

Calhoun County School District

Blountstown High School



2020-21 Schoolwide Improvement Plan

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Blountstown High School

18597 NE SR 69, Blountstown, FL 32424

www.blountstownhigh.org

Demographics

Principal: Tracy Wood

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 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	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (60%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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.

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Blountstown High School

18597 NE SR 69, Blountstown, FL 32424

www.blountstownhigh.org

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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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.

Blountstown High School is a place where students, faculty, parents, and community are a team committed to rigorous education and quality experiences in order to produce responsible citizens who are life-long learners in a global society.

Provide the school's vision statement.

Blountstown High School will produce graduates who are well prepared to meet their potential as productive and life-long learners in a diverse and ever-changing world.

We believe that:

- Learning is the chief priority of school;
- Students should be responsible for their own learning with the guidance and support of teachers, parents, and the community;
- A safe, secure, and clean environment promotes learning and fosters positive self-esteem;
- Positive relationships and mutual respect among students and teachers are essential for learning;
- Curriculum must be both challenging and flexible;
- Current technical literacy is vital for students' success; and
- Creating life-long learners is a joint responsibility of administrators, teachers, parents, and the community,

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Wood, Tracy	Principal	The principal, Tracy Wood serves as instructional leader as she communicates the school's vision and mission to all stakeholders and functions as the school's primary spokesperson. She establishes high, clearly defined, measurable instructional expectations and models open communication. Mrs. Wood creates a highly collaborative atmosphere where the sharing of ideas is encouraged and she is the school's liaison to the District Leadership Team. She oversees the school's budget, makes the final decision regarding facility usage, teacher assignments, master scheduling and student schedules. Mrs. Wood also provides coverage and security at school sponsored events, conducts staff and teacher evaluations, handles discipline issues, and serves as the school's contact for professional development.
McClellan, Loraine	Teacher, ESE	Loraine McClellan is the Lead ESE Teacher. She works closely and cooperatively with the school principal and other staff members to facilitate team problem solving and student success. Her duties include assisting teachers with strategies which facilitate improved student achievement. Loraine McClellan ensures that teachers are familiar with and are implementing the accommodations and modifications that students are entitled to receive.
Sanders, Juanice	Teacher, K-12	Juanice Sanders is the Lead Reading Teacher. Her duties include assisting teachers with strategies which facilitate improved student achievement. Juanice Sanders helps to administer tests, analyze test results, and develops strategies for improving instruction.
Barber, Link	Assistant Principal	Assistant Principal, Link Barber serves as an instructional leader and practices shared decision making as it relates to various aspects such as discipline, student attendance, conducting teacher observations, overseeing textbook adoptions and the approval/purchasing of instructional materials.
Bryant, Paulette	Instructional Coach	The Curriculum Coach, Paulette Bryant participates in the collection, interpretation, and analysis of data. She facilitates the development of intervention plans and provides support for intervention fidelity and documentation. Mrs. Bryant oversees all Progress Monitoring throughout the school by scheduling, administering, providing data, and analyzing data in order to support teachers in their instructional decision making. She provides curriculum support by providing standards based instructional material and by offering professional development as needed.
Purvis, Nicole	School Counselor	The Guidance Counselor, Nicole Purvis works with Principal Tracy Wood on creating the Master Schedule and student schedules. She establishes all standardized testing schedules and coordinates the use of computers to meet all online testing requirements. She oversees Dual Enrollment, Scholarships and Post-Secondary advising of students. Mrs. Purvis works with teachers to provide support for intervention fidelity and documentation.

Name	Title	Job Duties and Responsibilities
She participates in the development of Individualized Educational Plans and in the decision making process of what is best in each meeting.		
Dehn, Amanda	Assistant Principal	

Demographic Information

Principal start date

Monday 7/1/2019, Tracy Wood

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

41

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 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	2018-19: B (61%)

	2017-18: B (59%) 2016-17: B (60%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	85	91	98	109	72	86	73	614	
Attendance below 90 percent	0	0	0	0	0	0	9	12	20	9	12	15	17	94	
One or more suspensions	0	0	0	0	0	0	2	3	3	5	2	3	2	20	
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	2	0	4	
Course failure in Math	0	0	0	0	0	0	1	0	4	1	0	4	1	11	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	8	9	16	23	7	10	6	79	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	12	14	10	17	7	5	2	67	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	7	11	12	17	6	10	3	66	

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 10/14/2020

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	90	101	125	108	101	98	87	710	
Attendance below 90 percent	0	0	0	0	0	0	9	19	18	18	20	18	15	117	
One or more suspensions	0	0	0	0	0	0	10	5	4	5	1	1	31	57	
Course failure in ELA or Math	0	0	0	0	0	0	1	2	9	5	11	3	4	35	
Level 1 on statewide assessment	0	0	0	0	0	0	20	18	32	16	16	13	15	130	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	6	9	8	8	16	6	4	57

The number of students identified as retainees:

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	90	101	125	108	101	98	87	710	
Attendance below 90 percent	0	0	0	0	0	0	9	19	18	18	20	18	15	117	
One or more suspensions	0	0	0	0	0	0	10	5	4	5	1	1	31	57	
Course failure in ELA or Math	0	0	0	0	0	0	1	2	9	5	11	3	4	35	
Level 1 on statewide assessment	0	0	0	0	0	0	20	18	32	16	16	13	15	130	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	6	9	8	8	16	6	4	57

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	62%	61%	59%	61%	57%
ELA Learning Gains	57%	61%	59%	58%	51%	57%
ELA Lowest 25th Percentile	42%	50%	54%	49%	39%	51%
Math Achievement	58%	64%	62%	60%	61%	58%
Math Learning Gains	36%	61%	59%	50%	59%	56%
Math Lowest 25th Percentile	50%	45%	52%	30%	52%	50%
Science Achievement	84%	57%	56%	73%	55%	53%
Social Studies Achievement	74%	75%	78%	72%	69%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019	68%	64%	4%	55%	13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	62%	63%	-1%	53%	9%
Same Grade Comparison		6%				
Cohort Comparison		68%				
10	2019	66%	66%	0%	53%	13%
	2018	56%	59%	-3%	53%	3%
Same Grade Comparison		10%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	76%	7%	67%	16%
2018	68%	69%	-1%	65%	3%
Compare		15%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	78%	-1%	70%	7%
2018	72%	73%	-1%	68%	4%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	66%	-22%	61%	-17%
2018	52%	62%	-10%	62%	-10%
Compare		-8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	57%	6%	57%	6%
2018	63%	62%	1%	56%	7%
Compare		0%			

Subgroup Data

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	28	42	38	38	40	31	50			95	24
BLK	50	54	50	55	46	62		53		97	28
HSP	88	59		62	50						
MUL	58	50									
WHT	68	58	42	58	30	36	86	85		88	66
FRL	61	50	37	53	30	50	79	65		90	51
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	50	54	24	12			62		74	21
BLK	48	55	33	35	35		44	58		82	28
HSP	63	56		62	23					90	
MUL	73	64									
WHT	62	49	54	64	48	48	73	78		87	61
FRL	47	44	35	50	36	36	53	71		86	46
2017 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 2015-16	C & C Accel 2015-16
SWD	15	40	41	24	25	19	31	45		87	23
BLK	47	50	40	43	42	38	50	52		80	
HSP	71	69		87	75						

2017 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 2015-16	C & C Accel 2015-16
MUL	55	45		45							
WHT	61	60	59	63	51	29	81	79		91	55
FRL	47	53	51	50	40	19	63	71		92	50

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	62
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was Math Learning Gains for grades 9th - 12th. As a school, our average was 36%. Contributing factors include students missing a months worth of instruction due to Hurricane Michael, as well as instructional inconsistencies due to unexpected personnel changes in the math department.

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

The data component that showed the greatest decline from the prior year was Math Learning Gains for grades 9th - 12th. As a school we dropped 9 percentage points from 45% to 36%. Contributing factors include students missing a months worth of instruction due to Hurricane Michael as well as, instructional inconsistencies due to unexpected personnel changes in the math department.

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

The data component that showed the greatest gap when compared to the state average was Math Learning Gains for grades 9th - 12th. As a school we scored 23% points below the state average. Contributing factors include students missing a months worth of instruction due to Hurricane Michael, as well as instructional inconsistencies due to unexpected personnel changes in the math department.

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

The data component that showed the most improvement at BHS was Science achievement grades 9th - 12th. As a school we raised our Science scores from 67% to 84%. Several actions were taken to improve Science achievement. BHS closely analyzed progress monitoring of student data, identified strengths and weaknesses, and developed lesson plans to meet the identified areas of weakness.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance is a major area of concern according to the EWS data. BHS is closely monitoring attendance data and sending out ParentSquare notices to parents and students encouraging them to attend school and arrive on time.

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

1. Increase Math Learning Gains.
2. ELA Lowest 25%
3. Math Lowest 25%
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Blountstown High School students declined in the area of Math Learning Gains. As a school we dropped from 45% to 36% when tested in May of 2019. We scored 23% lower than the State average on Math Learning Gains.
Measurable Outcome:	Based on the 2020-2021 Math FSA Scores, Blountstown High School students will score at or above the State average of 59% of students making Math Learning Gains.
Person responsible for monitoring outcome:	Tracy Wood (tracy.wood@calhounflschools.org)
Evidence-based Strategy:	BHS will implement small group instruction in classes as much as possible throughout the school year. BHS will also use small group instruction during tutoring in January of 2021 to provide more individualized help with specific skills.
Rationale for Evidence-based Strategy:	Small group instruction will be used to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Improve Learning Gains of the Lowest 25% in ELA; On Learning Gains of the Lowest 25%, Blountstown High School students grades 6th - 8th scored 34%
Measurable Outcome:	Based on the 2020-2021 FSA ELA Scores, Blountstown High School students in grades 6th - 8th will score at or above the State average on Learning Gains of the Lowest 25% in ELA
Person responsible for monitoring outcome:	Tracy Wood (tracy.wood@calhounflschools.org)
Evidence-based Strategy:	BHS will implement small group instruction in classes as much as possible throughout the school year. BHS will also use small group instruction during tutoring in January of 2021 to provide more individualized help with specific skills.
Rationale for Evidence-based Strategy:	Small group instruction will be used to reinforce or reteach specific skills and concepts and provides a reduced student-teacher ratio.

Action Steps to Implement

1. Small Group Instruction
2. Progress Monitoring utilizing I-Ready
3. Before and After School Tutoring
4. Increase Student Attendance
5. Continue Utilizing the Reading Renaissance Program
6. Rewards and FOCUS on Reading will be implemented in Intensive Reading Classes

Person Responsible Tracy Wood (tracy.wood@calhounflschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As our school prepares for both online and brick and mortar learning, we will focus more than ever on strengthening relations with students and families.

We will do that by the following:

Collaboration - Families and community organization are vital to student success. Authentic teamwork by both parties is critical. Teachers will share data and resources to support student learning in and out of the classroom via ParentSquare, notes homes, phone calls, emails, school website, and Google Classroom.

Cooperation - Schools and families working together to provide the best education possible for students.

Communication - Sharing information and being transparent is critical. We plan to create a meaningful system for all voices to be heard and incorporate their feedback into the decision-making process by providing them with regular opportunities to share feedback and concerns via surveys, virtual parent conferences, and ParentSquare .

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Blountstown High School is a Title I School and has a Parental Involvement Plan that provides opportunities for parents to become actively involved in school activities and/or events. Strategies to increase parental/ community involvement include: monthly calendars, school news in local newspapers, Community Pep Rally, Homecoming activities (Parade, Coronation/Bonfire and Tiger's Growl), School Advisory Council meetings, Scholastic Book Fair, Honor assemblies, Awards Day and Senior Night Awards, Tiger's Table (monthly luncheon catered by the culinary classes) Parents have access to the school's vision and mission statements on the school website. The website also contains a link where students can sign-in and view their child's grades at their convenience. ParentSquare is also a new communication tool that is being implemented county wide to encourage parents and teachers to stay in touch with each other.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00