Blountstown High School

2023-24

Schoolwide Improvement Plan (SIP)

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Blountstown High School

18597 NE SR 69, Blountstown, FL 32424

www.blountstownhigh.org

School Board Approval

This plan was approved by the Calhoun County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
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	Loraine 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 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	Other	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.

Name	Position Title	Job Duties and Responsibilities
Ordonez, Amy	Teacher, K-12	Amy Ordonez is the lead teacher in Science. 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.
Shuler, Tessa	Teacher, K-12	Tessa Shuler is the lead teacher in English. 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 and cycle and management/preparation of resources.
Melvin, Marisa	Teacher, K-12	Marisa Melvin is the lead teacher in History. 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.
Fields, Nikki	Teacher, K-12	Nikki Fields is the lead teacher in middle school ELA. 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.
Pitts, Joanna	Teacher, K-12	Joanna Pitts is the lead teacher in Math. 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

Name	Position Title	Job Duties and Responsibilities
		within her department in the planning and cycle and management/preparation of resources.
Russell, Maegan	Teacher, K-12	Maegan Russell 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 administer tests, analyze test data, and develop strategies for improving instruction.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council meets to discuss the needs of the school based on current school data. The SAC consists of members of the school leadership team, teachers, staff, parents, students, and business and community leaders. Current needs are identified, and then discussion is held to determine the best practices to implement to meet these needs for all students. The SIP is then developed. The SAC meets again to review and approve the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students through regular progress monitoring and classroom walkthroughs. The school will review data from progress monitoring and classroom walkthroughs and will make revisions to the plan as necessary to increase student achievement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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

2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	9	0	60	69
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	1	0	2
Course failure in Math	0	0	0	0	0	0	4	1	3	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	14	16	26	56
Level 1 on statewide Math assessment	0	0	0	0	0	0	20	19	23	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	9	1	4	14

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	7	9	13	114
One or more suspensions	0	0	0	0	0	0	1	1	6	19
Course failure in ELA	0	0	0	0	0	0	0	1	1	13
Course failure in Math	0	0	0	0	0	0	0	11	3	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	11	23	32	180
Level 1 on statewide Math assessment	0	0	0	0	0	0	16	19	21	115
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	9	13	69

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	7	9	13	29
One or more suspensions	0	0	0	0	0	0	1	1	6	8
Course failure in ELA	0	0	0	0	0	0	0	1	1	2
Course failure in Math	0	0	0	0	0	0	0	11	3	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	11	23	32	66
Level 1 on statewide Math assessment	0	0	0	0	0	0	16	19	21	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	3	9	13	25

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	54	53	46	50	55	56		
ELA Learning Gains				44			54		
ELA Lowest 25th Percentile				31			39		
Math Achievement*	58	54	55	54	34	42	59		
Math Learning Gains				56			49		
Math Lowest 25th Percentile				62			42		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	54	54	52	47	53	54	54		
Social Studies Achievement*	58	59	68	67	54	59	69		
Middle School Acceleration	65	63	70	56	49	51	51		
Graduation Rate	98	94	74	98	47	50	92		
College and Career Acceleration	80	71	53	80	68	70	69		
ELP Progress			55		61	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	641
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL				
AMI				
ASN				
BLK	51			
HSP	52			
MUL	57			
PAC				
WHT	70			
FRL	61			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL				
AMI				
ASN				
BLK	36	Yes	1	
HSP	54			
MUL	57			
PAC				
WHT	61			
FRL	52			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			58			54	58	65	98	80	
SWD	26			32			36	30		32	6	
ELL												
AMI												
ASN												
BLK	33			34			31	39		77	6	
HSP	54			50			50	55			4	
MUL	50			57			69	50			4	
PAC												
WHT	63			63			58	64	64	79	7	
FRL	50			53			47	49	55	75	7	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	46	44	31	54	56	62	47	67	56	98	80	
SWD	22	29	25	25	39	42	20	41		100	60	
ELL												
AMI												
ASN												
BLK	22	33	25	29	48	57	24	53				
HSP	53	55		52	55		41	67				
MUL	52	48		63	64							
PAC												
WHT	51	46	33	60	57	60	53	70	64	98	82	
FRL	38	41	29	46	58	64	41	58	42	97	62	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	54	39	59	49	42	54	69	51	92	69	
SWD	27	40	33	39	47	38	31	49		90		
ELL												

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	ELP Progress
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
AMI												
ASN												
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				
PAC												
WHT	57	54	39	62	49	41	62	74	57	90	79	
FRL	45	48	39	50	44	38	44	65	38	90	58	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	59%	55%	4%	50%	9%
07	2023 - Spring	53%	47%	6%	47%	6%
08	2023 - Spring	49%	45%	4%	47%	2%
09	2023 - Spring	51%	54%	-3%	48%	3%
06	2023 - Spring	65%	56%	9%	47%	18%

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	76%	60%	16%	54%	22%
07	2023 - Spring	60%	59%	1%	48%	12%
08	2023 - Spring	50%	42%	8%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	38%	-2%	44%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	51%	4%	50%	5%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	61%	6%	48%	19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	66%	-1%	63%	2%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	58%	-4%	66%	-12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	62%	1%	63%	0%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 8th grade Science. Based on the 2023 data, Blountstown High School's performance in 8th grade Science was 36%, down from 40% in 2022

and 46% in 2021. This shows a downward trend. A contributing factor to this downward trend could be the high level of concentration on hands on, activities based learning in the classroom.

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 Social Studies. In 2022, Blountstown High School had 67% proficiency in Social Studies, and in 2023, proficiency was down to 59%.One factor that could contribute to this decline was an extended absence of a classroom teacher.

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 had the greatest gap when compared to the state average was 7th grade Civics. The contributing factor to this gap was the unexpected absence of the teacher.

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 was ELA. The overall school
ELA performance was up from 46% in 2022 to 55% in 2023. The new action taken in this area was the implementation of new curriculum that was adopted to support the B.E.S.T. standards, as well as professional development and curriculum mapping with the ELA teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data, one potential are of concern is attendance. According to this data, 15% of our students in grades 6-8 had attendance below 90%.

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

The highest priorities for school improvement are:

1. 8th grade Science: Blountstown High School's performance in Grade 8 Science is 36%, which is below the state average of 44%. This indicates a need for improvement in this area.
2. SWD: This subgroup was at 40% which is below the 41%.
3. Black/African American students: This subgroup was at 36% which is below the 41%.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Cultivating a Positive School Culture and Environment for Middle and High School Students

This Area of Focus was identified as a crucial need to increase student attendance. Creating a positive culture and environment promotes respectful and inclusive behavior among teachers, students, and parents. A positive school culture can lead to improved student well-being, enhanced learning outcomes, and stronger community engagement.

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

The specific measurable outcome the school plans to achieve by promoting a positive school culture and environment is an increase in student attendance.

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

This Area of Focus will be monitored by keeping daily attendance and reviewing attendance reports each 9 weeks.

Person responsible for monitoring outcome:

Tracy Wood (tracy.wood@calhounflschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is the introduction of student games to be used for incentives. This year, our school has added several outside games for high school students to play during their lunch period. These games will be used as an incentive for students in grades 6-8 with outstanding attendance. Each 9 week period, the middle school grade that has the highest attendance percentage will be given the opportunity to play games at lunch or during an extended break.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy was selected to increase attendance. The use of games as incentives creates excitement for students and a desire to come to school.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Attendance reports will be monitored closely. Each 9 weeks, attendance percentages between the middle school grades will be compared to determine the grade with the highest level of attendance. This grade level will be recognized and provided a time to be rewarded with games.

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

By When: By May 2024, attendance in grades 6-8 will have improved from 15% to 12% of students having an attendance percentage of less than 90%.

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current average level of performance for the Black/African-American subgroup is 36%. This is below the Federal Index of 41%.

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

By May 2024, the Black/African American subgroup will increase to 41%.

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

The Black/African-American subgroup performance will be monitored through progress monitoring including FAST PM 1 and PM 2, STAR, and iReady.

Person responsible for monitoring outcome:

Tracy Wood (tracy.wood@calhounflschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based Interventions for this Area of Focus are after school tutoring, data chats, and testing incentives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

After school tutoring is offered for middle school and high school students. Middle School students are offered the opportunity to attend a Boot Camp for tutoring in Math, ELA and Science. Tutoring is also available for 7th grade Civics. High School students are offered tutoring in grade level ELA, Algebra I, Geometry, US History, American Government, and Biology .Students in grades 6-10 that scored a Level I or 2 on ELA PM 3 also receive Intensive Reading with the ILit 45 program. The purpose of this is to provide additional instruction for all struggling students. Data chats will be conducted at the beginning of the school year and again after progress monitoring throughout the year. This allows students to understand where they are, and what they need to focus on to improve. Testing incentives will also be provided for all students that attend tutoring and put forth their best effort.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

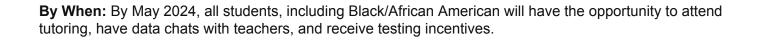**Will this evidence-based intervention be funded with UniSIG?**

No

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

Data chats will be conducted periodically to give students an understanding of their performance. Students will be give the opportunity to attend after school or before school tutoring in all tested subjects. Testing incentives will be offered to all students in attendance and putting forth best effort in testing.

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

By When: By May 2024, all students, including Black/African American will have the opportunity to attend tutoring, have data chats with teachers, and receive testing incentives.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current average level of performance for the Students with Disabilities subgroup is 40%. This is below the Federal Index of 41%.

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

By May 2024, the Students with Disabilities subgroup will increase to 41%.

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

The Students with Disabilities subgroup performance will be monitored through on-going progress monitoring including FAST PM 1 and PM 2, STAR, and iReady.

Person responsible for monitoring outcome:

Tracy Wood (tracy.wood@calhounflschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based Interventions for this Area of Focus are after school tutoring, data chats, and testing incentives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

After school tutoring is offered for middle school and high school students. Middle School students are offered the opportunity to attend a Boot Camp for tutoring in Math, ELA and Science. Tutoring is also available for 7th grade Civics. High School students are offered tutoring in grade level ELA, Algebra I, Geometry, US History, American Government, and Biology .Students in grades 6-10 that scored a Level I or 2 on ELA PM 3 also receive Intensive Reading with the ILit 45 program. The purpose of this is to provide additional instruction for all struggling students. Data chats will be conducted at the beginning of the school year and again after progress monitoring throughout the year. This allows students to understand where they are, and what they need to focus on to improve. Testing incentives will also be provided for all students that attend tutoring and put forth their best effort.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Data chats will be conducted periodically to give students an understanding of their performance. Students will be give the opportunity to attend after school or before school tutoring in all tested subjects. Testing incentives will be offered to all students in attendance and putting forth best effort in testing.

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

By When: By May 2024, all students, including Students with Disabilities will have the opportunity to attend tutoring, have data chats with teachers, and receive testing incentives.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Stakeholders reviewed academic, behavioral, and attendance data, from EOY 2023
as well as ongoing progress monitoring to determine the area/areas in most need of improvement.
Stakeholders also reviewed trends within grade levels and subgroups that have occurred over the past two to three years.
School Improvement goals were written based on data. Stakeholders determined how Title I dollars were to be spent based on how to best support the indicated areas showing the greatest cause for concern according to data.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b).
This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is shared with stakeholders through SAC meetings and Blountstown High School's Parent Involvement Guide. The Parent Involvement Guide is sent home at the beginning of the year with every student, and is shared with parents during parent conferences.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Blountstown High School plans to build positive relationships with parents, families, and other community stakeholders through the use of Parent Square, the school website, and Facebook page. Parents and community members are encouraged to attend school programs and athletic events. Parents are invited to attend award programs and banquets and our yearly Open House.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Blountstown High School will focus on attendance and tutoring will be offered to students for enrichment and to close gaps. Parent conferences will be conducted as needed to keep parents informed of student progress. Students will also be taken on visits to nearby colleges. Our 7th grade students will visit Chipola College and students in 11th grade will be taken to visit the campus of Florida State University.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Calhoun County School District creates a K-12 Reading Plan each year. This plan is developed in coordination with local programs and services, along with our career and technical education programs. This plan is carried out in the four schools within our district.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No