Blountstown Elementary School

2017-18 School Improvement Plan

Blountstown Elementary School

20883 NE FULLER WARREN DR, Blountstown, FL 32424

www.blountstownelementary.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	A*	A

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Calhoun County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Blountstown Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Wallace Selph](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

Our vision is that 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of each year, parents fill out a student packet which contains a student emergency card, student information form, a medical release, permission for student field/activity trip, internet contract, attendance policy, student code of conduct and parent handbook, parent-student-school compact, bus discipline plan, school and parent involvement calendars, parent portal registration form, and a student residency form. The student packets are used to gather information about the students and families. Teachers have access to all forms and their cumulative folders which are used to build a rapport with each student. Blountstown Elementary School hosts an Open House prior to the first day of school and then another one after Labor Day. Throughout the school year, teachers schedule parent conferences as needed. We have many parental involvement activities to involve parents and students before and after school hours.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Blountstown Elementary school believes that all students should feel safe, respected, and physically comfortable at all times. Each morning as students and parents arrive, the school safety patrol, the school principal and assistant principal greet them with a smile to make them feel welcome and set a positive tone for the school day. We also have morning and afternoon duty teachers who are present to make sure students arrive and leave in an orderly manner. All students receive free meals and parents are always welcome to enjoy a meal with their child. Teachers strive to welcome their students each day because it has been proven that it increases student attention to learning and establishes teacher rapport with students. The School Resource Officer also aides in creating an

environment where students feel safe and respected. Our School Resource Officer partners with the local police department in order to create a setting that is safe and secure, with a focus on prevention and early intervention activities.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Blountstown Elementary School has a school wide character education program, Character First. Each morning on the morning announcements the students are reminded of the word of the month and how they can exhibit characteristics of the word. This is also reinforced in the classroom through Character First activities. The staff of Blountstown Elementary is committed to a safe and orderly climate in order to maximize the learning environment. We have a color coded apple system where students start with a green apple at the beginning of each day. Following the green apple is a yellow, red, and purple apple. Each color-coded apple represents an incentive or consequence which are posted in the classroom. Parents are aware of the student management system and reinforce it at home as well. Many of our teachers also use a communication app for the classroom called ClassDojo. It connects teachers, parents, and students who use it to share photos, videos, and messages throughout the school day. ClassDojo is used to work together as a team, share in the classroom experience, and bring ideas to life in their classrooms and homes. ClassDojo is in place to minimize distractions to keep students engaged during the instructional time. Minor disciplinary incidents are taken care of in the classroom and major infractions are handled by the administration. At the beginning of each year, personnel are trained on the procedures in order to establish protocols for disciplinary incidents, clear behavioral expectations, and ensure the system is fairly and consistenly enforced.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Blountstown Elementary School ensures the social-emotional needs of all students are met through our teachers, student services coordinator, district parent liaison director, school resource officer, counselors, and administrators. Students who require more one on one counseling receive counseling through contracted agencies. We have students who receive weekly, bi-weekly, and monthly counseling, and these counselors communicate with our staff and parents to ensure social-emotional needs are being met.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

State-wide assessments and/or previous year data is reviewed at the beginning of each year. In addition to state-wide assessments, STAR, FLKRS, i-Ready data, attendance, classroom performance, and discipline records are reviewed throughout the school year. A student watch list is developed based on these indicators.

*Students who miss 10% or more of available instructional time
*Students who have been retained
*Students who are not proficient in ELA or Math on Florida Standards Assessments
*Course failure in ELA or Math during any grading period
*Students in the red zone on the i-Ready Diagnostic
*Students who are Early Emergent on the Star Early Literacy Test

*Students who receive two or more referrals
*Students who have one or more suspensions
*Students who have a current RtI folder
*Students who are new to the district or do not have the test scores from the previous school until it is determined that they should not be on the list based on data

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	21	10	9	18	18	18	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	3	1	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	5	2	4	2	1	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	6	19	21	0	0	0	0	0	0	0	46
Student in the red zone on i-Ready	0	12	15	21	22	30	0	0	0	0	0	0	0	100

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	5	9	4	0	0	0	0	0	0	0	19

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

At Blountstown Elementary School students identified by the early warning system are monitored weekly by the teachers, student services coordinator, district reading coach, and administration. The assistant principal, instructional coach and student services coordinator compiles a watch list based on these indicators.

Attendance - Attendance is monitored closely by the data entry clerk and the assistant principal. A report is run weekly to identify any students that have unexcused absences. If a student has unexcused absences, a letter is sent home bi-weekly to remind parents of the attendance policy. The parent has to sign the letter and return it. If the letter is not returned, the school resource officer makes a home visit to discuss attendance issues with the parents. When attendance becomes a truancy issue, the district student & family support liaison is contacted so that they can begin to monitor, make home visits accordingly, and schedule truancy court if needed.

Suspension - Suspension is typically not an issue at Blountstown Elementary School. Every effort is made to work with the students, parents, and teachers to avoid suspensions. In the event that district policy is violated that mandates suspension, students are suspended according to policy.

Course Failure in ELA or Math - When a student has a failure in ELA or Math, the Problem Solving Team (PST) meets and decides what type of intervention is needed based on data. The Tier II intervention is carried out by the classroom teacher, reading coach or the resource specialist. Data is kept weekly on each student and if progress is not made, that student goes to a Tier I intervention. Teachers have multiple parent conferences to update parents on progress. If the Tier I intervention is not successful, the PST meets to discuss whether the child would benefit from a psychological administered by the school psychologist.

Level I on Statewide Assessments - Students who make a level 1 on the Florida Standards Assessment are placed on the watch list and interventions are started accordingly.

Weekly i-Ready reports are checked to ensure that students are on track and not locked out of domains. If a student is locked out due to failure of lessons, that student is pulled individually by the teacher, reading coach, or resource teacher for remediation. Students are retested to ensure mastery before the domain is reactivated. Students that are receiving interventions get fifteen extra minutes, three days a week in i-Ready working on their area of weakness.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/467200.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Blountstown Elementary School partners with the local community for the purpose of securing and utilizing resources in various ways. Due to the size of our district, resources are limited from local businesses but the community always goes above and beyond to help in any way.

The Blountstown Police Department in conjunction with the district, provides a School Resource Officer that is utilized in many different capacities. The department has a bike give away every Christmas to help needy families. They raise funds through chicken dinners, 5K runs, and local businesses to give away about 6-8 new bikes each Christmas. We have a school wide assembly to give away the bikes and to recognize the police department for their efforts. This also helps to build a relationship with the students and local law enforcement.

One of our local grocery stores, Ramsey's Cash Saver, has a contest each year with the five schools in the district with food labels and grocery receipts. Every school receives a certain amount of money with the winner receiving the largest cash prize of $2000.00. Ramsey's also feeds the district faculty and staff at the beginning of each school year.

The Calhoun County Sheriff's Office visits each year before Halloween and talks to the students about Halloween safety tips. They give out glow in the dark trick or treat bags along with lots of treats! The

sheriff's department also sponsors the Toys for Tots program each year. Our students are encouraged to bring toys for this program to build awareness of the program and build a sense of community with our students.

Each year Pizza Hut gives out Book It certificates to students when they have met their goal by reading a certain number of books. The certificate gives each student a personal pan pizza. The students work hard to reach their goal to earn a certificate.

The local Subway gives us Subway certificates to give to students. We give out these certificates for good attendance, good behavior, and student achievement to recognize our students for their efforts.

In May of each year, students participate in the Tropicana Public Speaking Contest sponsored by the local 4-H program. Tropicana provides classroom materials for teachers, certificates of participation, medallions for school winners, trophies for county winners, and summer camp scholarships. Our fourth and fifth grade students are encouraged to participate and teachers and parents work closely with the students to prepare their speeches. Winners are invited to speak at local civic clubs to recognize them for their accomplishments.

Our school partners with Ameris Bank for a Food Drive for the local Ministry Center. We collect canned goods the entire month of October and the Pre-K- 2nd class and the 3rd-5th class with the most items collected win a Pizza party from Ameris Bank. We feel this teaches students about hunger and the importance of taking action to help their community.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Barrett, Megan	Teacher, K-12
Bozeman, Pam	Principal
Fields, Nikki	Teacher, K-12
Frye, Melody	Guidance Counselor
Hall, Kathryn	Teacher, K-12
Lilly, Janice	Instructional Coach
Shuler, Sherri	Teacher, K-12
Stallworth, Andrew	Teacher, K-12
Tomlinson, Janet	Teacher, K-12
Wood, Tracy	Assistant Principal
Peacock, Casey	Teacher, PreK
Willis, Sandy	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team meets as needed to review data and identify areas of weakness and makes academic decisions based on their findings.

The principal, Pam Bozeman, and assistant principal, Tracy Wood, are the main instructional leaders and decision makers for the school. They establish clearly defined roles and expectations for the Blountstown Elementary School Leadership Team and all faculty and staff who work with them. They provide a vision based on data, ensure the school is functioning as a productive system, and monitor MTSS in order to make sure all students' needs are being met and are receiving the highest quality education. Mrs. Bozeman and Mrs. Wood conduct classroom walkthroughs and evaluations to ensure the students are engaged in learning through quality teaching.

Mrs. Melody Frye, the student services coordinator, collaborates with teachers on a regular basis to assist with both academic and behavioral issues. Mrs. Frye monitors the RtI process to ensure students are receiving interventions with fidelity based on their plan. She enrolls new students and makes sure all previous information is received in order to give each child the proper services. Mrs. Frye schedules and attends IEP meetings to ensure students are receiving the services recommended on their IEP. Mrs. Frye is also in charge of all state mandated testing.

The instructional coach, Janice Lilly, meets with different grade levels to discuss and implement RtI and ensures each child receives the prescribed interventions with fidelity. Mrs. Lilly is in charge of all progress monitoring and reviews data regularly and makes data based decisions with each grade level. She provides curriculum support by providing standards based instructional material.

Blountstown Elementary School grade level and special area chairpersons meet to review data, evaluate curriculum, and discuss grade level issues that impact students. Best practices for instruction are discussed and implementation of assessments to examine student data and make changes accordingly.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team meets to discuss resources and alignment to curriculum and standards. Data based decisions are made following diagnostic assessments and progress monitoring to ensure students are receiving the highest quality education. Each team member meets with their grade level weekly to ensure all areas of concern are met.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Maritza Coley	Parent
Kim Tanner	Parent
Whitney Cherry	Parent
Kelly Ramsey	Parent
Marissa Barfield	Parent
Michelle Thrasher	Parent
Alisha Godwin	Parent
Clarissa Cooper	Parent
Jessica Coleman	Parent
Heather Parramore	Parent
David Clemente	Parent
Janice Lilly	Teacher
Starla Baggett	Teacher
Judy Thornton	Teacher
Melody Frye	Teacher
Jonathan Alford	Teacher
Carolyn Conyers	Teacher
Geraldine Sheard	Business/Community
Sherri Dawson	Education Support Employee
Pam Bozeman	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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. The SAC was given a summary of last year's school improvement plan and discussed the plan at a SAC meeting. Goals that were met/not met were discussed and suggestions were made of needed improvements for the new year that will impact student achievement. The school improvement plan is available on the school and district website for review. A hard copy of the plan is also available in the main office.

b. Development of this school improvement plan

The SAC members study various data, such as test scores, and offer suggestions as ways the school can make improvements to increase student achievement. The SAC met, reviewed, and discussed the goals for the upcoming year. The team looked at last year's data and the points required to be an A school. It was discussed things that were needed in order to achieve this. Each member took a copy of the plan home in order to review and get back with the SAC chairperson with any suggestions. Members that were unable to attend were given the school improvement summary of goals in order to review and make amendments or changes to the plan.

c. Preparation of the school's annual budget and plan

The SAC members are presented with certain initiatives and/or funds that are allocated to be spent on particular items, such as technology and instructional materials, and are asked to give approval for the funds to be spent as stated. Major initiatives are increased technology, student engagement, and parental involvement.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds were spent to support the goals within the plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Wood, Tracy	Assistant Principal
Barrett, Megan	
Lilly, Janice	Instructional Coach
Tomlinson, Janet	Teacher, K-12
Bozeman, Pam	Principal
Daniels, Ragina	Teacher, K-12
Dehn, Amanda	Teacher, K-12
Faircloth, Delores	Teacher, K-12
Ramsey, Kelly	Teacher, K-12
Johnson, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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 benchmarks, are at moderate risk for not meeting benchmarks, and who are meeting/exceeding benchmarks. The LLT looks at i-Ready data and ensures it is being used to support ELA instruction. Celebrate Literacy Week is planned coordinating with each grade level so that the entire school is involved. Accelerated Reading is emphasized at Blountstown Elementary School and the LLT monitors and sets expectations for each grade. 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.

D. Public and Collaborative Teaching

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relations are encouraged in many different ways. Blountstown Elementary School has the pod system where there are four teachers to a pod divided by curtains/cabinets. The pod system is conducive to a close working relationship because teachers work hand in hand on a daily basis. Teachers plan together, collaborate on effective strategies, and look closely at data to determine where their strengths/weaknesses are. The entire faculty participates in professional development at various times throughout the school year. Grade levels from the five different schools meet and work together to ensure the Florida Standards are being covered with our current curriculum. The administration has breakfasts, lunches, and after school socials throughout the school year. These types of events foster a positive working relationship.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school principal is committed to recruiting and retaining highly qualified teachers. A variety of techniques are used to identify and attract qualified applicants. These include soliciting names of prospective applicants, encouraging qualified educators to apply. Provision of mentoring, training and coaching are provided for first and second year new teachers and professional development with ESOL and Reading Teachers in the process of earning an Endorsement. The principal conducts a post conference with teachers whose overall evaluation rating is Needs Improvement or Unsatisfactory to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors. The district provides resources, coaching, and professional development to teachers in support to schools to develop and retain highly qualified effective teachers. Resources and/or professional development are provided to support the skills and knowledge needed to increase the number of In-field/Highly qualified/Effective teachers. Records are efficiently and effectively managed of the professional development activities to ensure teachers maintain their certification and remain up to date in their areas of certification. The administration screens all potential teaching candidates prior to hiring.

Chipola College holds a post-internship seminar where upcoming School of Education graduates are interviewed by principals from different districts. The principal gets to meet students who are ready for employment in the fall and have the opportunity to form impressions of anyone who is a match for our school. This is a beneficial event for the upcoming graduates, as well as for the principal looking for good quality teachers for the classrooms.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers enrolled in the Calhoun County Beginning Teacher Program are assigned a mentor. Principals pair the new educators with a veteran teacher at the school who typically is on the same grade level or subject area and has proven to be a peer educator who can be relied on. Mentors are provided with training and on-going support throughout the year. New educators attend orientation at the beginning of the year which includes introduction to District Staff as well as Calhoun School District's mission and values, common policies and procedures. The Calhoun Beginning Teacher Program is developed around the Marzano Evaluation Framework. Professional Development is provided to principals and

teachers on the Framework. New Educators meet regularly with the District Coordinator of the program as well as their Mentor and discuss topics such as Florida Standards, Lesson Planning, The Florida Educator Code of Ethics, conducting effective parent conferences, district E-mail protocol and technology –based curriculum programs, Professional Education Competencies, Classroom and Behavior Management. The planned mentoring activities provide on-going and regularly scheduled opportunities for classroom visits, observations, Video Taped Lessons, self-reflection, coaching and feedback as well as collaboration in Professional Learning Communities for professional development in best practices and highly effective instructional strategies. The purpose of the on-going support strategies is to increase teacher effectiveness and ultimately increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional programs that Blountstown Elementary School uses are from the state adopted list that the district has aligned with the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Blountstown Elementary School all grade levels are involved in analyzing data throughout the year in order to deliver data driven instruction. Working as a team they collaborate while creating lesson plans and share useful instructional strategies to assist them where there are areas of concern. During the summer, teachers and instructional coaches from the district work together and create a curriculum guide for each grade to follow through out the year. Differentiated instruction is delivered by the classroom teacher, the resource teacher, and the instructional coach. The MTSS model is followed to identify students having difficulty and the classroom teacher, the instructional coach, and the student services coordinator work closely together to implement the interventions. The gifted teacher meets one day a week with talented students to provide an enrichment program at an advanced level. The enrichment program teaches additional, related material, but keeps the student progressing through the curriculum at the same rate.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

The resource teacher opens the computer lab forty-five minutes before the school day begins which allows fifth grade students to work on a standards based computer program, Study Island, to prepare them for the fifth grade state science test. The resource teacher assists students as needed and the students are rewarded once they have finished each lesson assigned to them. Students work at their own pace progressing as they master each science standard.

Strategy Rationale

The rationale for this is the science program we are using is standard based. Our science scores were lower last year than they have been in the previous years so we felt like this would help identify areas of weakness and give the students extra time to master these standards. Validated by Marzano Research, Study Island is proven to improve student achievement. Our effectiveness study confirms that when used consistently, just 30 minutes per week, Study Island produces significant growth outcomes.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wood, Tracy, tracy.wood@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected from Study Island and is analyzed by the resource teacher and the fifth grade science teachers. The district progress monitoring assessment that assesses the Florida Standards is given three times a year and helps teachers identify areas of weakness. The teachers work on the areas of weakness and assign extra lessons in Study Island to ensure these standards are met.

Strategy: Extended School Year

Minutes added to school year:

Students who made a level 1 on the third grade ELA FSA, will attend the summer reading program for additional help.

Strategy Rationale

Provide students with additional instruction and skills practice.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bozeman, Pam, pam.bozeman@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

At the end of the reading camp, students take the SAT10 and results are analyzed to determine if students attained the concordant score for the FSA ELA.

Strategy: After School Program

Minutes added to school year:

The after school program at Blountstown Elementary School is funded through the Title I program. Teachers extend the school day by one hour for six weeks to deliver a safe and engaging environment for students to work on their literacy, math, and science skills. To have students better prepared for the state wide assessments, data is analyzed to determine areas of weakness. Teachers prepare fun and engaging enrichment activities that challenge students and make learning fun. Snacks are provided for each child prior to the program.

Strategy Rationale

The rationale for this program is to offer students extra practice using fun and engaging activities while addressing the standards to meet the specific needs of the students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wood, Tracy, tracy.wood@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from i-Ready and STAR is used to determine the effectiveness of the program. STAR Reading and Math are given to the students at the beginning and end of the program. Data is analyzed to determine if students made progress.

2. Student Transition and Readiness

a. PreK-12 Transition

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pre-K:
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.

5th Grade:
Each year in May, Blountstown Elementary School goes to Blountstown Middle School for orientation. Students are given a tour of the school and get to meet the teachers. The different courses offered are presented to the students along with the various sports and clubs available.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Summary_of_SIP.pdf
School Improvement Summary 2017-2018
Blountstown_Elementary_School_School_Grade.docx
Blountstown Elementary School Data and Goals for 2017-2018

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

There were two main areas of weakness from the 2016-2017 school year. Our 5th grade math and science scores showed the greatest area of need.

Our strengths were found with fourth grade ELA and math.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

After extensive data analysis, Blountstown Elementary School felt like fifth grade math was not scheduled enough time out of the school day. In comparison to fourth grade, fifth grade had less time for math classes and felt like this was the main issue. Extending the fifth grade math time took time out of the science. To allow science more time, we altered the schedule of our resource teacher to be able to open up the computer lab forty-five minutes before school begins. Students go to the lab and work on a research based computer program for science. The fifth grade science teachers monitor the data from the program and make adjustments to their instruction accordingly.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   By the end of the 2017-2018 school year, Blountstown Elementary School will move our total school grade points from 324 points to 380. We will improve our instructional strategies and academic success through use of student engagement strategies.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the 2017-2018 school year, Blountstown Elementary School will move our total school grade points from 324 points to 380. We will improve our instructional strategies and academic success through use of student engagement strategies. 1a

🔑 G094115

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- A true understanding of the difference in student engagement and student compliance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teaching Channel

- Susan Hentz Professional Development

- Accountable Talk Professional Development

- CPalms

- eleot tool

- Expanding Expressions Tool

- Letterland

- Title I Funding

- Class Set of Chomebooks

Plan to Monitor Progress Toward G1. 8

Data from the classroom walkthroughs will be analyzed to determine teacher effectiveness in student engagement.

Person Responsible
Pam Bozeman

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Classroom Walkthoughs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the end of the 2017-2018 school year, Blountstown Elementary School will move our total school grade points from 324 points to 380. We will improve our instructional strategies and academic success through use of student engagement strategies. 1

🔑 G094115

G1.B1 A true understanding of the difference in student engagement and student compliance. 2

🔑 B253835

G1.B1.S1 Teachers will attend professional development by Susan Hentz. 4

🔑 S268121

Strategy Rationale

To ensure teachers have the background knowledge to implement student engagement activities to increase student achievement.

Action Step 1 5

Teachers will attend professional development by Susan Hentz on student engagement.

Person Responsible

Pam Bozeman

Schedule

Annually, from 8/2/2017 to 5/25/2018

Evidence of Completion

The teachers will produce and demonstrate lesson plans and activities that foster student engagement.

Action Step 2 5

Teachers will attend professional development on accountable talk to increase student engagement.

Person Responsible

Pam Bozeman

Schedule

On 5/25/2018

Evidence of Completion

Evidence of accountable talk will be observed during classroom walkthroughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Walkthroughs will be done periodically through out the school year.

Person Responsible

Pam Bozeman

Schedule

Monthly, from 10/10/2017 to 5/25/2018

Evidence of Completion

Informal classroom walkthrough observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Student achievement will be monitored through data analysis.

Person Responsible

Pam Bozeman

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data will be collected using a variety of assessments including but not limited to: i-Ready, STAR, formative and summative classroom assessments, science benchmark tests, district writing assessments, and STAR Early Literacy tests.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M381236	Data from the classroom walkthroughs will be analyzed to determine teacher effectiveness in student...	Bozeman, Pam	8/10/2017	Classroom Walkthoughs	5/25/2018 monthly
G1.B1.S1.MA1 🔍 M381234	Student achievement will be monitored through data analysis.	Bozeman, Pam	8/10/2017	Data will be collected using a variety of assessments including but not limited to: i-Ready, STAR, formative and summative classroom assessments, science benchmark tests, district writing assessments, and STAR Early Literacy tests.	5/25/2018 monthly
G1.B1.S1.MA1 🔍 M381204	Walkthroughs will be done periodically through out the school year.	Bozeman, Pam	10/10/2017	Informal classroom walkthrough observations.	5/25/2018 monthly
G1.B1.S1.A1 🔍 A356854	Teachers will attend professional development by Susan Hentz on student engagement.	Bozeman, Pam	8/2/2017	The teachers will produce and demonstrate lesson plans and activities that foster student engagement.	5/25/2018 annually
G1.B1.S1.A2 🔍 A356855	Teachers will attend professional development on accountable talk to increase student engagement.	Bozeman, Pam	8/9/2017	Evidence of accountable talk will be observed during classroom walkthroughs.	5/25/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the 2017-2018 school year, Blountstown Elementary School will move our total school grade points from 324 points to 380. We will improve our instructional strategies and academic success through use of student engagement strategies.

G1.B1 A true understanding of the difference in student engagement and student compliance.

G1.B1.S1 Teachers will attend professional development by Susan Hentz.

PD Opportunity 1

Teachers will attend professional development by Susan Hentz on student engagement.

Facilitator

Susan Hentz

Participants

All teachers

Schedule

Annually, from 8/2/2017 to 5/25/2018

PD Opportunity 2

Teachers will attend professional development on accountable talk to increase student engagement.

Facilitator

Paulette Bryant and Cindy Alday

Participants

All teachers

Schedule

On 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will attend professional development by Susan Hentz on student engagement.	$0.00
2	G1.B1.S1.A2	Teachers will attend professional development on accountable talk to increase student engagement.	$0.00
		Total:	$0.00