Blountstown High School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the 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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK, 6-12	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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.

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	Position 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 final decisions regarding facility usage, teacher assignments, master scheduling and current schedules.
Barber, Link	Assistant Principal	Assistant Principal LInk Barber also 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 material.
Dehn, Amanda	Assistant Principal	Assistant Principal Amanda Dehn also 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 material.
Sanders, Juanice	Teacher, K-12	Juanice Sanders is the lead teacher in Reading. 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. She serves as liaison between the school's leadership team and the teachers in her department. She also serves as a representative on school and/or district level committees as requested by the principal. She works collaboratively with the teaching staff within her department in the planning cycle and management/preparation of resources. She helps to administer tests, analyze test data, and develop strategies for improving instruction.
Taylor, Samantha	Teacher, Career/ Technical	Samantha Taylor is the lead teacher in Career Technical Education. 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. She serves as liaison between the school's leadership team and the teachers in her department. She also serves as a representative on school and/or district level committees as requested by the principal. She works collaboratively with the teaching staff within her department in the planning cycle and management/preparation of resources.
McClellan, Loraine	Teacher, ESE	Lorain McClellan is the lead teacher in ESE. 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. She serves as liaison between the school's leadership team and the teachers in her department. She also serves as a representative on school and/or district level

Name	Position Title	Job Duties and Responsibilities
		committees as requested by the principal. She works collaboratively with the teaching staff within her department in the planning cycle and management/ preparation of resources. She ensures that teachers are familiar with and are implementing the accommodations and modifications that the students are entitled to receive.
Purvis, Nicole		Nicole Purvis, Student Services,works closely with the school principal on developing the master schedule, and student schedules. Mrs. Purvis helps to ensure that the use of computers meet all online testing requirements. She also oversees Dual Enrollment, Scholarships and Post-Secondary advising of students.

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.*

6

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.*

30

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

694

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

3

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

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	82	85	102	121	127	92	85	694
Attendance below 90 percent	0	0	0	0	0	0	25	13	23	31	25	28	26	171
One or more suspensions	0	0	0	0	0	0	2	5	2	5	6	6	3	29
Course failure in ELA	0	0	0	0	0	0	4	5	8	10	4	2	0	33
Course failure in Math	0	0	0	0	0	0	4	12	15	11	2	1	3	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	13	12	23	25	23	15	8	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	12	18	15	17	5	2	92
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	18	20	23	25	0	0	101

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	11	15	19	20	12	11	11	99

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	1	0	2	1	1	0	2	7
Students retained two or more times	0	0	0	0	0	0	0	3	2	0	0	0	0	5

Date this data was collected or last updated
Friday 9/3/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	62%	61%	60%	61%	60%
ELA Learning Gains				57%	61%	59%	51%	57%	57%
ELA Lowest 25th Percentile				42%	50%	54%	43%	44%	52%
Math Achievement				58%	64%	62%	57%	63%	61%
Math Learning Gains				36%	61%	59%	45%	50%	58%
Math Lowest 25th Percentile				50%	45%	52%	46%	40%	52%
Science Achievement				84%	57%	56%	67%	56%	57%
Social Studies Achievement				74%	75%	78%	74%	74%	77%

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019	68%	64%	4%	55%	13%
Cohort Comparison		0%				
10	2021					
	2019	66%	66%	0%	53%	13%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	76%	7%	67%	16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	78%	-1%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	66%	-22%	61%	-17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	57%	6%	57%	6%

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 6-8 use i-Ready to progress monitor students in both ELA and Mathematics. Students in grade 9 and 10 take STAR Reading.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	38%	39%
	Economically Disadvantaged	24%	27%	29%
	Students With Disabilities	7%	0	7%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	39%	32%
	Economically Disadvantaged	24%	39%	44%
	Students With Disabilities	7%	14%	14%
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	44%	44%
	Economically Disadvantaged	33%	47%	33%
	Students With Disabilities	6%	6%	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	25%	21%
	Economically Disadvantaged	12%	12%	7%
	Students With Disabilities	0	0	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	37%	21%
	Economically Disadvantaged	27%	23%	23%
	Students With Disabilities	6%	0	0
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	35%	29%
	Economically Disadvantaged	14%	18%	11%
	Students With Disabilities	0	19%	6%
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	40	33	39	47	38	31	49		90	
BLK	42	48	37	39	46	41	26	46		95	50
HSP	61	63	40	63	50		58	69			
MUL	74	61		77	55		45	70			
WHT	57	54	39	62	49	41	62	74	57	90	79

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
FRL	45	48	39	50	44	38	44	65	38	90	58
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
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	634
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The trends that emerge across grade levels and content areas is a drop in performance from 2019.

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

The components that demonstrate the greatest need for improvement are ELA Learning Gains of the Lowest 25%.

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

The contributing factors for this need for improvement was the consolidation of Blountstown Middle School and Blountstown High School in 2019 and the move to at home learning for the final quarter of the 2020 school year due to the pandemic. Progress monitoring will be implemented to identify areas of deficiency. Teachers will utilize programs such as Moby Spot and iLit 45 for tier 3 students.

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

Based off of progress monitoring and the 2019 state assessments, the component that showed the most improvement was Math Learning Gains.

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

Teachers helped students identify areas of weakness through data chats. Teachers targeted areas of weakness and taught improvement strategies. Teachers utilized IXL, an online resource aligned with the Florida Standards.

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

Teachers will continue to help students identify areas of weakness through data chats. Teachers will target ares of weakness and teach improvement strategies. Teachers will utilize programs such as i-Ready, iLit 45, and Moby Spot to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be offered professional development opportunities to familiarize them with the new curriculum and the new state standards. Mentor teachers and model classrooms will be established in

the school to provide guidance on the identified areas of concern. Additional time for professional development will be provided by Mentor Teachers and Curriculum Coaches during the day via common planning time or after school.

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

The additional services that will be implemented to ensure sustainability of improvement are the implementation of the iLit 45 curriculum. This will be used for students in grades 6-8 who have been identified as Tier 3. Students will also be afternoon tutoring in the Spring. Students in grades 11 and 12 will be provided the opportunity to take the NCR ACT to receive a concordant score to FSA.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA Achievement dropped from 66% to 56%, Learning Gains from 57% to 54%, and Learning Gains of the lowest 25% dropped from 42% to 39%.
Measurable Outcome:	At least 60% of all students will be reading at or above grade level as evidenced by the 2021-2022 FSA ELA Score Report. Next year, 60% of the students will make learning gains and 50% of the lowest 25% of students at BHS will make learning gains on the FSA ELA.
Monitoring:	This Area of Focus will be monitored by the progress monitoring done through i-Ready and STAR Reading.
Person responsible for monitoring outcome:	Tracy Wood (tracy.wood@calhounflschools.org)
Evidence-based Strategy:	Teachers will use diagnostic and progress monitoring tools to identify areas of weakness.Teachers will utilize resources such as i-Ready, iLit 45, and Moby Spot to help students address these areas of weakness.
Rationale for Evidence-based Strategy:	The school district has adopted a new reading series. This series includes a research based intervention program, iLit 45, that will be used with tier 3 students to increase reading proficiency.

Action Steps to Implement

The School Level Literacy Team will meet on a regular schedule to discuss ways to incorporate literacy instruction within their content areas. The ultimate goal of literacy instruction is to build a student's comprehension, writing skills, and overall skills in communication. Students need instructional guidance on how to read critically, understand the material, and implement what they have learned. Teachers can provide the necessary framework using concepts such as previewing text, reading with a purpose, predicting and making connections, as well as the use of graphic organizers. Professional development will be provided to those that need a better understanding of how to incorporate literacy instruction into their content areas.

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

Additional Schoolwide Improvement Priorities

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

Part IV: Positive Culture & Environment

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

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

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

The school addresses building a positive school culture and environment by providing opportunities for parent and community involvement.

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

The School Advisory Council is made up of parents, staff members, students and business partners the reflect the demographics of the school. This group is important in promoting the culture and environment at the school. The are involved in creating the vision and mission of the school, as well as in making decisions about the opportunities for parent and community involvement.

Part V: Budget

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

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