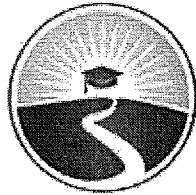


Calhoun County School District

Blountstown Elementary School



2022-23 Schoolwide Improvement Plan

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Blountstown Elementary School

20883 NE FULLER WARREN DR, Blountstown, FL 32424

www.blountstownelementary.org

Demographics

Principal: Jonetta Dawson

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2020-21: (47%) 2018-19: C (52%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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 Calhoun 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.

Because we believe in the potential of all children, we at Blountstown Elementary School are dedicated to creating a safe place where all children: know they are cared for, develop respect for themselves and others, understand they are accountable for their own choices, gain a sense of responsibility for their environment, and accept the challenge to learn. This is our mission.

Provide the school's vision statement.

Vision

Blountstown Elementary School will produce life long learners.

Blountstown Elementary School believes that:

- *Students' learning needs should be the chief priority and primary focus of decisions impacting the work of the school.
- *Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- *A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- *A safe and physically comfortable environment promotes student learning.
- *Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- *The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Willis, Sandy	Instructional Coach	
Frye, Melody	Guidance Counselor	
Greene, Matsu	Teacher, K-12	
Thornton, Judy	Teacher, K-12	
Middleton, Brandi	Teacher, K-12	
Wise, Myah	Teacher, K-12	
Brady, Haley	Teacher, K-12	
Turner, Linda	Teacher, ESE	
Flowers, Carson	Teacher, K-12	

Demographic Information

Principal start date

Thursday 7/1/2021, Jonetta Dawson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

489

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

2

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

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	89	75	75	63	70	79	0	0	0	0	0	0	0	451
Attendance below 90 percent	25	13	15	11	12	15	0	0	0	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	2	1	3	1	0	0	0	0	0	0	0	14
Course failure in Math	0	3	0	2	3	7	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	16	17	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	21	25	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	4	0	2	10	12	0	0	0	0	0	0	0	28

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	12	5	0	1	1	0	0	0	0	0	0	0	29
Students retained two or more times	1	0	0	0	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 9/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	85	70	71	78	73	0	0	0	0	0	0	0	456
Attendance below 90 percent	17	16	15	28	23	21	0	0	0	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	0	7	1	0	0	0	0	0	0	0	14
Course failure in Math	0	2	2	0	8	1	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	15	11	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	21	14	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	34	7	21	23	13	17	0	0	0	0	0	0	0	115

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	3	3	0	16	7	0	0	0	0	0	0	0	29

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	10	10	5	0	7	1	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	79	85	70	71	78	73	0	0	0	0	0	0	0	456
Attendance below 90 percent	17	16	15	28	23	21	0	0	0	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	0	7	1	0	0	0	0	0	0	0	14
Course failure in Math	0	2	2	0	8	1	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	15	11	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	21	14	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	34	7	21	23	13	17	0	0	0	0	0	0	0	115

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	3	3	0	16	7	0	0	0	0	0	0	0	29

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	10	10	5	0	7	1	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	54%	56%	58%			60%	60%	57%
ELA Learning Gains	57%	57%	61%	46%			60%	60%	58%
ELA Lowest 25th Percentile	53%	53%	52%	47%			52%	52%	53%
Math Achievement	51%	51%	60%	56%			66%	66%	63%
Math Learning Gains	58%	58%	64%	41%			49%	49%	62%
Math Lowest 25th Percentile	43%	43%	55%	29%			27%	27%	51%
Science Achievement	69%	69%	51%	51%			53%	53%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	60%	61%	-1%	58%	2%
Cohort Comparison		-57%				
05	2022					
	2019	57%	57%	0%	56%	1%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	65%	70%	-5%	64%	1%
Cohort Comparison		-71%				
05	2022					
	2019	55%	56%	-1%	60%	-5%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	56%	-5%	53%	-2%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	38	33	20	38	35	27				
BLK	31	32	20	25	42						
HSP	71	75		43	42						
MUL	37	46		21	38						
WHT	61	61	71	63	66	47	81				
FRL	44	49	56	40	51	38	56				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	19		27	24	25	19				
BLK	32	31		24	8		21				
HSP	62			62							
MUL	44			33							
WHT	65	44	36	65	49	36	59				
FRL	47	43	50	41	30	23	44				
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	33	39	42	30	25	15	13				
BLK	44	50	47	56	53	27	25				
HSP	57	64		57	64						
MUL	53	80		65	40						
WHT	64	61	48	68	47	27	59				
FRL	56	56	52	64	49	26	49				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	64
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In 3rd and 4th grades there were lower proficiency scores on the state assessment verses the progress monitoring in Reading as well as Math.

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

The greatest need for improvement in 4th and 5th grades to close the achievement gap is in ELA and Math.
 K-5 ELA proficiency for all learners.

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

Some contributing factors were lost learning time due to COVID as well as teacher placement and the need for a continual focus on foundational reading skills. Actions taken to address this need will consist of grade group chair teacher trainings, the implementation of the foundational program Reading Horizons for grades K-3 as well as teacher coaching.

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

Based on the comparison of 2022 progress monitoring and state assessments 5th grade ELA showed the most improvement.

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

Spring Tutoring for 4th and 5th grade

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

Teachers will use the Reading Horizons program as well as SAVVAS curriculum with Fidelity
Teachers will use the ELA B.E.S.T. standards to guide systematic and explicit instruction in foundational reading skills through evidence-based materials.
Curriculum maps developed by grade level teams using the scope and sequence within the evidence-based ELA CORE curriculum.
Identifying areas of need through our district reading plan, classroom observations, data records, student data, and collaborative chats with teachers:
Fall and Spring afternoon tutoring.

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.

K-5 Big Ideas training.
Ongoing K-5 iReady professional development.
Grades 3-5 Science curriculum mapping.
K-3 Reading Horizons training for Tier 1-3
Mentor teachers and model classrooms will be chosen by school principals and utilized to provide professional development during the 2022-2023 school year.
Progress monitoring data will be reviewed and teachers will receive additional professional development as needed as a result of low to no growth on progress monitoring data.

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

K-5 parent conferences
K-2 Summer Literacy Institute training on reading foundations.
Family Literacy Nights
Book Fair, K-2 book giveaway and K-5 Teacher libraries
Adjustments in teacher placements as well as ongoing professional development and monitoring data for teacher effectiveness and student learning outcomes.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

#1. Instructional Practice specifically relating to ELA

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

ELA was identified as an Area of Focus after analyzing the 2022 FSA ELA data. Third grade students scored below 51% on the 2022 ELA FSA Assessment and as a result BES was placed on the R.A.I.S.E. list.

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

Grades K-2 will show an increase on the 2023 final iReady Diagnostic Assessment.
75% of Kindergarten
55% of First Grade will score at Mid or Above Grade Level
50% of Second Grade will score at Mid or Above Grade Level
Students in 3rd, 4th, and 5th grades will score a Level 3 or above on the 2022 FAST assessment as follows:
55% of Third Grade will score a Level 3 or above
60% of Fourth Grade will score a Level 3 or above
65% of Fifth Grade will score a Level 3 or above

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

The desired EOY outcomes will be monitored through the following:
1. Title I inclusion teachers will pull small groups for instruction using Sound Sensible and SPIRE.
2. Fall and Spring afternoon tutoring will be available to students using iReady, STAR, SAVVAS Quick Reads and COACH materials.
3. Implementation of iReady weekly practice for all K-5 students.
4. Teachers will implement ELA B.E.S.T. standards to guide instruction through the SAVVAS ELA textbooks.
5. Kindergarten Boot Camp using Sound Sensible through SPIRE as well as SAVVAS letter recognition.
6. The School Literacy Leadership Team will meet each semester to discuss data.
7. Teachers will hold weekly grade group meetings to discuss data.
8. BES will host a Literacy Night with focus on Fluency and Reading Horizons Program for students and parents.
9. School wide teacher book study at each grade level.

**Person
responsible for
monitoring
outcome:**

Jonetta Dawson (jonetta.dawson@calhounflschools.org)

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

BES will continue to implement the SAVVAS reading program which was designed using Scarborough's Rope to provide a comprehensive reading curriculum that is research based. SAVVAS provides evidence based strategies throughout the curriculum to facilitate learning.
BES is implementing small group instruction using Sound Sensible, SPIRE, iReady, STAR, Reading Horizons, SAVVAS Intervention Materials, and SAVVAS quick reads to provide research based instruction to students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

BES is implementing SAVVAS, iReady, STAR, Sound Sensible, Reading Horizons and SPIRE because these programs are researched based. These programs also have strong ESSA evidence ratings. These programs are designed to implement instruction using explicit, systematic, and multi-sensory strategies that will aid in a sequential approach to teaching reading. Phonemic awareness, phonics, word study and spelling, reading fluency, vocabulary and text comprehension strategies as well as multi-sensory intervention strategies will also be implemented during the reading block.

Action Steps to Implement

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

1. Professional Development for ELA teachers that will provide training of the new ELA B.E.S.T. standards.
2. Review iReady reports weekly as well as progress monitoring data a minimum of 3 times throughout the year.
3. Mentor Teachers and Model Classrooms will be chosen by the school principal and utilized to provide professional development during the 2022-2023 school year.
4. Curriculum and Literacy Coaches will visit ELA classroom to model and provide support for teachers.
5. Teachers will be able to participate in professional development activities weekly during planning or afterschool.
6. Teachers will use the ELA B.E.S.T. Standards to guide instruction. Curriculum maps are developed by grade level teams using the scope and sequence within the evidenced-based ELA CORE Curriculum.

Person Responsible

Jonetta Dawson (jonetta.dawson@calhounflschools.org)

#2. Instructional Practice specifically relating to Math

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

Math was chosen as an Area of Focus based on the data below:

Third Grade 2022 Math Percent Proficient on the FSA Math Assessment--38%

As a result of this percentage, BES was placed on the R.A.I.S.E. list.

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

Third grade will show an increase on the 2023 final iReady Diagnostic Assessment.

Third grade will increase the Math Percent Proficient from 38% to 51% on the 2023 FAST Assessment.

Desired EOY results will be monitored through the following:

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

1. Classroom Teachers will pull small groups using iReady materials to work one-on-one with specific standards.
2. Fall and Spring afternoon tutoring will be available to students using iReady.
3. Implementation of iReady weekly practice for all K-5 students.
4. Teachers will hold weekly grade group meetings to discuss data.
5. Monitor classroom instruction with weekly walkthroughs and provide individualized feedback and support each week.

Person responsible for monitoring outcome:

Jonetta Dawson
(jonetta.dawson@calhounflschools.org)

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

Utilization of math curriculum as well as support to strengthen staff implementation of differentiated instruction, interventions, and scaffolded instruction to increase student achievement.

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

Based on the 2022 Math FSA Data the results show that BES needs to focus on 3rd grade students for the 2022-2023 school year.

Action Steps to Implement

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

1. Teachers will be able to participate in professional development activities weekly during planning or afterschool.
2. Review iReady reports weekly as well as progress monitoring data a minimum of 3 times throughout the year.
3. Curriculum Coaches will visit math classrooms to model and provide support for teachers.
4. Monitor classroom instruction and provide individualized feedback and support weekly.

Person Responsible

Jonetta Dawson
(jonetta.dawson@calhounflschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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

Based on the 2022 FSA ELA Assessment the percentage of students proficient was 48%.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grades 3-5: Measureable Outcome(s)

Our current level of performance as evidenced by the 2022 FSA ELA data is:
3rd--48% proficient on the 2022 FSA ELA Assessment

Our current level of performance as evidenced on the PM! 2022 FAST ELA Assessment is:
3rd--13% proficient on the PM1 2022 FAST ELA Assessment

As a result of using the B.E.S.T. ELA Standards to drive instruction, as well as differentiating instruction and providing interventions to students with a reading deficiency the percentage of students scoring proficient on the 2022 PM2 ELA FAST Assessment will increase as follows:
3rd--25% proficient on the PM1 2022 FAST ELA Assessment

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. Title I inclusions teachers will pull small groups of students with reading deficiencies for instruction using Sound Sensible and SPIRE.
 2. Fall and Spring afternoon tutoring will be available to students using iReady, SAVVAS Quick Reads and COACH materials.
 3. Implementation of iReady weekly practice for all K-5 students.
 4. Teachers will implement the ELA B.E.S.T. standards to guide instruction through the ELA SAVVAS textbook as well as Reading Horizons program.
 5. Kindergarten Boot Camp using Sound Sensible through SPIRE as well as SAVVAS letter recognition.
 6. The school Literacy Leadership Team will meet each semester to discuss data.
 7. Teachers will hold weekly grade group meetings to discuss data.
- BES will host a Literacy Night with a focus on Fluency for students and parents.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

BES has adopted and will implement the SAVVAS reading program which is aligned to the B.E.S.T. ELA Standards and was designed using Scarborough's Rope to provide a comprehensive reading curriculum that is research based. SAVVAS provides evidence based strategies throughout the curriculum to facilitate learning.

BES is implementing small group instruction using Sounds Sensible, SPIRE, iReady, Reading Horizons, SAVVAS Intervention Materials, and SAVVAS quick reads to provide research based instruction to students.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

BES is implementing SAVVAS, iReady, Sound Sensible, and SPIRE because these programs are researched based. These programs also have strong ESSA evidence ratings. These programs are designed to implement instruction using explicit, systematic, and multi-sensory strategies that will aid in a sequential approach to teaching reading. Phonemic awareness, phonics, word study and spelling, reading fluency vocabulary and text comprehension strategies as well as multi-sensory intervention strategies will also be implemented during the reading block.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Professional Development for ELA teachers that will provide training of the new ELA B.E.S.T. standards.</p> <p>2. Review iReady reports weekly as well as progress monitoring data a minimum of 3 times though out the year.</p> <p>3. Mentor Teachers and Model Classrooms will be chosen by the school principal and utilized to provide professional development during the 2022-2023 school year.</p> <p>4. Curriculum and Literacy Coaches will visit ELA classroom to model and provide support for teachers.</p> <p>5. Teachers will be able to participate in professional development activities weekly during planning or afterschool.</p> <p>6. Teachers will us the ELA B.E.S.T. Standards to guide instruction. Curriculum maps are developed by grade level teams using the scope and sequence within the evidenced-based ELA CORE Curriculum.</p>	<p>Dawson, Jonetta, jonetta.dawson@calhounflschools.org</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Parental involvement is the key to student success. Research has indicated that parents play an integral role in developing students learning and success and help at home is critical to a child's success in school. Therefore, Blountstown Elementary believes in involving parents as much as possible all year long. At the beginning of the year we hold a school wide Open House where teachers distribute Parental Involvement calendars to encourage parents to attend as many of the activities as possible throughout the school year. BES offers parental involvement in areas such as School Advisory Council meetings, Title I meetings, Literacy and Math Nights, Grade Level Parent Conferences, Monthly Student Calendars, Musical Programs as well as other activities during the school year. Parents are also encouraged and advised on how to use FOCUS parent portal to check grades as well as receiving Accelerated Reader emails and how to access information on the BES website. BES also utilizes Parent Square to enhance communication between home and school about school events and happenings as well as individual notices between parent and teacher to help improve communication.

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

1. Teachers: The teachers role is to maintain a positive environment in the classroom as well as an open line of communication between the classroom and home. Parents need to feel that they are well informed about their child's classroom/school as well as their child's progress and how they can help at home.
2. Students: The students role is to follow classroom and school guidelines for success, be supportive of others as well as striving to help build a positive school culture.
3. Parents: The parents role is to support the school in their initiative to instill a positive school culture and environment as well as reinforcing school expectations at home for their child to be successful. This includes attending parent/teacher conferences as well as participating in school activities.
4. Community: The communities roll is to support the school through volunteer efforts as well as specific program support or donations that offer full engagement in meeting students needs.