

Calhoun County School District

# Blountstown Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Blountstown Elementary School

20883 NE FULLER WARREN DR, Blountstown, FL 32424

www.blountstownelementary.org

## Demographics

Principal: Jonetta Dawson

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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 Elementary School

20883 NE FULLER WARREN DR, Blountstown, FL 32424

www.blountstownelementary.org

### 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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

### School Grades History

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

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### SIP Authority

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<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.

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

#### Provide the school's vision statement.

##### Vision

Blountstown Elementary School will produce life long learners.

Blountstown Elementary School believes that:

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

### School Leadership Team

#### Membership

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
Willis, Sandy	Curriculum Resource Teacher	
Baggett, Starla	Teacher, K-12	
Frye, Melody	School Counselor	
Tomlinson, Janet	Teacher, K-12	
Dawson, Jonetta	Principal	
Greene, Matsu	Teacher, K-12	
Middleton, Brandi	Teacher, ESE	

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Jonetta Dawson

**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.*

**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.*

5

**Total number of teacher positions allocated to the school**

38

**Total number of students enrolled at the school**

496

**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.**

5

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	3	0	16	7	0	0	0	0	0	0	0	29

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	10	5	0	7	1	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Tuesday 9/28/2021

**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	88	69	75	75	75	72	0	0	0	0	0	0	0	454
Attendance below 90 percent	15	10	12	15	12	10	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	2	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12

**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	1	0	0	2	7	0	0	0	0	0	0	0	10

**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	5	5	1	0	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	88	69	75	75	75	72	0	0	0	0	0	0	0	454
Attendance below 90 percent	15	10	12	15	12	10	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	2	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	10	0	0	0	0	0	0	0	12

**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	1	0	0	2	7	0	0	0	0	0	0	0	10

**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	5	5	1	0	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	60%	57%	60%	60%	56%
ELA Learning Gains				60%	60%	58%	54%	54%	55%
ELA Lowest 25th Percentile				52%	52%	53%	54%	54%	48%
Math Achievement				66%	66%	63%	67%	67%	62%
Math Learning Gains				49%	49%	62%	55%	55%	59%
Math Lowest 25th Percentile				27%	27%	51%	36%	36%	47%
Science Achievement				53%	53%	53%	69%	69%	55%

### 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
03	2021					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison						
04	2021					
	2019	60%	61%	-1%	58%	2%
Cohort Comparison		-57%				
05	2021					
	2019	57%	57%	0%	56%	1%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	67%	4%	62%	9%
Cohort Comparison						
04	2021					
	2019	65%	70%	-5%	64%	1%
Cohort Comparison		-71%				
05	2021					
	2019	55%	56%	-1%	60%	-5%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	56%	-5%	53%	-2%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that was used to compile the data below was iReady in grades 1 through 5.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	32	61
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	33	51
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	34	58
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	23	50
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	58	75
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	30	63
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	53	56
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	44	59
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	37	42
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	32	59
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	50	60
	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	23	19		27	24	25	19				
BLK	32	31		24	8		21				
HSP	62			62							
MUL	44			33							
WHT	65	44	36	65	49	36	59				
FRL	47	43	50	41	30	23	44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	39	42	30	25	15	13				
BLK	44	50	47	56	53	27	25				
HSP	57	64		57	64						
MUL	53	80		65	40						

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
WHT	64	61	48	68	47	27	59				
FRL	56	56	52	64	49	26	49				
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	30	38	42	30	32	31	36				
BLK	26	26	28	43	19	7	35				
HSP	68	73		59	53						
MUL	65	64		76	64						
WHT	68	57	71	72	63	48	74				
FRL	53	52	57	61	54	41	65				

### 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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
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	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	51
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

In 3rd grade there were lower proficiency scores on the state assessment verses the progress monitoring in Reading as well as 3rd and 5th in the area of Math.

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

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

Lost instructional time due to COVID.

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

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

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

1. Teachers will use the ELA B.E.S.T. standards to guide systematic and explicit instruction in foundational reading skills through evidence-based materials.
2. Curriculum maps developed by grade level teams using the scope and sequence within the evidence-based ELA CORE Curriculum.
3. Fall and Spring afternoon tutoring will be available to students using iReady, SAVVAS Quick Reads and COACH materials.
4. Identifying areas of need through our district reading plan, classroom observations, data records, student data, and collaborative chats with teachers.

#### 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.

1. Teachers will receive training on how to implement instruction using explicit, systematic, and multi-sensory strategies that will aid in a sequential approach to teaching reading. Training will also be provided to teachers in K-5 on the new ELA textbook that will help teachers integrate the required components of reading within their reading book.
2. Progress monitoring data will be reviewed and teachers will receive additional professional development is needed as a result of low to no growth on progress monitoring data.
3. Mentor teachers and Model classrooms will be chosen by school principals and utilized to provide professional development during the 2021-2022 school year.
4. Teachers will be able to participate in professional development activities weekly during planning or afterschool.
5. Representatives from Learning Sciences will provide professional development on how to incorporate the new WLA B.E.S.T. standards with rigor while focusing on phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies.

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

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	ELA was identified as an Area of Focus after analyzing the 2021 FSA ELA data. Fifth grade students scored below 51% on the 2021 FSA ELA Assessment and as a result BES was placed on the R.A.I.S.E. list.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	<p>Grades K-2 will show an increase on the 2022 third iReady Diagnostic Assessment.</p> <p>70% of Kindergarten</p> <p>50% of First grade will score Mid or Above Grade Level</p> <p>50% of Second grade students will score Mid or Above Grade Level</p> <p>Students in 3rd, 4th, and 5th grade score Level 3 or above on the 2022 FSA ELA assessment as follows:</p> <p>65% of Third Grade will score Level 3 or above</p> <p>60% of Fourth Grade will score Level 3 or above</p> <p>62% of 5th Grade students will score a Level 3 or higher on the 2022 FSA ELA Assessment</p>
<b>Monitoring:</b>	<p>The desired EOY outcomes will be monitored through the following:</p> <ol style="list-style-type: none"> <li>1. Title I inclusion teachers will pull small groups for instruction using Sounds Sensible and SPIRE.</li> <li>2. Fall and Spring afternoon tutoring will be available to students using iReady, SAVVAS Quick Reads and COACH materials.</li> <li>3. Implementation of iReady weekly practice for all K-5 students.</li> <li>4. Teachers will implement ELA B.E.S.T. standards to guide instruction through the new ELA textbook (SAVVAS).</li> <li>5. Kindergarten Boot Camp using Sound Sensible through SPIRE as well as SAVVAS letter recognition.</li> <li>6. The School Literacy Leadership Team will meet each semester to discuss data.</li> <li>7. Teachers will hold weekly grade group meetings to discuss data.</li> <li>8. BES will host a Literacy Night with a focus on Fluency for students and parents.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Jonetta Dawson (jonetta.dawson@calhounflschools.org)
<b>Evidence-based Strategy:</b>	<p>BES has adopted and will implement the SAVVAS reading program which was designed using Scarborough's Rope to provide a comprehensive reading curriculum that is research based. SAVVAS provides evidence based strategies throughout the curriculum to facilitate learning.</p> <p>BES is implementing small group instruction using Sounds Sensible, SPIRE, iReady, SAVVAS Intervention Materials, and SAVVAS quick reads to provide research based instruction to students.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>BES is implementing SAVVAS, iReady, Sound Sensible, and SPIRE because these programs are researched based. These programs also have strong ESSA evidence ratings. These programs are designed to implement instruction using explicit, systematic, and multi-sensory strategies that will aid in a sequential approach to teaching reading. Phonemic awareness, phonics, word study and spelling, reading fluency vocabulary and text comprehension strategies as well as multi-sensory intervention strategies will also be implemented during the reading block.</p>

**Action Steps to Implement**

1. Professional Development for ELA teachers that will provide training of the new ELA B.E.S.T. standards.
2. Review iReady reports weekly as well as progress monitoring data a minimum of 3 times throughout the year.
3. Mentor Teachers and Model Classrooms will be chosen by the school principal and utilized to provide professional development during the 2021-2022 school year.
4. Curriculum and Literacy Coaches will visit ELA classroom to model and provide support for teachers.
5. Teachers will be able to participate in professional development activities weekly during planning or afterschool.
6. Teachers will use the ELA B.E.S.T. Standards to guide instruction. Curriculum maps are developed by grade level teams using the scope and sequence within the evidenced-based ELA CORE Curriculum.

**Person Responsible** Jonetta Dawson (jonetta.dawson@calhounflschools.org)

**#2. Instructional Practice specifically relating to Math****Area of Focus  
Description and  
Rationale:**

Math was chosen as an Area of Focus based on the data below.  
 2021 Math Percent Proficient on the FSA Math Assessment – 55.6%  
 2021 Math LG – 41.2%  
 2021 Math Lowest 25% - 29.4%  
 2021 4th Grade Math Percent Proficient – 51% State - 53%  
 2021 5th Grade Math Percent Proficient – 48% State - 51%

**Measurable  
Outcome:**

Fourth and Fifth Grade will show an increase on the 2022 third iReady Diagnostic Assessment  
 Fourth Grade students will increase the Math Percent Proficient from 51% to 60% on the 2022 FSA Math Assessment  
 Fifth Grade students will increase the Math Percent Proficient from 48% to 60% on the 2022 FSA Math Assessment

**Monitoring:**

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

**Person responsible  
for monitoring  
outcome:**

Jonetta Dawson (jonetta.dawson@calhounflschools.org)

**Evidence-based  
Strategy:**

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

**Rationale for  
Evidence-based  
Strategy:**

Based on the 2021 Math FSA Assessment Data the results show that BES needs to focus on 4th and 5th grade students for the 2021-2022 school year.

**Action Steps to Implement**

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

**Person  
Responsible**

Jonetta Dawson (jonetta.dawson@calhounflschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

**Blountstown Elementary School reported 0.4 incidents per 100 students. When compared to all elementary schools statewide, it falls into the moderate category.**

#### **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.**

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

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

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

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