for awarding both high school credit and college credit. SBBC shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, the ramifications, and responsibilities of initiating a permanent college transcript.

In accordance with s.1007.271 F.S., students may not earn dual enrollment credit for pre-collegiate instruction (including career/technical-preparatory instruction and college-preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by SBBC and FSCJ. Courses offered at SBBC sites will be those exclusively available through FSCJ and will not duplicate courses offered through SBBC and their dual enrollment agreement with Gateway College.

Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

The guide for courses to be offered through Dual Enrollment is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>.

If SBBC wants to offer FSCJ dual enrollment courses on SBBC sites, the request for new courses and programs to be offered for dual enrollment will be made by SBBC, to the Executive Director of Articulations, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-dual enrollment high school course. SBBC may not assign any non-dual enrollment students to class periods designated for dual enrollment students.

E. Course Equivalency

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>.
2. High school credits shall be awarded per the status of the list at the time of student enrollment.
3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.
4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.
5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

F. Eligibility for Traditional Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early Admission program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. For enrollment in Traditional Dual Enrollment courses, students must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.
3. Exception: Placement for SLS1103, IDS1107, or an acceptable SLS alternative course only may be achieved through the following:
 - a. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
4. Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus on at least three (3) weeks prior to the first day of class for courses offered on the high school campus.
5. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of "C" or better. The courses in which these students enroll must consist of only dual enrollment students.
6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school or have completed a college level math course at another accredited postsecondary institution. Exceptions must be approved by SBBC and FSCJ's Office of Articulations and are valid for one semester only, after which appropriate test scores must be presented.

7. General Education Requirement: Students must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.
8. Maximum course enrollments will be as follows:
Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three (3) courses (11 credit hours) per 15 week semester.
9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.
10. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
11. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
13. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ

personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in # 13.

G. Eligibility for Career Dual Enrollment—College Credit Courses

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Career Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.
2. Students who enroll in Career Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.
3. Exception: Placement for SLS1103, IDS1107, or an acceptable SLS alternative course only may be achieved through the following:
senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
4. Students must meet all prerequisite requirements for any Career Dual Enrollment courses prior to registration.

5. Career Academy students who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by SBBC and FSCJ.
6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the Office of High School Acceleration and FSCJ's Office of Articulations three (3) weeks prior to May 1 for fall registration and three (3) weeks prior to December 1 for spring registration.
7. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.
8. Maximum course enrollments will be as follows:
 - a. Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three courses (11 credit hours) per 15 week semester.
9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.
10. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
11. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.
12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or

spring) taking only high school coursework, if meeting all other eligibility requirements.

13. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #12.

H. Eligibility for Career Dual Enrollment: Non Credit Certificate Programs

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Non-Credit Career Dual Enrollment courses must establish a qualifying cumulative unweighted GPA of 2.0 calculated based upon at least 4 full high school credits. The deadline to apply is May 1 for fall and December 1 for spring.
2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six (6) weeks of the first term of enrollment. Students must also meet other requirements established by the career program in which they wish to enroll.

3. Students must meet all prerequisite requirements for any non-credit Career Dual Enrollment courses prior to registration.
4. Career Academy students taking non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by SBBC and FSCJ.
5. Non-Career Academy students eligible to take non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in one (1) or two (2) dual enrollment courses at the college but may not participate in non-credit Career Dual Enrollment programs that require students to complete a certain number of contact (clock) hours.
6. Maximum course enrollments will be as follows:
 - a. College campus locations courses: Students enrolled in non-credit certificate programs are limited to no more than two dual enrollment courses offered on the College campus per semester.
 - a. Combination of college and high school site enrollments:
 - i. Fall and spring terms: Traditional Dual Enrollment students taking non-credit certificate program courses may enroll in no more than the clock equivalent of 11 credit hours per 15 week semester. This maximum includes all courses taken as dual enrollment for any postsecondary institution, including the college site or at a District school location.
 - b. Exception: Project Vertical or Transition Instruction and Employment Support (TIES) program personnel may exceed the two (2) course per term college campus limitation for their students, due to the inherent purpose and design of those programs. Fall and spring course maximums will not exceed four (4) courses per term.
7. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 2.0 high school GPA.
8. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.
9. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not

be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

10. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.
11. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.
12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.
13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
14. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #9.

I. Eligibility for Early Admission

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year.
2. Students who wish to enroll in early admission must demonstrate readiness for college-level work with a 3.5 unweighted cumulative high school grade point average at time of registration and scores on a common placement test adopted by the State Board of Education under s.1007.271 such as the ACT, SAT, or Postsecondary

Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics.

3. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in SBBC by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.
4. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.5 GPA between application and start of Early Admission in the fall semester will not be permitted to participate in the program.
5. Students in Early Admission must take four courses per term (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15 week semester. Any courses required for high school graduation must be taken in the fall semester.
6. Students must be advised in writing by SBBC that failure in or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.
7. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.
8. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. General Education courses are indicated in the advising guide listed in Exhibit B.
9. Students must successfully complete all college courses attempted (as defined by a final course grade of A, B, or C) and maintain an FSCJ transcript reflecting a minimum 2.0 GPA and a cumulative unweighted high school GPA of 3.0 for continuing eligibility for the second semester of the senior year. If a student posts any grades of W, D, FN, F or has an assignment of NA in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to continue as an early admission student, but may apply for probationary status to continue as a traditional dual enrollment student.
10. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for

discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

11. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.
12. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #10.

II. RESPONSIBILITIES OF EACH INSTITUTION

A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations:

Students of SBBC and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of SBBC and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.

SBBC Shall:

1. Inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through presentations at middle and high school sites, on SBBC website, and District-wide events for high school choice and acceleration mechanisms.

The College Shall:

1. Inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through the FSCJ Dual Enrollment website, College Open House events, and through other collaborative mechanisms with SBBC.

B. Assessment Services

In all assessment activities, SBBC and Florida State College at Jacksonville agree to adhere to the State policy regarding PERT administration.

SBBC and the College Shall

1. Collaborate to ensure all appropriate prospective dual enrollment and Early Admission students including registered home school students have access to PERT testing either through their home high school sites or through a referral to one of the College's Assessment and Certification Centers.

C. Program Planning—If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1 of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list must specify courses offered for the first time at any high school site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.
2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers and syllabi for proposed dual enrollment courses no later than one (1) month prior to the start of each academic term to the Dual Enrollment Coordinator/Campus Academic Dean.
3. Restrict high school instructors from teaching more than 50% of their course load (four courses) in dual enrollment courses.
4. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course.
5. Ensure that all scheduled dual enrollment courses adhere to a minimum number of 10 students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services.
6. Support the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by SBBC teachers

7. Collaborate with the College on the development of new Dual Enrollment sites and programs, to include the development of any Collegiate Career High School programs.

The College Shall:

1. Send preliminary determination of the proposed course list back to SBBC within three (3) weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's accrediting body, and therefore may not receive approval from the college for the immediate term requested.
2. Review faculty credentials and course syllabi in a timely manner to facilitate final approval of proposed course list.
3. Send notification of final approval of courses to SBBC within two (2) weeks of credential verification of faculty. The newly credentialed teacher will be provided information on when he/she will be provided access to myFSCJ, when Canvas training is available, textbook information, a list of contact for curriculum support, provided a sample syllabus, and advised to submit his/her course syllabus for review and approval.
4. Encode only those courses which appeared on the proposed course list and received final approval of faculty.
5. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.
6. Collaborate with SBBC on the development of new Dual Enrollment sites and programs.
7. Prepare and submit prospectus documents for high school sites that wish to expand on-site Dual Enrollment offerings, pending verification of appropriately credentialed faculty.

D. Student Registration

SBBC Shall:

1. Provide information on submission of the online application process to students which will include the annual contract of understanding of expectations and requirements.
2. Provide guidance and approval for specific course requests, documented on the registration forms in collaboration with the college.

3. Check registration forms for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.
4. Provide original applications to the FSCJ designated campus by the established deadline and the designated method each term. Student registration deadlines will be strictly enforced.
5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ "Expectations for Student Conduct," SBBC "Code," and provide information to students about access to the online Student Handbook.

The College Shall:

1. Provide a primary point of contact Dual Enrollment Coordinator for purposes of coordination of all dual enrollment processes.
2. Provide the eligibility criteria for SBBC use to ensure students meet eligibility requirements. This information shall be updated to align with changes as needed.
3. Designate a campus dual enrollment coordinator to handle all dual enrollment and early admission applications. This coordinator will provide advisement, review applications, and eligibility criteria prior to registering students in classes each term, with SBBC and high school being notified of any ineligible students within two (2) weeks.
4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to SBBC, the high school instructor, and the high school dual enrollment coordinator.
5. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.
6. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done at the approval of the high school counselor through the campus dual enrollment coordinator.
7. Provide copies of student schedules with any schedule changes to SBBC and high school dual enrollment coordinator at the time of registration.
8. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

E. Faculty-- If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
 - a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
 - b. Faculty teaching SLS1103 or an alternative must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they must complete all three (3) components of the SLS Professional development training provided by the College.
 - c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.
2. Submit official transcripts for each proposed instructor.
3. Provide SBBC principals and prospective SBBC faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including but not limited to:
 - a. participation in yearly orientation sessions and course specific training provided by FSCJ.
 - b. submission of credentialing documentation including official transcripts.
 - c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.
 - d. verification of class rosters to the College dual enrollment coordinators:
 - i. prior to the date of drop without penalty,
 - ii. prior to the date of Withdrawal from the course, and
 - iii. prior to the date of submission of final grades.
 - e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.

- f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.
 - g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.
 - h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.
 - i. familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.
- 4. Provide SBBC dual enrollment faculty with access to training provided by FSCJ in the appropriate technology to perform expected classroom management activities including:
 - a. myFSCJ system to check classroom rosters for accuracy;
 - b. electronic submission of grades; and
 - c. FSCJ e-mail for updates, information, and communication.
- 5. Provide SBBC dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.
- 6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.
- 7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.
- 8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.
- 9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

The College Shall:

- 1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform SBBC within two (2) weeks of document submission if the proposed candidate meets credential standards.

2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate SBBC administrators, campus dual enrollment and appropriate College administrators including College academic deans.
3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.
4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.
5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.
6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.
7. Provide discipline-specific contacts to serve as resources and mentors for each SBBC dual enrollment faculty member.
8. Provide access to the online current College faculty handbook and student handbook to each SBBC dual enrollment faculty member.
9. Perform an immediate credential review of any SBBC faculty member proposed to teach a high school dual enrollment course as a substitute for a teacher on extended absence.
10. Assist SBBC in finding an appropriately credentialed instructor in the event of an extended absence of a high school dual enrollment faculty member.
11. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.
12. Provide appropriate training to faculty in myFSCJ and Canvas to facilitate instruction.

F. Curriculum-- If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.

2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.
3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website.
4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.
5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least one (1) month prior to the beginning of the academic term.
6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from these artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit their artifacts to FSCJ by the established deadline will receive a written warning for the first offense. If there is any additional offense, they will not be permitted to teach dual enrollment in the subsequent term.
7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.
8. Return completed final exams or end of course assessments to the executive director to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

The College Shall:

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all SBBC dual enrollment faculty.
2. Provide all SBBC dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes through an electronic syllabus template.

3. Review submitted syllabi and report approval status back to SBBC within two (2) weeks of submission.
 4. Provide assistance to SBBC faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.
 5. Review, within two (2) weeks of submission by SBBC, any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by SBBC for equivalency to current standards.
 6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. For any exams for which a standard does not yet exist, high school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty.
 7. Provide the exams and answer keys to the instructors prior to the start of the semester, as well as contact information for the faculty leader of the test development team.
 8. Review and approve any alternate final assignments for those courses in which a cumulative final exam is not administered.
 9. Hold final exams or alternate assignments returned to the College for a period of one (1) year.
- G. Supervision--** If SBBC desires to offer FSCJ Dual Enrollment courses on high school sites:

SBBC Shall:

1. Ensure all SBBC faculty teaching dual enrollment courses adhere to required standards designated in State Board Rule 6A-14.064, including, but not exclusive to, syllabus submission, submission of final exams and other required assignments, and adherence to College grading policies.
2. Offer access to the high school site for appropriate College personnel, including, but not exclusive to, campus dual enrollment coordinators, Executive Director of Articulations, College-wide and academic deans conducting classroom visitations.
3. Ensure dual enrollment students on the high school campus have instructions for, and access to technology to enable them to submit online instructional evaluations.
4. Conduct formal performance appraisal of the dual enrollment instructor according to the current District contract and Florida state law.

5. Coordinate with the College for formal program assessment and evaluation to include a yearly evaluative report describing student performance, student progression, and operational benchmarks of process.

The College Shall:

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.
2. Evaluate submitted documents and provide feedback/approval within two (2) weeks for syllabus submissions and four (4) weeks for other submitted documents.
3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus. Newly credentialed dual enrollment faculty will be observed in the fall.
4. Provide feedback to the instructor on classroom visitations/evaluations within four (4) weeks following the date of visitation.
5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.
6. Provide mentoring to dual enrollment faculty.
7. Provide SBBC with information on the process for student submission of online instructional evaluation.

H. Student Performance, Grades, and Appeals

SBBC Shall:

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
 - a. for classes offered at the high school site, the grading may include a mid-term grade consistent with the Baker County Schools nine (9) weeks reporting schedule for the participating high schools and
 - b. there is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.
2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.
3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.

4. Ensure dual enrollment faculty electronically post course gradebook items in the Canvas course shell provided for each course section and post final course grades in the College's student information management system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.
5. Ensure the grades entered into the FSCJ and SBBC permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of two (2) weeks.
6. Ensure that students who have earned a grade of D, F, FN, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.
7. Ensure that students who have earned a grade of D, F, FN, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student's ineligibility to take further dual enrollment courses.
8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within one (1) week of the withdrawal.
9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake MAT1033, MGF1106, MGF1107, and MAC1105 must retake the PERT to ensure proper advising and placement.
10. Provide students on the high school site with information on how to appeal a grade through a written request to SBBC, who will then review the appeal with the FSCJ Executive Director of Articulations for joint determination of further action. Students may need to submit an appeal in accordance with the college's student appeal process as outlined in the catalog.

The College Shall:

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.
2. Review submitted gradebooks in the Canvas course shells from SBBC faculty to ensure alignment with submitted grades.
3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus to SBBC.

4. Develop a secure electronic file transfer protocol to send grades from the College system to SBBC.
5. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.
6. Process dual enrollment student grade appeals in a timeframe pursuant to College policy and procedure.

I. Student Advising

SBBC Shall:

1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
 - a. student eligibility requirements criteria;
 - b. the option for taking dual enrollment courses beyond the regular school year;
 - c. the minimum academic credits required for graduation;
 - d. the fact that dual enrollment grades are posted to a permanent college transcript;
 - e. the consequences of grades of D, F, FN, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
 - f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.
2. Provide academic advising to dual enrollment students regarding program and course selection:
 - a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
 - b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
 - c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
 - d. advise students taking college credit courses including those in Early Admission programs of the requirement to complete the 15 hour State mandated General Education "Core" courses prior to earning 24 total college credit hours.

The College Shall:

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.
2. Provide academic advising to dual enrollment students regarding program and course selection:
 - a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
 - b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
 - c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
 - d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15 hour State mandated General Education "Core" courses prior to earning 24 total college credit hours.
3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.
4. Provide information to students regarding the requirement for self-identification of disabilities to the College's Disabilities Office in order to obtain services and accommodations.

J. Student Costs and Fees

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:

1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;
6. fees for dissection or other science consumables required for science courses;
and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

K. Instructional Materials

In accordance with s.1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school students free of charge. Payment for course textbooks shall be made in accordance with the following guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

To reduce cost of instructional materials, use of open resource materials will be encouraged, followed by textbook rental options where available.

SBBC Shall:

1. Pay for textbooks and other instructional materials required for dual enrollment students. All tangible textbooks purchased by SBBC are the property of SBBC.
2. Encourage courses taught on the high school sites to use open resource course shells when available.
3. Ensure student access to the technology required to fully use open resource course shells provided by the College.

Charter schools: SBBC is not responsible for costs for textbooks or other instructional materials for Charter schools.

Home school students will be provided textbooks and other instructional materials through a College process.

The College Shall:

1. Make available to SBBC any open resource course shells developed by FSCJ free of cost provided students are guaranteed access to the appropriate technology required to fully use them.
2. Provide course shell orientation to any SBBC faculty using FSCJ open resource shells to maximize effectiveness of resources.

L. Transportation

Unless specifically provided for a designated program by SBBC, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

M. Cost Sharing

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

SBBC Shall:

1. Compensate SBBC personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.
2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at SBBC request.
3. Compensate FSCJ at the current rate of instruction, for any college campus class specifically requested by SBBC for targeted groups of dual enrollment students.
4. Remit payment for college campus tuition.

The College Shall:

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus course if there are more than 16 SBBC dual enrollment students and the course was not specifically requested by SBBC.
2. Provide SBBC with rates of instruction on an annual basis.
3. Invoice SBBC for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of SBBC.
4. Submit to SBBC an invoice for tuition at the rate of \$71.98 per credit hour for all college credit courses Dual Enrollment and Early Admission students take through an FSCJ Campus/Center during the fall or spring term.
5. Submit to SBBC an invoice for tuition at the rate of \$2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied

technology diploma (PSAV) taken by Dual Enrollment students on the college campus during the fall or spring semesters.

N. Teacher Preparation and In-Service Training

FSCJ and SBBC will partner to provide teacher preparation and in-service training to District teachers and counselors to assist them in increasing the success of students in postsecondary education.

SBBC Shall:

1. Designate a day during the fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.
2. Support SBBC teachers participating in required professional development training offered by FSCJ.
3. Support school counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

The College Shall:

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.
2. Offer SBBC teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development.
3. Offer recertification courses for SBBC teachers.
4. Offer in-service for SBBC school counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

O. Data Sharing and Program Evaluation

The FSCJ Executive Director of Articulations and SBBC shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party

agrees to protect the rights of students with respects to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation.

The report shall include:

1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents' Statement of Standards, the following assessment and accountability measures will be established:

1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

Exhibit B. Dual Enrollment Academic Advising Guide (Includes General Core Requirements)



Dual Enrollment Academic Advising Early College Associate in Arts Degree (Fall 2015 and later)

Name: _____ EMPL ID: _____ High School: _____

Anticipated Major: _____

Potential Transfer Colleges/Universities: _____

Note:

- Students select general education courses from the five broad liberal arts discipline areas: communication, humanities, mathematics, natural sciences and social/behavioral sciences. Per Florida State Statute 1007.25(3): At least one course in each of the five discipline areas shall be identified as a state core course option. Courses identified with an asterisk (*) are designated as state core courses, accepted as general education at all state colleges and universities. A grade of "C" or better is required in all general education courses.
- General Education: 36 Core Credits + 24 Elective Credits = 60 credits.

Enrolled	Complete d (C or higher)	I. COMMUNICATION (9 credit hours – 3 credit hours from each category)			FSCJ DE Coordinato r Notes
Category A					
		*ENC1101	English Composition	3	
		*ENC1101C**	English Composition I Enhanced	4	
Category B					
		ENC 1102	Writing About Texts	3	
Category C					
		SPC2017	Intro to Speech Communication	3	
		SPC2065	Speech Communication for Business	3	
		SPC2608	Fundamentals of Public Speaking	3	
**This course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of Associate in Arts electives.					

Projecte d Term	Enrolled	Complete d (C or higher)	II. HUMANITIES (6 credit hours – choose one course from Category A AND one course from Category A or B) *At least one course must have an HUM Prefix		FSCJ DE Coordinato r Notes
Category A					
			*HUM2020	Topics in the Humanities	3
			*ARH2000	Arts in the Humanities	3
			*PHI2010	Philosophy in the Humanities	3
			*MUL2010	Music in the Humanities	3
			*LIT2000	Literature in the Humanities	3
			*THE2000	Theatre In the Humanities	3
Category B					
			HUM2210	Humanities: Prehistory to the 15 th Century	3
			HUM2230	Humanities: Mainstream of Cultures 15 th to 20 th Century	3
			HUM2250	Humanities: 20 th & 21 st Century Cultural Perspectives	3
			HUM2410	Humanities of Asia	3
			HUM2450	Humanities in the Americas	3
			DAN2100	Dance in the Humanities	3
			AML2010	American Literature: Colonial Times to 1900	3
			AML2020	American Literature: 1865 to Present	3
			ARH2050	Art History from Prehistory to 15 th Century	3
			ARH2051	Art History from 15 th to 21 st Century	3
			ENG2100	Film Studies	3
			ENL2100	English Literature to 1750	3
			ENL2022	English Literature since 1750	3
			LIT2100	Great Ideas in World Literature	3
			PHI2603	Introduction to Applied Ethics	3
			PHI2600	Moral and Political Philosophy	3
			REL2000	Religion in the Humanities	3
			REL2300	World Religions	3

Projecte d Term	Enrolled	Complete d (C or higher)	III. NATURAL SCIENCE (minimums 6 - 8 credit hours)	FSCJ DE Coordinator Notes
Option 1: Choose one course from Category A (Biological Sciences) and one course from Category B (Physical Sciences). One must have a laboratory credit associated with it. These courses are listed with a "C" or an "L" following the course number.				

Option 2: Choose one pair of courses from Category C – Biological Sciences and Physical Sciences.

****ISC1075 may fulfill the requirement in either area, but not both.**

Tips from your FSCJ DE Coordinators:

When selecting science courses please consider the following suggested courses based on your anticipated major — see notes in Category C.

Category A (Biological Sciences)

			BOT1010C	Botany	4
			*BSC1005	Life in its Biological Environment	3
			BSC1005L	Biology Lab	1
			*BSC2010C	Principles of Biology I	4
			BSC2011C	Principals of Biology II	4
			BSC2020C	Human Biology	4
			BSC2050	Biology of Environmental Systems	3
			*BSC2085C	Human Anatomy and Physiology I	4
			BSC2086C	Human Anatomy and Physiology II	4
			**ISC1075	Principles of Science and Investigation	3
			MC2010C	Microbiology	4
			OCB2000C	Fundamentals of Marine Biology	4
			ZOO1010C	General Zoology	4

Category B (Physical Sciences)

			*AST1002	Introduction to Astronomy	3
			AST1002L	Astronomy Laboratory	1
			*CHM1020	Chemistry for Liberal Arts	3
			CHM1025C	Introduction to General Chemistry	4
			CHM1032C	Principles of General Chemistry	4
			*CHM2045C	General Chemistry and Qualitative Analysis I	4
			CHM2046C	General Chemistry and Qualitative Analysis II	4
			*ESC1000	Earth and Space Science	3
			ESC1000L	Earth and Space Science Lab	1
			GLY1010C	Physical Geology and Laboratory	4
			**ISC1075	Principles of Science and Investigation	3
			*EVR1001	Introduction to Environmental Science	3
			OCE2001	Survey of Oceanography	3
			OCE2001L	Survey of Oceanography Lab	1
			*PHY1020C	Physics for Liberal Arts with Laboratory	3
			*PHY2048C	Physics I with Calculus	4
			PHY2049C	Physics II with Calculus	4
			*PHY2053C	General Physics I	4
			PHY2054C	General Physics II	4
			PSC1341	Physical Science	3

Category C (Biological Sciences and Physical Sciences PAIRS)

			*BSC2085C	Human Anatomy and Physiology I	4	for nursing majors and allied health majors
			and BSC2086C	Human Anatomy and Physiology II	4	
			*BSC2010C	Principles of Biology I	4	for Biology majors and most pre-med programs
			and BSC2011C	Principals of Biology II	4	
			*BSC2010C	Principles of Biology I	4	for some allied health majors
			and BSC2020C	Human Biology	4	
			*CHM2045C	General Chemistry and Qualitative Analysis I	4	for chemistry majors and some pre-med programs
			and CHM2046C	General Chemistry and Qualitative Analysis II	4	
			*PHY2048C	Physics I with Calculus	4	for physics and engineering majors
			and PHY2049C	Physics II with Calculus	4	
			*PHY2053C	General Physics I	4	for some pre-med majors
			and PHY2054C	General Physics II	4	



Dual Enrollment Academic Advising Early College Associate in Arts Degree (Fall 2015 and later)

Project d Term	Enrolled	Complete d (C or higher)	IV. MATHEMATICS (6 credit hours – choose any two from the following)	FSCJ DE Coordinator Notes
Tips from your FSCJ DE Coordinators:				

When selecting mathematics courses please consider the following suggested courses based on your anticipated major —

1. Mathematics: MAC1105 and MAC1147 if you meet the criteria OR MAC1114 and MAC1140.
2. Science: MAC1105 and MAC 1147 OR STA2023.
3. Psychology and Sociology: MGF1106 and STA2023
4. Other majors: MGF1106 and MGF 1107 OR other strong math students may wish to take MAC1105 and SAT2023

			*MAC1105	College Algebra	3
			MAC1114	College Trigonometry	3
			MAC1140	Precalculus Algebra	4
			MAC1147	Precalculus Algebra and Trigonometry	5
			MAC2233	Calculus for Business and Social Studies	3
			*MAC2311	Calculus with Analytic Geometry I	4
			MAC2312	Calculus with Analytic Geometry II	4
			MAC2313	Calculus with Analytic Geometry III	4
			MAP2302	Differential Equations	3
			*MGF1106	Topics in College Mathematics	3
			*MGF1107	Explorations in Mathematics	3
			*STA2023	Elementary Statistics	3

Projecte d Term	Enrolled	Complete d (C or higher)	V. SOCIAL AND BEHAVIORAL SCIENCES (9 credit hours – 3 credit hours for each category) *At least one course must come from the State Core (denoted with*)			FSCJ DE Coordinator Notes
Civic Literacy Requirement: Beginning in Fall 2018, all first-time-in-college Associate in Arts or baccalaureate degree-seeking students must demonstrate civic literacy competency prior to graduation either by successfully completing AMH2020 or POS2041 with a "C" or higher, or by achieving the standard score on one of the three approved assessments.						
Date Civic Literacy Requirement Met: _____						
NOTE: Dual Enrollment students taking ECO 2013 for high school graduation must also take ECO 1931.						
Category A						
			AMH2010	United States History 1865	3	
			*AMH2020	United States History from 1865 to Present	3	
			*POS2041	American Federal Government	3	
			WOH1012	World History to 1500	3	
			WOH1022	World History since 1500	3	
Category B						
			AMH2070	History of Florida	3	
			AMH2092	African-American History/Culture (African Origins to 1877)	3	
			AMH2093	African-American History/Culture (1877 to Present)	3	
			*ANT2000	General Anthropology	3	
			ANT2410	Cultural Anthropology	3	
			ANT2511	Physical Anthropology	3	
			ECO1931	Financial Literacy (to be taken with ECO 2013 only)	1	
			*ECO2013	Principles of Economics	3	
			INR2002	International Relations	3	
			LAH2000	History of Latin America	3	
			POS2112	State and Local Government	3	
			WST2010	Introduction to Women's Studies	3	
Category C						
			DEP2004	Human Growth and Development	3	
			INP1390	Human Relations in Business and Industry	3	
			*PSY1012	General Psychology	3	
			*SYG2000	Introductory Sociology	3	
			SYG2010	Social Problems	3	
			SYG2340	Marriage and Family	3	



Dual Enrollment Academic Advising Early College Associate in Arts Degree (Fall 2015 and later)

Foreign Language Requirement

In accordance with Florida Statute 1007.25, A.A. degree-seeking students entering FSCJ or another Florida College System institution in 2014-2015 and thereafter must demonstrate competency in a foreign language. Competency is demonstrated by the completion of a minimum of eight semester hours in the same foreign language at the college level or by the completion of two high school credits in the same foreign language.

Courses are offered in Chinese (CHI1120 and CHI1121), French (FRE1120 and FRE1121), French Conversation (FRE2210 or FRE2211), Spanish (SPN1120 and SPN1121), Spanish Conversation (SPN 2210 or SPN 2211), German (GER1120 and GER1121), Latin (LAT11120 and LAT1121) and Brazilian Portuguese (POR1120 and POR1121) that fulfill this eight credit hour requirement. You may use Sign Language I and II (ASL1140 and ASL1150) to satisfy foreign language requirements, however, these courses may not count toward the requirements of the university.

Project d Term	Enrolled	Complete d (C or higher)	Electives/Major Prerequisites (24 credit hours)		FSCJ DE Coordinator Notes
When choosing electives, refer to your intended transfer institution's prerequisite requirements for your intended major. Certain prerequisite courses may be required before you can transfer into a major at the junior level. Some major prerequisites may be used to meet the Associate in Arts General Education Requirements. The elective course options within the Associate in Arts degree consists of any combination of college-level courses or recommended/required courses for a specific upper-division major/or courses selected from the five core general education academic areas of general education: communication, humanities/social science, history, science and mathematics. Students are encouraged to pay careful attention to their major field of study and to the specific requirements of the institution to which they plan to transfer.					
			SLS 1103/IDS 1107	Strategies for Learning Success / Strategies for the Pursuit of Knowledge	

☐ I understand these are the requirements to complete the Associate of Arts degree, that I need to pass my current courses, and I need to plan my future schedule accordingly.

Name (print) _____ Signature _____ Date _____

Exhibit C. Student and Parent Contract (Included on page 2 of the Dual Enrollment Application)



**FLORIDA STATE COLLEGE AT JACKSONVILLE/BAKER COUNTY SCHOOLS
DUAL ENROLLMENT STUDENT CONTRACT**



Success in dual enrollment college classes is dependent upon academic readiness, social maturity, and motivation. Students who choose to enter dual enrollment classes are subject to the same rules and regulations as other college students. Classes contain mature, adult students from diverse backgrounds, and life experiences. Additionally, course content is college level and may contain material, situations, and examples that may offend immature students. Students

choosing to take college classes do so with the understanding that course rigor and content is intended for a mature, college-level student.

The high school student on the college campus experiences the same freedom and lack of direct supervision as any other college student; consequently, dual enrollment students are expected to conduct themselves as adults and follow both Baker County Public Schools' Code of Student Conduct and the College's Expectations for Student Conduct.

College course-level expectations include, but are not limited to the following:

- Students are expected to follow the guidelines in the course syllabus and retain that syllabus for reference.
- Students are expected to be in class on the first day and should attend all scheduled classes. Students may be assigned a grade of FN (Failure for Nonattendance) by the instructor for unexcused excessive absences.
- Students taking courses on the college campus are expected to have their texts and other course materials the first day of class.
- Two to three hours of homework or study should be completed for each hour spent in class.
- Assignment deadlines are firm.
- Students are expected to monitor their own progress in a course and to communicate regularly with their instructor if they have any questions about their progress or course material.
- Parents or guardians who have questions or concerns about their students' progress are subject to FERPA requirements and should direct their questions to the College Dual Enrollment Office and not to the course instructor.
- Students who take classes on the high school sites will have their final exams and program level assessments returned to the college and held for a period of one calendar year.

Program Level Requirements include, but are not limited to the following:

- Traditional Dual Enrollment students are limited to a maximum of 11 credit hours per fall or spring term.
- Early Admission students are limited to a maximum of 14 credit hours per fall or spring term.
- Final course grades of W (withdrawal), D, F, or FN, are permanent parts of a student's college transcript and may negatively impact transfer to other colleges and universities, scholarships, and eligibility for Federal Financial Aid.
- A grade of W, D, F or FN or assignment of NA (drop for nonattendance) in a single term will remove student eligibility for dual enrollment.
- Once a schedule has been entered for a semester, there will be no changes to the schedule unless a class is cancelled.
- Students whose college GPA drops below 2.0 or whose cumulative unweighted HS GPA drops below 3.0 will lose eligibility for participation.
- Students must complete the 15 credit hours of "State Core" General Education prior to attaining a total of 24 college credit hours.
- To drop or withdraw from a course, the student, parent, and high school designee must submit the appropriate documentation prior to the deadline.
- Students who violate the SBBC Code of Student Conduct or the College's Expectations for Student Conduct (including Academic Dishonesty) are subject to disciplinary action. Depending on the offense, this may include, but is not limited to, assignment or course failure, and suspension or removal from the dual enrollment program. Students are entitled to the College's Appeal Process in such circumstances.
- **Students are not permitted to independently perform any registration activity. Any student found in violation will not be allowed to continue in dual enrollment for subsequent terms.**
- Students may be asked to participate in educational research deemed exempt by the College's Institutional Research Board. This may include studies involving surveys and normal educational practices.

Students and Parents are expected to read the complete information regarding the dual enrollment program available in the Dual Enrollment Student Handbook online.

I have read and understand the above expectations and requirements for participation in the FSCJ/DCPS Dual Enrollment Program.

_____ Student Signature	_____ Date	_____ Parent/Guardian Signature	_____ Date
_____ FSCJ Dual Enrollment	_____ Date	_____ SBBC	_____ Date

Baker County School District

Macclenny Elementary School



2021-22 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: 8/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 1-3
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: A (85%) 2017-18: A (79%) 2016-17: A (75%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	<u>Dustin Sims</u>
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.

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

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	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 activities for the staff, communicates with parents about MTSS plans and implementation of activities, participates on the Positive Behavioral Interventions and Support committee.
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.
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.
Hartley, Ronda	Instructional Media	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

Name	Title	Job Duties and Responsibilities
		how to 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

Saturday 8/10/2019, Lynn Green

Number of teachers with a 2019 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 2019 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

604

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

4

Demographic Data

Early Warning Systems

2021-22

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

[illegible]

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

[illegible]

The number of students identified as retainees:

[illegible]

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - As Reported

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

[illegible]

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

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

The number of students identified as retainees:

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

2020-21 - Updated**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	218	181	225	0	0	0	0	0	0	0	0	0	624
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

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
03	2021					
	2019	80%	73%	7%	58%	22%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	89%	83%	6%	62%	27%
Cohort Comparison						

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Reading and STAR Math

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/14%	102/49%	126/61%
	Economically Disadvantaged	32/26%	66/53%	69/56%
	Students With Disabilities	3/14%	5/21%	7/33%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	108/53%	167/81%	149/71%
	Economically Disadvantaged	72/58%	103/83%	93/75%
	Students With Disabilities	10/48%	14/70%	12/60%
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59/37%	105/62%	100/56%
	Economically Disadvantaged	43/42%	65/64%	53/52%
	Students With Disabilities	6/32%	9/47%	11/55%
	English Language Learners	0/0%	1/50%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70/45%	114/67%	123/69%
	Economically Disadvantaged	69/68%	76/75%	78/76%
	Students With Disabilities	10/56%	12/63%	12/60%
	English Language Learners	1/50%	1/50%	

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	81/40%	128/61%	131/60%
	Economically Disadvantaged	45/38%	70/58%	69/58%
	Students With Disabilities	4/15%	8/28%	11/37%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	114/56%	176/85%	169/78%
	Economically Disadvantaged	83/69%	104/87%	96/80%
	Students With Disabilities	10/36%	17/63%	18/60%
	English Language Learners			

Subgroup Data Review

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
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							
2018 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 2016-17	C & C Accel 2016-17
SWD	61			70							
BLK	52			56							
WHT	81			82							
FRL	69			71							

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	85
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	169
Total Components for the Federal Index	2
Percent Tested	99%

Subgroup Data**Students With Disabilities**

Federal Index - Students With Disabilities	75
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

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	61
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	
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Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students 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
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	87
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	79
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus	MTSS data was reviewed at a higher grade level. During this review, it was discovered that the data was inconsistent from one grade/school to the next.
Description and Rationale:	These inconsistencies led to the development of a district-wide MTSS Manual. Professional Learning is needed to implement the updated policies and procedures.

Measureable Outcome:	100% of MES teachers and paraprofessionals who work directly with students will be trained on the new MTSS Manual.
-----------------------------	--

There was a google spreadsheet, updated by District Leaders, that informed administration who had completed the MTSS Online Modules.

There will be a sign-in sheet for the face-to-face MTSS training on campus that indicates who was present for the training.

Monitoring:	The school-based leadership team will have monthly MTSS meetings to monitor the progress of MTSS implementation. Bi-monthly question and answer sessions will be held to guide teachers through the MTSS process, and help us plan for on-going professional development and support.
--------------------	--

Person responsible for monitoring outcome:

Rachel West (rachel.west@bakerk12.org)

Evidence-based Strategy:

Teachers will receive face-to-face training that will guide them through the proper documentation of MTSS forms. During this training, teachers will work through case studies (academic and behavioral), and begin the documentation process for their actual students.

Rationale for

Evidence-based Strategy:

Hands-on approach to learning about the new MTSS Manual.

Action Steps to Implement

1. Teachers and and paraprofessionals who work directly with students completed 5 online modules (Padlet).
2. Teachers and and paraprofessionals who work directly with students completed an online assessment after each module.
3. District and school-based team will facilitate MTSS Manual training at MES
4. Teachers will complete required follow up activities (for inservice points)
5. Throughout the year, ongoing Professional Development and support as needed (PLC mornings)

Person Responsible

Rachel West (rachel.west@bakerk12.org)

#2. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description and
Rationale:**

There are a number of students who, based on parent/guardian and/or teacher input, would benefit from a social skills group.

**Measureable
Outcome:**

One of the district's behavior specialists will meet with this group of students at least 2 times per month.

Monitoring:

Students' attendance will be documented.

**Person
responsible for
monitoring
outcome:**

Rhonda Stafford (rhonda.stafford@bakerk12.org)

**Evidence-based
Strategy:**

Behavior specialists will conduct discussions, role playing scenarios, etc. during the small group sessions.

**Rationale for
Evidence-based
Strategy:**

The research based activities will be chosen by the behavior spec. He or she will be knowledgeable in which activities will best meet the needs of the small group.

Action Steps to Implement

1. Names of students who may benefit from a social skills group will be sent to the school counselor.
2. MTSS Form #2 will be sent home to families (opt-out letter) advising them that their child will be participating in a Tier 2 behavior intervention.
3. Behavior Specialist will form groups based on need and set-up a schedule with school counselor.
4. Students will meet in small groups.
5. Progress and attendance will be monitored by behavior specialist.

**Person
Responsible**

Rhonda Stafford (rhonda.stafford@bakerk12.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus	On the initial STAR Reading Assessment, 60% of MES students scored below benchmark. Students scoring below benchmark on the initial STAR Reading Assessment may struggle in the classroom.
Description and Rationale:	
Measureable Outcome:	50% of the MES students who scored below benchmark on the initial STAR Reading Assessment will score at or above benchmark on the final STAR Reading Assessment.
Monitoring:	The STAR Reading Assessment will be given a total of four times during the 2021-2022 school year. The progress of this targeted group of students will be monitored using the Screening Reports available after each assessment.
Person responsible for monitoring outcome:	Nancy Thornton (nancy.thornton@bakerk12.org)
Evidence-based Strategy:	Small group instruction will be provided utilizing research based interventions. Groups will be developed based on data analysis such as: STAR assessment scores, classroom performance, and teacher observation.
Rationale for Evidence-based Strategy:	Small group instruction will be purposeful and data driven. Students in small groups can receive intensive, individualized instruction. Some of the resources used in small groups are: the Reading Assistant program (Scientific Learning), Repeated Readings and Fluency Timings, 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

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)

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

On the initial STAR Reading Assessment, 62% of MES 3rd grade students scored a Level 3, 4, or 5 (Screening Reports).

**Measureable
Outcome:**

75% of MES 3rd grade students will score a Level 3, 4, or 5 on the 2022 ELA FSA.

Monitoring:

The STAR Reading Assessment will be given a total of four times during the 2021-2022 school year. The progress of 3rd grade students will be monitored using the Screening Reports available after each assessment. In addition, 3rd grade teachers will monitor students' progress on classroom reading assessments.

**Person
responsible
for
monitoring
outcome:**

Nancy Thornton (nancy.thornton@bakerk12.org)

**Evidence-
based
Strategy:**

Variety of instructional and test-taking strategies being implemented in 3rd grade reading classes.

**Rationale
for
Evidence-
based
Strategy:**

The strategies used are those gained through professional development opportunities such as: Summer Literacy Institute, Rural Connect, school-based PLCs and Book Studies.

Action Steps to Implement

1. A group of 3rd grade teachers create a curriculum map based on Florida Standards.
2. Data chats held with instructional coach analyzing initial STAR assessment data
3. Place students in appropriate intervention as determined by instructional coach and classroom teacher
4. Administer progress monitoring assessments periodically to target group
5. Teachers will conduct item analysis on weekly reading assessments throughout the year
6. Adjust interventions and professional development as needed throughout the year
7. Administer ELA FSA

**Person
Responsible**

Nancy Thornton (nancy.thornton@bakerk12.org)

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

On the initial STAR Math Assessment, 72% of MES 3rd grade students scored a Level 3, 4, or 5 (Screening Reports).

Measureable Outcome:

80% of MES 3rd grade students will score a Level 3, 4, or 5 on the 2022 Math FSA.

Monitoring:

The STAR Math Assessment will be given a total of four times during the 2021-2022 school year. The progress of 3rd grade students will be monitored using the Screening Reports available after each assessment. In addition, 3rd grade teachers will monitor students' progress on classroom math assessments.

Person responsible for monitoring outcome:

Nancy Thornton (nancy.thornton@bakerk12.org)

Evidence-based Strategy:

Small group instruction will be provided utilizing research based interventions. Groups will be developed based on data analysis such as: STAR assessment scores, classroom performance, and teacher observation.

Rationale for Evidence-based Strategy:

Small group instruction will be purposeful and data driven. Students in small groups can receive intensive, individualized instruction. Some of the resources include, but are not limited to: IXL Lessons, Study Island assignments, use of manipulatives, etc. Small group instruction will be monitored for fidelity through lesson plan checks and classroom walkthroughs conducted by the administrative team.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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
- *encouraging students and their families to complete "All About Me" and/or "Family Tree" projects.
- *learning more about classmates through projects such as the "Me Museums"

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
- * 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.
- * Each spring MES celebrates "Career Day" as 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.

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

Please see above (Part A).

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Baker County School District

Westside Elementary School



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Westside Elementary School

1 PANTHER CIR, Glen St Mary, FL 32040

www.bakerk12.org

Demographics

Principal: Debbie Fraser

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 1-3
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: A (74%) 2017-18: A (69%) 2016-17: A (82%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	<u>Dustin Sims</u>
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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"The Greatest Adventure Is What Lies Ahead!"

Westside Elementary School embraces our role in developing the whole child--socially, emotionally, physically, and intellectually. We believe in our students' ability to be successful, and this belief drives our mission to educate and empower children. However, we cannot achieve this goal without the resources and support of our teachers, staff, families, and community.

Provide the school's vision statement.

"Preparing individuals to be life-long learners, self-sufficient, and responsible citizens of good character."

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Fraser, Debbie	Principal	
Murphy, Kelley	Assistant Principal	
Crews, Debbie	Instructional Coach	
Rhoden, Cheryl	Teacher, ESE	
Dugger, Tabitha	Teacher, K-12	
Barrett, Ashley	Teacher, K-12	
Miller, Suzie	Guidance Counselor	
Brantley, Kaley	Teacher, K-12	
South, Marie	Teacher, K-12	
Sheridan, Kathy	Teacher, K-12	
Jacobs, Heather	Teacher, K-12	
Barrett, Ashley		

Demographic Information

Principal start date

Wednesday 8/1/2018, Debbie Fraser

Number of teachers with a 2019 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 2019 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.*

0

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

520

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

1

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	181	191	174	0	0	0	0	0	0	0	0	0	546
Attendance below 90 percent	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	
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	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	1	11	12	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	3	9	0	0	0	0	0	0	0	0	0	12

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported

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	185	163	172	0	0	0	0	0	0	0	0	0	520
Attendance below 90 percent	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	
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 ELA assessment	0	0	0	15	0	0	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	11	0	0	0	0	0	0	0	0	0	11

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

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

The number of students identified as retainers:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	12	7	1	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	3	4	0	0	0	0	0	0	0	0	0	7

2020-21 - Updated

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	203	184	192	0	0	0	0	0	0	0	0	0	579
Attendance below 90 percent	0	28	19	31	0	0	0	0	0	0	0	0	0	78
One or more suspensions	0	9	9	5	0	0	0	0	0	0	0	0	0	23
Course failure in ELA	0	12	8	16	0	0	0	0	0	0	0	0	0	36
Course failure in Math	0	1	1	4	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	25	0	0	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	12	7	1	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	3	4	0	0	0	0	0	0	0	0	0	7

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).

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
03	2021					
	2019	68%	73%	-5%	58%	10%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	83%	-6%	62%	15%
Cohort Comparison						

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1-3 use STAR data to progress monitor four times throughout the school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	42	49
	Economically Disadvantaged	37	42	49
	Students With Disabilities	0	0	06
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	52	69
	Economically Disadvantaged	40	52	69
	Students With Disabilities	21	41	35
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	47	56
	Economically Disadvantaged	34	47	56
	Students With Disabilities	0	0	06
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	60	79
	Economically Disadvantaged	43	60	79
	Students With Disabilities	06	28	33
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	58	62
	Economically Disadvantaged	40	58	62
	Students With Disabilities	03	13	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	69	76
	Economically Disadvantaged	61	69	76
	Students With Disabilities	31	55	44
	English Language Learners	0	0	0

Subgroup Data Review

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
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	51			58							
BLK	46			75							
WHT	72			78							
FRL	63			73							
2018 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 2016-17	C & C Accel 2016-17
SWD	54			63							
BLK	48			63							
WHT	69			72							
FRL	57			57							

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	74
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	147
Total Components for the Federal Index	2
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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

English Language Learners

Number of Consecutive Years English Language Learners 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	61
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

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

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	75
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	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

When Westside Elementary School students returned to school in 2020, student attendance below 90% continued to be high: 28 in first grade, 19 in second grade, 31 in third grade. Unfortunately, with COVID 19 still prevalent among families, we've begun 2021 with high numbers of absent kids due to frequent quarantines and illness. Course failure saw improvement during the 2020-21 school year, with 11% failures in first grade, 1% failures in second grade, and 5% failures in third grade. Our 2019 data does show a 14% disparity in proficiency between 3rd grade white students and African American students, who only showed 61% proficiency. In addition, the 2019 data for 3rd grade SWD indicates an even larger deficit for proficiency, with only 55% of those students scoring at the proficiency level. Based on discipline incidents, referrals, and district mental health/behavior personnel contacts, we have seen an increase in the number of students who have been recommended for social group and other district support. Students appear to be acting out due to the stress of family members' COVID-related health issues, grief, fear, and academic struggles.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In combination with the data from section 'a', our progress monitoring data adds the most current testing results to assist in determining our greatest need for improvement. The STAR scores for each grade level during the August testing window is as follows:
 First grade--ELA is 41% proficiency, Math is 50% proficiency
 Second grade--ELA is 30%% proficiency, Math is 47% proficiency
 Third grade--ELA is 41% proficiency, Math is 68% proficiency
 Clearly, our desire is that each grade level will achieve at least 50% proficiency in ELA by the end of the school year, and that Second grade will reach 50% proficiency in math by the end of the school year. But 50% is a minimum goal; we expect our students to reach at least 60% proficiency in ELA and math.

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

The second graders are from the former kindergarten class that missed their last nine weeks of learning due to the school closures in the 2019-20 school year. We are confident that this created significant learning deficits that need to be readdressed during this school year. Our district has adopted a new reading series that we hope will

assist teachers to remediate and reteach skills that are lacking in this year's second graders.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math continues to be a very strong subject area for our students. The teachers use center work, online games, and a comprehensive approach to teaching skills both in isolation, such as math facts, and in real world context, such as word problems. This approach helps students to use what they are learning and rationalize the purpose behind the learning.

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

Teachers in each grade level take much time over the summer to determine the teaching order of the math skills so that each one builds on the prior. Teachers are paid a stipend to design the curriculum map that helps teachers work together as they plan their lessons.

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

Our district has adopted a new reading curriculum that we hope will help teachers tie standards to content in a way that is meaningful for the student, without requiring the teacher to tediously have to develop their own teaching tools.

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.

SAVVAS, creators of our new ELA curriculum, are providing professional development for teachers and staff on how to navigate the materials efficiently, use the online tools, and accurately assess their students in ELA.

Additionally, this school year our teachers will receive training in Moby Max, which is a cross-curricular online tool that designs lessons and activities according to each child's abilities. This program has been in use for several years, but in 2021 teachers will learn more about pulling reports and how to use the program to easily monitor student progress. The NorthEast Florida Education Consortium (NEFEC) is offering training to teachers as they delve into the newest standards and the most effective instructional methods.

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

Third grade students on Tier 2 will be in a pull-out intervention called Reading Assistant which will help them with fluency and comprehension. First, Second, and Third grade Tier 2 students will also attend Title 1, which is a small group pull-out intervention in which students focus on comprehension, decoding, and phonics, if necessary. Teachers and Reading Assistants are given opportunities for informal professional development during our monthly Friday Faculty Focus meetings, where new strategies are discussed and shared by teachers who have used them successfully in their classrooms. These meetings are led by our Support Facilitator who oversees the data input system for student progress.

Data Chats are conducted each 9 weeks and provide the opportunity for teachers to sit with the administrators, guidance personnel, instructional coach, and support facilitator

to discuss each child and make decisions regarding their progress and possible interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA proficiency for all three grade levels is always a concern, as the first STAR test is usually alarming in pure numbers. Therefore, testing is done very early upon the students' return so that teachers are able to formulate a plan for each student during the subsequent Data Chats.

Measureable Outcome: If we provide strategic standards-based instruction in ELA, then student achievement will increase: 1.) First grade will increase the percentage of students proficient on final STAR Reading Test from 41% to 65%. 2.) Second grade will increase the percentage of students proficient on final STAR Reading Test from 30% to 65%. 3.) Third grade will increase the percentage of students proficient on the STAR Reading Test from 41% to 65%.

Monitoring: The STAR is administered four times during the school year. The testing is followed by a Data Chat with each teacher where every student is discussed in terms of progress, necessary interventions or enrichment, and behavior. STAR data is uploaded into a Google doc that serves as an online Data Wall.

Person responsible for monitoring outcome: Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

Evidence-based Strategy: SAVVAS is research-based instruction from the Pearson Company. Teachers are given ongoing professional training on how to utilize this new curriculum to its maximum potential. Data Chats and Data Walls are also supported by research as effective ways to monitor student progress and make decisions that positively impact learning.

Rationale for Evidence-based Strategy: SAVVAS curriculum was recommended by our consortium and selected by our district elementary teachers after a thorough vetting process. Our district elementary schools sent representatives to attend a curriculum fair where they could compare and contrast multiple curricula on the state's list of approved companies. We also participated in online presentations on campus with entire grade levels of teachers in attendance. After reviewing samples and careful selection, teachers were allowed to vote on their favorite curriculum.

Action Steps to Implement

1. STAR given each 9 weeks.

Person Responsible Debbie Crews (debra.crews@bakerk12.org)

2. Data Chats after STAR.

Person Responsible Debbie Crews (debra.crews@bakerk12.org)

Data Wall, MTSS process (if necessary), general strategies for instruction.

Person Responsible Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

Lesson plans will be created using SAVVAS to address new learning, remediation, practice, and enrichment. Teachers will use their curriculum as a basis for teaching, adding other components as they feel comfortable. Lesson plans will be turned in to administration every 9 weeks for inspection.

Person Responsible Debbie Fraser (deborah.fraser@bakerk12.org)

No description entered

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Discipline data for Fall 2021 indicates that 80% of our discipline incidents thus far are due to disrespect, lack of motivation, and dislike of school (according to student comments). It is critical to address this attitude early in the school year so that students can transform their negative feeling into a better understanding of how school can positively affect their lives, both now and in the future. Students with a poor daily behavior grade due to lack of motivation, disrespect, and dislike of school will be targeted for the Tier 2 Intervention, Panther Pals.
Measureable Outcome:	As students receive a daily behavior grade based on following our WES Expectations(A--Act responsibly, B--Be honest, C--Choose safety first, S--Show respect), targeted Panther Pal students' daily behavior grade will be monitored to show improvement by at least 3 extra points a week by April 2022 by interacting with their Panther Pal Mentor twice daily.
Monitoring:	Panther Pals will sign a contract with their mentee outlining their goals. Each Panther Pal will calculate their daily behavior scores once a month to monitor the students' improvement throughout the school year.
Person responsible for monitoring outcome:	Kelley Murphy (kelley.murphy@bakerk12.org)
Evidence-based Strategy:	Further develop the Panther Pals mentoring program with the addition of teacher mentors, resources(i.e. games, books, worksheets), access to more students.
Rationale for Evidence-based Strategy:	Using research-based authors, literature, and activities will expand the Panther Pal toolkit for teaching students positive social-emotional skills.

Action Steps to Implement

1. Selection of Panther Pal Mentors and Mentees based on the following criteria: disrespect, lack of motivation, and dislike of school

Person Responsible Kelley Murphy (kelley.murphy@bakerk12.org)

2. Providing Panther Pals with a blank student contract, school calendar to record meetings with mentee, and resources

Person Responsible Kelley Murphy (kelley.murphy@bakerk12.org)

3. Monitoring Panther Pal progress throughout the year

Person Responsible Kelley Murphy (kelley.murphy@bakerk12.org)

Calculating improvement in each Panther Pal's daily behavior grade from September 2021 through April 2022.

Person Responsible Kelley Murphy (kelley.murphy@bakerk12.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Westside Elementary School has a 2018 Low rank for violent incidents (1/525), Very Low for property incidents (0/525), and Very Low for Drug incidents (0/525). However, the 2018 & 2019 school suspension data is ranked as High, with the following data (2018: 17 OSS, 2019: 12 ISS & 15 OSS). Therefore, we would first like to minimize extreme discipline incidents, and next to explore other consequences that would not remove students from their learning environment.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

In order for a school to function efficiently and enrich those on its campus, there must be a continued effort to build relationships among staff members. Westside Elementary School's strategies to encourage positive working relationships between teachers include grade level teams sharing common planning times, grade-level team times, cross grade-level meetings, time set aside for Curriculum Mapping, weekly team meetings, monthly team leader meetings, teacher inquiry, district-wide collaboration, planned professional development opportunities, shared decision making in curriculum programs, other school programs and school activities, beginning teacher program, opportunities for modeling/visiting other classrooms, and instructional coach, school counselor, Title 1 Team, school facilitator and leadership team support. Our staff is treated to a luncheon plus a gift during teacher pre-planning week, in addition to various meals, recognitions, and others goodies during the school year.

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

The school builds and sustains partnerships with our local community for the purpose of securing and utilizing resources to support the school and student achievement. The Baker Prevention Coalition attends our Title 1/School Advisory Council and provide backpacks for needy students. Glen Baptist Church volunteers to complete school improvement projects and prior to COVID, they provided a Fall Festival for students and families. The proceeds were used to purchase playground equipment, technology devices, and supplies for school wide events. Westside hosts the annual Project REACH (Reading Embraces All Children) where community members are invited to classrooms to read a story and spend time with the children.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00

Baker County School District

Prek/Kindergarten Center



2021-22 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: 7/1/2009

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
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.

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

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Jones, Bonnie	Principal	<p>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.</p>
Hickox, Heather	Other	<p>Teacher on Special Assignment: 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.</p>
Rowan, Tanyia	Instructional Coach	<p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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.</p>
Craven, Morgan	Other	<p>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.</p>
Hand, Deedee	Teacher, K-12	<p>Kindergarten Teacher, Team Lead and MTSS Team Lead: Leads team to assists 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.</p>

Name	Title	Job Duties and Responsibilities
Lane, Kimbra	Teacher, K-12	Kindergarten Teacher- Team Lead: Leads team to assists 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.
Vickers, Jacqueline	Teacher, K-12	Kindergarten Teacher- Team Lead: Leads team to assists 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.
Thigpen, Kimber	Teacher, K-12	Kindergarten Teacher- Team Lead: Leads team to assists 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

Name	Title	Job Duties and Responsibilities
		<p>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.</p>
Dunnington, Amanda	Teacher, K-12	<p>Kindergarten Teacher- Team Lead: Leads team to assists 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.</p>
Vansickle, Brittnee	Teacher, ESE	<p>ESE Kindergarten Teacher- Team Lead: Leads team to assists 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.</p>
Yeager, Kelly	Teacher, PreK	<p>Pre-K Teacher- MTSS Team Leader: Leads team to assists with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their</p>

Name	Title	Job Duties and Responsibilities
		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 attends monthly MTSS meetings to discuss data and student growth.
King, Jennifer	Teacher, PreK	Pre-K Teacher- Team Lead: Leads team to assists 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

Wednesday 7/1/2009, Bonnie Jones

Number of teachers with a 2019 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 2019 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

22

Total number of students enrolled at the school

563

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

5

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - As Reported

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	422	0	0	0	0	0	0	0	0	0	0	0	0	422
Attendance below 90 percent	25	0	0	0	0	0	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	35	0	0	0	0	0	0	0	0	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	4	0	0	0	0	0	0	0	0	0	0	0	0	4

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	35	0	0	0	0	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	422	0	0	0	0	0	0	0	0	0	0	0	0	422
Attendance below 90 percent	25	0	0	0	0	0	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	35	0	0	0	0	0	0	0	0	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	4	0	0	0	0	0	0	0	0	0	0	0	0	4

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	35	0	0	0	0	0	0	0	0	0	0	0	0	35
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).

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used at our school are the STAR Early Literacy Assessment, nine weeks checklists, oral assessments, sentence reading test, and Saxon word lists test.

Subgroup Data Review

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
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
2018 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 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	85
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	169
Total Components for the Federal Index	2
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	75
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
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	61
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

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

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	87
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	79
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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 80% of the students scored proficient (80% or above) on Oral Assessment 1. By Oral Assessment 25, 96% of the Kindergarteners scored proficient. On Sentence Reading 1, 77% of Kindergarten students scored proficient. By Sentence Reading 19, 89% of the students scored proficient. On Word List 1, 79% of the students scored proficient. By Word List 15, 90% of the students scored proficient. The first STAR Early Literacy Assessment was administered in August of 2020. This assessment revealed that 48% of Kindergarten students scored at or above the 50th percentile ranking. The last STAR Early Literacy Assessment was administered in May of 2021 and revealed that 58% of Kindergarten students scored in the 50th percentile ranking or above.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data indicates that the greatest need for improvement would be the percentile ranking for the STAR Early Literacy Assessment. While 77% of Kindergarten students' percentile rankings remained the same or showed growth, there were only 58% who scored at or above the 50th percentile ranking.

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

The professional learning communities have excelled in looking at the breakdown of data on Oral Assessments, Sentence Reading, and Word Lists Test. This data is used to direct classroom instruction and meet student's needs. An action that would help improve the scores on the STAR Early Literacy Assessment would be to focus on school-wide STAR data. The professional learning communities would analyze the data and find the greatest areas of need for the school to focus on.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The largest area of growth in the progress monitoring tools was shown in the amount of students who scored proficient on the final Oral Assessment.

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

Our school used Michael Heggerty Phonemic Awareness daily with fidelity.

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

Our school is focusing on implementing the district wide MTSS manual to support behavioral and academic success through researched based interventions.

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.

At the beginning of the 2021-2022 school year, all instructional staff attended professional development on implementing the new MTSS manual. PLC teams will meet bi-weekly to discuss and support the implementation of the MTSS manual.

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 implemented throughout the school year as well as meetings to discuss tier II and tier III students to track their progress. Monthly Kindergarten grade level meetings will address tier I instruction in the classroom. Support staff will provide daily intervention in each classroom. The instructional coach will provide additional weekly intervention for tier II and tier II students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and Rationale:**

Baker County Pre-k/Kindergarten's 2018-2019 school year kindergarten readiness score increased substantially from 69% to 86%. Replacing computers with a mouse for touch screen computers, establishing a FLKRS assessment team to administer FLKRS with fidelity, a better understanding of how the scores are calculated,, identifying weaknesses and trends from prior FLKRS assessments administrations to help drive instruction in Pre-K are attributed to the increase. The focus for this year is increasing Summer VPK's Kindergarten Readiness score. For the 2017-2018 school year, the Summer VPK score was 44. For the 2018-2019 school year, the Summer VPK score rose to a 57. Although there was a 13 percent increase, Baker County Pre-k/ Kindergarten Center is on probation. In addition to the strategies that were implemented to increase the school year Kindergarten Readiness Score, PKK has adopted a new curriculum to address the core, Leap Frog Early Literacy. PKK did not receive a score for Summer VPK nor school year VPK for the 2019-2020 school year.

Measureable Outcome:

88% of our full year (540 hours) VPK students will score ready for kindergarten. 61% of our Summer VPK (200 hours) will score ready for kindergarten and get off of probation.

Monitoring:

STAR Pilot program, skills checklist, AP 1, 2, and 3 and using that data to differentiate instruction inn Pre-k will be used to monitor for the desired outcome.

Person responsible for monitoring outcome:

Bonnie Jones (bonnie.jones@bakerk12.org)

Evidence-based Strategy:

VPK Standards based insruciton, vertical alignment with kindergarten BEST standards
Through data chats with Pre-K teachers, increased computer time, differentiated instruction with an emphasis on phonemic awareness, phonics and vocabulary, a FLKRS assessment administration team will test students one on one, STAR Early Literacy skills focus, the implementation of "ABC Bootcamp" completed within the first 30 days of Kindergarten, PKK plans to increase the Kindergarten Readiness Rate. Pre-K is piloting STAR Early Literacy. receiving coaching from educational specialist, Alisha Dexter, from Episcopal Children's Services, and many professional development opportunities to learn and implement research based best practices. Two Pre-K teachers and the principal are participating in the Extended Professional Development to Support High Quality Language & Vocabulary Instruction in Prekindergarten classrooms from the Florida Center For Reading Research, Florida State University, building capacity. Our instructional coach is already trained.

Rationale for Evidence-based Strategy:

Kindergarten students must demonstrate a score of at least 500 on the Florida Kindergarten Readiness Screener.
The "Readiness Rate" measures how well a VPK provider prepares four-year-olds to be ready for kindergarten based upon the Florida Early Learning and Developmental Standards.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	In May of 2019, 57% of Kindergarteners score 50% or higher on Star Early 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.
Measureable Outcome:	62% of the students will score 50% (on grade level) or higher on the STAR Early Literacy Assessment.
Monitoring:	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:	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, reading comprehension, this area of focus will be enhanced. Professional learning communities led by PLC leaders, analyze team data, plan interventions to address specific skills and differentiate instruction are conducted bi-weekly.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 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

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: 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 arithmetic for our young learners. Explicit teaching what being a good listener, being safe, being a helper and being kind look and sound like.

Measureable 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: 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: Teachtown -25 minute weekly lesson in resource
Sanford Harmony-10 minutes daily
Conscious Discipline
Red/Green Choices
MTSS interventions/tracking and problem solving guides (2021 MTSS District Wide Guide)

Rationale for Evidence-based Strategy: Pre-K and Kindergarten are the foundational years for students. Just like we teach students how to read and write, we must teach them how to behave, what being a good listener, helper, safe and kind look and sound like.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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, 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 culture and environment at the school.

Faculty, staff, parents, guardians, community leaders, local businesses, and students are all active participants in promoting culture and environment in 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.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00

	Total: \$0.00
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Baker County School District

Baker County Adult Center



2021-22 Schoolwide Improvement Plan

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Baker County Adult Center

418 S 8TH ST - Macclenny, FL 32063

www.bakerk12.org

Demographics

Principal: Carrie Dopson

Start Date for this Principal: 2/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School Adult
Primary Service Type (per MSID File)	Adult General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	<u>Dustin Sims</u>
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Baker County Adult Education Center is committed to meeting the needs of all students in a safe, caring, and encouraging environment with a goal of preparing them to enter the workplace with marketable skills. The desire is to make every student a success story.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Dopson, Carrie	Principal	Manage the Adult Education program, courses and faculty.

Demographic Information

Principal start date

Friday 2/1/2019, Carrie Dopson

Number of teachers with a 2019 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 2019 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

3

Total number of students enrolled at the school

100

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data**Early Warning Systems****2021-22****The number of students by 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Baker - 0011 - Baker County Adult Center - 2021-22 SIP

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

Part III: Planning for Improvement**Areas of Focus:****#1. Other specifically relating to Recruitment of Students**

Area of Focus	Funding sources for Adult Education services require a certain level of participation and engagement to continue funding. Our current projected enrollment is set for 180 students. This would be an increase from last year enrollment of 142.
Description and Rationale:	
Measureable Outcome:	Our goal is to reach 90 students enrolled in the first term and 90 more in the second semester.
Monitoring:	Our Reports Coordinator will notify our Adult Ed staff and Director on a weekly basis of our enrollment status.
Person responsible for monitoring outcome:	Carrie Dopson (carrie.dopson@bakerk12.org)
Evidence-based Strategy:	Our plan is to utilize all method of communication to reach a broader spectrum of our community regarding Adult Education service.
Rationale for Evidence-based Strategy:	Multiple means of communication reaches a larger audience, helping to share our message about Adult Ed opportunities.

Action Steps to Implement

Utilize social media platforms.

Create and post flyers and brochures in prominent places around the community.

Develop signs that can be placed in high visibility areas around the community.

Person Responsible Carrie Dopson (carrie.dopson@bakerk12.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Baker County Adult Education strives to build a positive school culture and environment for our students by working with each student individually to break down the barriers to their education and career paths. Our staff strives to encourage and assist students in a manner to build trust and respect, but also to uphold high expectations for our students. We try to work with employers to assist our students in obtaining employment for during and after obtaining their education.

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

The key stakeholders for the Baker County Adult Education Center are the teachers and paraprofessionals, career coach, and any valued adult that the student expresses is needed in their life. We bring in agencies, such as CareerSource and Eckerd Connects to assist students with trainings and support for educational needs.