

2016-2017 School Improvement Plan

Current School Status

School Information

School Name: Blountstown Elementary School

Principal: Pam Bozeman

School Advisory Council Chair: Janice Lilly

Names and position titles of the School-based Leadership Team (SBLT):

Name	Title
Pam Bozeman	Principal
Tracy Wood	Assistant Principal
Melody Frye	Guidance/Student Services
Terri Reid	Writing Coach
Janice Lilly	MTSS/Reading Coach

District-Level Information

District: Calhoun

Superintendent: Ralph Yoder

Date of School Board Approval: Pending

School Advisory Council (SAC):

Membership of SAC

Kim Tanner – female
Maritza Coley - female
Whitney Cherry - female
Kelly Ramsey - female
Marissa Barfield - female
Michelle Thrasher – female
Mary McClellan - female
Bonnie Richards - female
Clarissa Cooper - female
Jessica Coleman - female
Heather Parramore - female
David Clemente – ESOL Parent-male
Consuelo Barragan – ESOL Parent
Geraldine Sheard – Community Member
Sherri Dawson – Support Staff
Heather King – ESE Liaison
Melody Frye – Guidance/Student Services
Janice Lilly – SAC Chair
Starla Baggett – Teacher
Tracy Wood – Assistant Principal
Pam Bozeman – Principal

Involvement of the SAC in the development of this SIP

The primary objective of the SAC, whose membership must consist of a majority of individuals not employed by the school, is to assist in the preparation, evaluation, and implementation of the school improvement plan. SACs, however, has numerous other responsibilities, which includes acting as the liaison between home, school, and community. The SAC members also study various data, such as test scores, and offer suggestions as to ways the school can make improvements to increase student achievement.

Activities of the SAC for the upcoming year

The SACS will meet at least four times this year to review the implementation of the School Improvement Plan, prioritize needs of the school, and decide on how to spend funds allocated by the state.

Blountstown Elementary School is in compliance with Section 1001.452 F.S., regarding the establishment duties of the School Advisory Council.

HIGHLY QUALIFIED STAFF

Administrators

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%),
Principal	Pam Bozeman	B.A. Elementary Education, Florida State University; Masters Degree - Educational Leadership, Florida Agricultural and Mechanical University; State of Florida Certification – Primary Education, Elementary Education, and Educational Leadership	7	15	<p>2015-2016 Principal BES: Grade B, English Language Arts Mastery 58%, Math Mastery 64%, Science Mastery 73%</p> <p>2014-15 Principal BES: Grade A, English Language Arts Mastery 63%, Math Mastery 70%, Science Mastery 72%</p> <p>2013-2014 Principal BES: Grade A, Reading Mastery 69%, Math Mastery 70%, Writing Mastery 74%, Science Mastery 58%</p> <p>2012-2013 Principal BES: Grade C, Reading Mastery 67%, Math Mastery 60%, Writing Mastery 44% and Science Mastery 64%</p> <p>2011-2012 Principal BES: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72% and Science Mastery 67%</p> <p>2010-2011 Principal BES: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82% and Science Mastery 65%</p>

Assistant Principal	Tracy Wood	B.A. Elementary Education, Florida State University; Masters Degree - Educational Leadership, Florida Agricultural and Mechanical University; State of Florida Certification – Elementary Education, Early Childhood, Media K-12 and Educational Leadership	BES Teacher – 23 years BES Assistant Principal – 2 years	6	<p>2015-2016 Assistant Principal BHS: Grade B, ELA Mastery 61%, Math Mastery 57%, Science Mastery 63%, Social Studies Mastery 66%</p> <p>2014-2015 Assistant Principal BHS: Grade A, ELA Mastery 62%, Math Mastery 54%, Science Mastery 67%, Social Studies Mastery 68%</p> <p>2013-2014 Assistant Principal BHS: Grade A, Reading Mastery 60%, Math Mastery 77%, Writing Mastery 58%, Science Mastery 62%, Social Studies Mastery 76%</p> <p>2012-2013 Assistant Principal BHS: Grade B, Reading Mastery 61%, Math Mastery 81%, Writing Mastery 63%, Science Mastery 74%, Social Studies Mastery 54%</p> <p>2011-2012 Assistant Principal BES: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72%, Science Mastery 67%, AYP – No</p> <p>2010-2011 Assistant Principal BES: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82%, Science Mastery 65%, AYP - No</p>
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Instructional Coaches

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%)
MTSS/Reading Coach	Janice Lilly	B.A in Elementary Education. Reading Endorsement, Middle Grades Math Endorsement Florida Certification in K-12 Music, Secondary Sociology, Secondary Psychology	20	1	<p>2015-2016 BES: Grade B, English Language Arts Mastery 58%, Math Mastery 64%, Science Mastery 73%</p> <p>2014-15 BES: Grade A, English Language Arts Mastery 63%, Math Mastery 70%, Science Mastery 72%</p> <p>2013-2014 Rtl/Reading Coach BES: Grade A, Reading Mastery 69%, Math Mastery 70%, Writing Mastery 74%, Science Mastery 58%</p>

Writing Coach	Terri Reid	B.A in Elementary Education, Masters Degree in Elementary Education, Reading Endorsed, and National Board Certified Teacher	19	9	<p>2015-2016 Writing Coach at BES: Grade B, English Language Arts Mastery 58%, Math Mastery 64%, Science Mastery 73%</p> <p>2014-15 Writing Coach at BES: Grade A, English Language Arts Mastery 63%, Math Mastery 70%, Science Mastery 72%</p> <p>2013-2014 Writing Coach at BES: Grade A, Reading Mastery 69%, Math Mastery 70%, Writing Mastery 74%, Science Mastery 58%</p>
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Classroom Teachers

	#	%
# of classroom teachers	40	
# receiving effective rating or higher	36	90
# Highly Qualified Teachers	39	98
# certified in-field	39	98
# ESOL endorsed	12	30
# reading endorsed	21	53

# with advanced degrees	11	28
# National Board Certified	3	8
# first-year teachers	3	8
# with 1-5 years of experience	8	20
# with 6-14 years of experience	14	35
# with 15 or more years of experience	15	38

Educational Paraprofessionals

	#	%
# of paraprofessionals	13	
# of Highly Qualified	13	100

Other Instructional Personnel

	#	%
# of other instructional personnel	3	

# receiving effective rating or higher	3	100

Teacher Recruitment and Retention Strategies

Strategy	Person Responsible	Timeline
<p>1. Beginning teachers are required to participate in a beginning teacher program that will last during the 2016-2017 school year.</p>	<p>The District Reading Coach meets with these teachers periodically throughout the year, as well as, conducts classroom walkthroughs in which feedback is provided to each teacher. The District Reading Coach also provides professional development throughout the year based on the needs of the group as well as individual teachers.</p>	<p>August 2016-May 2017</p>
<p>2. Beginning teachers are partnered with veteran staff in the same grade level or subject area if possible.</p>	<p>Principal</p>	<p>August 2016-May 2017</p>

Teacher Mentoring Program/Plan

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amanda Dehn	Cayla Davis	Mrs. Dehn has a master's degree in education and has been teaching for 12 years. She has worked extensively with the reading and math consultants on our pacing guide and curriculum.	Mrs. Dehn will meet with Mrs. Davis throughout the year to discuss strategies, classroom behavior, and make sure that she is implementing the Florida Standards (K-5). She is also available to model lessons if the need arises.
Carolyn Conyers	Linda Bryant	Mrs. Conyers has a master's degree in education and has been teaching for 10 years. She has worked in PK the majority of these years and has worked closely with FSU and PAEC.	Mrs. Conyers will meet with Mrs. Bryant throughout the year to discuss strategies, classroom behavior, and make sure that she is implementing the Florida Standards for PK. She is also available to model lessons if the need arises.
Ragina Daniels	Anthony Marotta	Mrs. Daniels is a veteran teacher with 30 years of experience. Mrs. Daniels has worked with many beginning teachers over the years.	Mrs. Daniels will meet with Mr. Marotta throughout the year to discuss strategies, classroom behavior, and make sure that he is implementing the Florida Standards (K-5). She is also available to model lessons if the need arises.

Multi-Tiered System of Supports (MTSS)/ Response to Instruction/Intervention (RtI)

Describe your school's data-based problem solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), and teacher support systems, and small group and individual student needs.

The MTSS Leadership Team meets twice a month to systematically evaluate the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures. The MTSS Leadership Team also reviews the status of ongoing RtI plans, possible RtI referrals, and students on our "watch list". The MTSS Leadership Team consists of the principal, assistant principal, guidance counselor, RtI coach, and the speech teachers. Upon completion of the RtI Leadership Team meeting, another agenda is prepared which is to be shared with teachers during the following days' progress monitoring session with grade level teams, including strategies for academic and behavioral success. The team also monitors the growth of all students currently with an RtI plan. The SIP is the guiding document for the MTSS Problem Solving Team (action steps, evaluation

process, and professional development).

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP?

Principal and Assistant Principal: provide a common vision for the use of data-based decision making, ensure that the school based MTSS team is implementing Rtl along with intervention support and documentation, ensure that professional development on Rtl is provided, and communicate with parents regarding Rtl plans and activities.

General Education Teacher/ESE Teacher: provides information about core instruction, participates in student data collection, collaborates with other staff members to implement interventions.

Rtl Coach: provides guidance on the K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development, and supports implementation of interventions.

Guidance Counselor: participates in collection and analysis of data, facilitates development of intervention plans, provides intervention support, provides professional development for problem solving activities such as data collection, analysis, intervention planning and program evaluation, facilitates data-based decision making activities.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP.

The Rtl Leadership Team analyzes the previous years' data and makes recommendations to the SAC chair and principal on performance goals. They are instrumental in gathering viable data throughout the year and utilizing the feedback of teachers regarding student progress. The team also works with administration in developing and implementing Rtl procedures and setting guidelines regarding the referral process.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance.)

Baseline data: When a teacher has a significant concern about a student relating to academics or behavior, it is important to learn as much as possible about the student in order to determine possible causes of difficulty. Performance Matters, FOCUS, and the student's cumulative records should be reviewed to determine if there is a history of concerns in the following areas: attendance, enrollment history, vision, hearing, speech/language, academic deficits, behavioral difficulties, limited English proficiency, standardized test data, FSA data, as well as any other beneficial information that might be used to help with the process.

Progress Monitoring: Each of the following tests are administered three times a year to assess student achievement. FAIR, STAR Reading and Math, i-Ready, and Benchmark testing in reading, math, and science for grades 3-5 and writing is also assessed in all grades three times a year to assess student performance.

Diagnostic: FLKRS, FAIR, and a reading diagnostic test with the reading series to assess student performance, STAR Reading and Math, and i-Ready Diagnostic Test.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.

The District MTSS works with staff to improve and change any forms. The District MTSS then meets with each faculty to inform and update on any new information they will need to know for the upcoming school year. Our district ESE Parent liaison conducts workshops periodically to help educate parents on how to deal with students with academic and behavioral needs. Our district partners with outside agencies to facilitate these meetings.

Increased Learning Time/Extended Learning Opportunities

Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.

Students that fall in the lowest 25% in reading and math will have access to a research based computer program that recognizes each student's academic level and prescribes instruction based on where each student is currently functioning academically.

Reports will be run daily and analyzed to ensure that students are making progress. These students will also be STAR tested in reading and math and i-Ready each nine weeks to determine if progress is being made.

Janice Lilly - Rtl/Literacy Coach – Responsible for monitoring
Tracy Wood - Assistant Principal – Responsible for monitoring

Literacy Leadership Team (LLT):

Name	Title
Janice Lilly	Rtl/Reading Coach - Literacy Leader
Terri Reid	Writing Coach - AR Chair
Michelle Blackburn	Kindergarten Teachers
Sherri Shuler	First Grade Teacher
Robyn Hill	Second Grade Teachers
Faircloth & Davis	Third Grade Teacher
Starla Baggett/Renee Wallace	Fourth Grade Teachers
Janet Tomlinson/Ashley Everett	Fifth Grade Teacher
Heather King	Special Area
Tracy Wood	Assistant Principal
Pam Bozeman	Principal

Describe how the school-based LLT functions.

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership Team will meet at least once a month to discuss and plan for literacy based initiatives or activities. The LLT will also address academic and behavioral issues that hinder the progression of student achievement in the area of language arts. The LLT reviews data and makes adjustments to instructional decisions on an as needed basis. The LLT reviews progress monitoring data at each grade level as well as the classroom level to identify students who are not meeting benchmark, are at moderate risk for not meeting benchmark, and who are meeting/exceeding benchmarks. The team will identify and provide professional development and resources as the needs arise. The principal provides in-service on Marzano's instructional strategies at the beginning of each school year.

What will be the major initiatives of the LLT this year?

Our major initiative for the 2016-2017 school year is to provide instructional support and resources to effectively implement the Florida Standards. Marzano's seven instructional strategies will permeate the school across all content areas. We will focus on reading and math with our regular series as well as the new i-Ready program we have purchased.

Preschool Transition

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs.

When Children's Home Society makes a referral, the ESE Department and the possible receiving school meet with the child's parent(s) to review records and determine eligibility. If necessary, we reevaluate and if the child qualifies, we try to staff them into the program as soon as possible. The ESE Department holds screenings periodically throughout the year in conjunction with FDLRS Childfind in order to help identify children with special needs. Individual screenings are also held when needed. Children are screened using the Dial 3. If any delay is noted, the children will be further evaluated in the area(s) showing the deficiency. Tests include, but are not limited to: Vineland Adaptive, Developmental Profile, Goldman Fristo for articulation, PLS-4 for language, and the Stanford Binet. Several evaluations are completed on each child, results compared, and the percentages of delay are calculated.

The staff responsible for the evaluation include: SLP, psychologists, guidance counselors, ESE teachers and staff. The staff responsible for the implementation of the appropriate programs is Pre-K handicapped teachers. The ESE director and principal are responsible for ensuring that evaluations and staffing occur in a timely manner as required by law and that the Pre-K programs are quality programs.

Blountstown Elementary School has a Voluntary Prekindergarten Program (VPK) for four year olds. Pre-K handicapped students and VPK students are in classes together. Funding for the preschool and VPK program comes from the State and from Federal Entitlement Projects/IDEA and Title I. Parents are involved by participating in the Part C to Part B Children's Home Society meetings, screenings, staffings, and IEP meetings. Pre-K teachers and staff meet with Pre-K parents on a regular basis for activities such as parent training nights, family day at preschool, and transition/IEP meetings. The ESE parent liaison for the county is also involved in these meetings.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student.

Every teacher must develop and include a reading goal in their Personal Development Plan every year that integrates reading strategies into their specific content area. The reading coach is available to guide teachers and aid in obtaining appropriate resources to ensure the effective of the integration. Reading professional development is also available. Scholastic magazines are also being utilized in content areas that introduce complex text in specific content areas.

EXPECTED IMPROVEMENTS

Area: ELA

Florida Standards Assessment 2016

Group	2016 Target %	2016 Actual %	Target Met?	2016 Target %
All Students	76	58	NO	65

Florida Alternate Assessment (FAA)

	2016 Actual #	2016 Actual %	2017 Target %
Students scoring at Levels 4, 5, and 6	5	38%	50%
Students scoring at or above Level 7	5	38%	50%

Learning Gains

	2016 Actual #	2016 Actual %	2017 Target %
Students making learning gains	185	65%	70%
Students in lowest 25% making learning gains		57%	50%

Area: Elementary Mathematics

Florida Standards Assessment 2016

Group	2016 Target %	2016 Actual %	Target Met?	2017 Target %
All Students	79	64	NO	75

Florida Alternate Assessment (FAA)

	2016 Actual #	2016 Actual %	2017 Target %
Students scoring at Levels 4, 5, and 6	9	69%	75%
Students scoring at or above Level 7	2	15%	25%

Learning Gains

	2016 Actual #	2016 Actual %	2017 Target %
Students making learning gains	143	50%	60%
Students in lowest 25% making learning gains		40%	50%

Area: Elementary Science FCAT 2.0

	2016 Target %	2016 Actual %	2017 Target %
Students scoring at or above Achievement Level 3	72	73	76

Florida Alternate Assessment (FAA)

	2016 Actual #	2016 Actual %	2017 Target %
Students scoring at Levels 4, 5, and 6	0	0%	25%
Students scoring at or above Level 7	2	67%	75%

Area: Early Warning Systems

Elementary

	2015-16 Actual #	2015-16 Actual %	2016-17 Target %
Students who miss 10% or more of available instructional time	188	29%	15%
Students retained	19	3%	1%
Students who are not proficient in reading in third grade	48	48%	15%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension	17	3%	2%

Problem Solving

ELA Goal

Based on the Needs Assessment, Identify Area(s) for Improvement:

Based on the 2015-2016 Florida Standards Assessment Report, 58% of all students tested scored at or above grade level, 65% of the students made learning gains, and 57% of the lowest quartile made learning gains.

Objective Linked to Area of Improvement:

At least 65% of the students will meet higher standards and score a Level 3 or higher, 70% of the students will make learning gains, and 60% of the lowest quartile will make learning gains as evidenced by the 2016-2017 Florida Standards Assessment Report.

Action Step/Strategy:

1. Utilize reading diagnostic assessments, district progress monitoring assessments, STAR Reading, weekly ELA assessments, i-Ready, and Performance Matters to direct instruction
2. Provide training on the i-Ready Math and Reading Computer Program
3. Fully implement the Florida Standards in grades K-5
4. Analyze data each nine weeks for students that fall in the lowest 25%
5. Develop ELA Curriculum Guides

Person Responsible for Monitoring the Action Step:

1. Classroom Teacher, Rtl Coach, and Assistant Principal
2. Principal and District Reading Coach
3. Principal, Assistant Principal, and Classroom Teacher
4. Principal, Assistant Principal, and Classroom Teacher
5. Principal, Assistant Principal, and Classroom Teacher
- 6.

Process Used to Determine Effectiveness of Action Step:

1. Monitoring student reading assessments results
2. Classroom observations and student performance
3. Classroom observations and student performance
4. Classroom observations and student performance
5. Monitoring student reading assessments results

Evaluation Tool:

Progress monitoring of student results on baseline assessments and 2015-2016 ELA/FSA Assessment results

Professional Development Aligned with Objectives

Objective addressed: Utilize data to drive instruction to increase the reading proficiency on the 2016-2017 ELA/FSA Assessment

Topic: Incorporate curriculum maps/pacing guides to improve instruction in order to raise student achievement on the spring ELA/FSA Assessment

Facilitator: District Reading Coach, Writing Coach, and Rtl/Reading Coach, Susan Hentz

Target Date: ongoing

Strategy for Follow-up: Analyzing Assessment Data

Person responsible for Monitoring: District Reading Coach/ District Director of Instruction

MATH GOAL

Based on the Needs Assessment, Identify Area(s) for Improvement:

Based on the 2015-2016 Florida Standards Assessment Report, 64% of all the students tested scored at or above grade level, 50% of the students made learning gains, and 40% of the lowest quartile made learning gains.

Objective Linked to Area of Improvement:

At least 75% of the students will meet higher standards and score a 3 or higher, 60% of the students will make learning gains, and 50% of the lowest quartile will make learning gains as evidenced by the 2016-2017 Florida Standards Assessment Report.

Action Step/Strategy:

1. Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction
2. Differentiate instruction in small groups utilizing the current resources in the Harcourt Math Series
3. Effective implementation of the Florida Standards
4. Provide training to teachers by visiting area schools with the District's Curriculum Director.
5. Continue use of the STAR Math and i-Ready assessment programs as a tool to monitor progress for students in the RTI process
6. Continue data analysis of reports from various software programs such as i-Ready and STAR Math
7. Provide training on CPALMS so that teachers can access math lessons using specific skills tied to the Florida Standards

Person Responsible for Monitoring the Action Step:

1. Classroom Teacher, Rtl Coach, and Assistant Principal
2. Principal and district director of instruction
3. Principal, Assistant Principal, and Classroom Teacher
4. District and School Administrators
5. Classroom Teacher and Rtl Coach
6. Classroom Teacher and Rtl Coach
7. Rtl Coach

Process Used to Determine Effectiveness of Action Step:

1. Monitoring student math assessments results
2. Classroom observations and student performance
3. Classroom observations and student performance
4. Classroom observations and student performance
5. Classroom observations and student performance

6. Classroom observations and student performance
7. Classroom observations and student performance

Evaluation Tool:

Progress monitoring of student results on baseline assessments

Professional Development Aligned with Objectives

Objective addressed: Utilize data to drive instruction to increase the math proficiency on the Math/FSA 2016 Spring Assessment

Topic: Differentiate instruction in small groups to help raise student achievement in math.

Facilitator: Susan Hentz

Target Date: on-going

Strategy for Follow-up: Classroom observations

Person responsible for Monitoring: Principal and District Director of Instruction

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Science Goal

Based on the Needs Assessment, Identify Area(s) for Improvement:

Based on the 2015-2016 Florida Standards Assessment Report, 73% of all the students tested scored a level 3 or higher in science.

Objective Linked to Area of Improvement:

At least 76% of the students will meet higher standards and score a 3 or higher as evidenced by the 2016-2017 Florida Standards Assessment Report.

Action Step/Strategy:

1. Effective implementation of the science curriculum map
2. Effective implementation of the Next Generation Sunshine State Science Standards
3. Participate in science professional development and classroom observations with Dr. Szyrka
4. Utilize science baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction

Person Responsible for Monitoring the Action Step:

1. Classroom Teacher
2. Classroom Teacher
3. Classroom Teacher, Assistant Principal, and Principal
4. Classroom Teacher, Assistant Principal, and Principal

Process Used to Determine Effectiveness of Action Step:

1. Lesson Plans and Classroom Walkthroughs
2. Lesson Plans and Classroom Walkthroughs
3. Sign in Sheets
4. Lesson Plans and Classroom Walkthroughs

Evaluation Tool:

Progress monitoring of student results on baseline assessments and 2017 Florida Statewide Science Assessment.

Professional Development Aligned with Objectives

Objective addressed: At least 76% of the students will meet higher standards and score a 3 or higher as evidenced by the 2016-2017 Florida Standards Assessment Report.

Topic: Science Lesson Enhancement

Facilitator: Dr. Szpyrka

Target Date: August 2016 – May 2017

Strategy for Follow-up: Classroom observations, classroom walkthroughs, and modeling of lessons

Person responsible for Monitoring: Principal and District Director of Instruction

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Area: Parent Involvement

Identify Area(s) for Improvement:

It is most important that parents support their child's education. This support fosters increased student achievement. In an effort to bring continuity to parental involvement, the School Improvement team has made one of its primary goals that of ensuring that strategies are in place to build a cohesive and effective partnership with all stakeholders to support academic achievement.

Objective Linked to Area of Improvement:

Provide at least ten parental experiences dealing with several facets of Blountstown Elementary's educational program. We will provide activities for parents and students in order to build ties between home and school. Activities will occur in the mornings, as well as at night, in order to accommodate parents who might have varied work schedules or work out of town. By sharing the rights and responsibilities of the educational process, together, we will create a learning environment where all children can succeed.

Action Step/Strategy:

1. A Back to School Open House will be held the Monday before school starts in order for parents to meet teachers.
2. Family Breakfast will be held the first Friday of each month in order to encourage parents to visit the school.
3. Parents are asked to be participants in the SACS Committee at Open House.
4. The volunteer program is open to all parents.
5. There will be periodic communication from the office through our call out system.
6. Parents, grandparents, and community members are welcome to attend honor assemblies, music programs, and field trips.
7. Several family ESE nights will be held in order for parents to learn reading and math strategies in order to help their children with homework.
8. We will provide family literacy services through the public library to empower parents to become active partners in their child's education.
9. Parents will be offered survey opportunities to give opinions concerning their child's education.
10. Parents will be sent weekly newsletters that include weekly class objectives and assignments as well as parenting information to encourage parental involvement.
11. We will continue to produce a school annual to assist parents in becoming more familiar with school activities.
12. The parent portal of the FOCUS grade management program will be shared with parents.
13. Goodies for Grandparents, Muffins for Moms, Dads Take Your Child to School Day, and periodic Family nights will be held in order for parents to be able to actively participate in their child's education.

Person Responsible for Monitoring the Action Step:

Principal, Assistant Principal, Rtl Coach/Reading Coach

Process Used to Determine Effectiveness of Action Step:

Sign-in Sheets, Parent Surveys

Topic: Effective two-way communication

Facilitator: Administration

Target Date: On-going

Strategy for Follow-up: Satisfaction survey from parents

Person responsible for Monitoring: Administration

Coordination and Integration

Describe how federal, state, and local funds, services and programs will be coordinated and integrated in the school.

Services are provided to ensure students requiring additional remediation are assisted through the availability of resource teachers, computerized programs, and before school programs to ensure students needs are met.

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