

Calhoun County School District

Blountstown Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Blountstown Elementary School

20883 NE FULLER WARREN DR, Blountstown, FL 32424

www.blountstownelementary.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.

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, 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
Dawson, Jonetta	Principal	
Frye, Melody	Other	
Greene, Matsu	Teacher, K-12	
Brady, Haley	Teacher, K-12	
Barfield, Myah	Teacher, K-12	
Turner, Linda	Teacher, ESE	
Thornton, Judy	Teacher, K-12	
Middleton, Brandi	Teacher, K-12	
Willis, Sandy	Instructional Coach	
Lewis, Marissa	Teacher, K-12	

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 Improvement Leadership team is chosen from classroom teachers as well as other instructional staff. Their input is used in the development process of the SIP for identifying needs of the school, as well as how to meet those needs. This team meets frequently to discuss and make decisions regarding progress monitoring data and progress made towards end of the year goals. The school advisory council, which is made of of teachers, parents and community leaders also meets to go over 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 is regularly monitored throughout the year by the School Advisory Council during SAC committee meetings. Data from the latest progress monitoring assessments is discussed as well as any necessary changes that are being made as a result of the latest data.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	38%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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: C 2018-19: C 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	14	9	8	9	9	8	0	0	0	57	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	2	2	3	2	1	0	0	0	10	
Course failure in Math	0	5	1	5	1	2	0	0	0	14	
Level 1 on statewide ELA assessment	0	0	0	1	19	19	0	0	0	39	
Level 1 on statewide Math assessment	0	0	0	0	4	21	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	18	23	20	19	0	0	0	93	
	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	3	1	3	6	5	0	0	0	18

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	11	6	1	1	0	1	0	0	0	20
Students retained two or more times	0	1	0	0	1	0	0	0	0	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	25	13	15	11	12	15	0	0	0	91	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	2	1	3	1	0	0	0	14	
Course failure in Math	0	3	0	2	3	7	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	0	16	17	0	0	0	33	
Level 1 on statewide Math assessment	0	0	0	0	21	25	0	0	0	46	
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	4	0	2	10	12	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	12	5	0	1	1	0	0	0	29
Students retained two or more times	1	0	0	0	0	1	0	0	0	2

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	25	13	15	11	12	15	0	0	0	91	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	2	1	3	1	0	0	0	14	
Course failure in Math	0	3	0	2	3	7	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	0	16	17	0	0	0	33	
Level 1 on statewide Math assessment	0	0	0	0	21	25	0	0	0	46	
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	4	0	2	10	12	0	0	0	28

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	12	5	0	1	1	0	0	0	29
Students retained two or more times	1	0	0	0	0	1	0	0	0	2

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*	52	52	53	54	54	56	58		
ELA Learning Gains				57			46		
ELA Lowest 25th Percentile				53			47		
Math Achievement*	53	53	59	51	51	50	56		
Math Learning Gains				58			41		
Math Lowest 25th Percentile				43			29		
Science Achievement*	47	47	54	69	51	59	51		
Social Studies Achievement*					58	64			
Middle School Acceleration					44	52			
Graduation Rate					69	50			
College and Career Acceleration						80			
ELP Progress			59						

* 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)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	198
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

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	29	Yes	4	3
ELL				
AMI				
ASN				
BLK	43			
HSP	44			
MUL	32	Yes	2	
PAC				
WHT	57			

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%
FRL	42			

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	30	Yes	3	2
ELL				
AMI				
ASN				
BLK	30	Yes	1	1
HSP	58			
MUL	36	Yes	1	
PAC				
WHT	64			
FRL	48			

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	52			53			47					
SWD	30			25			22				4	
ELL												
AMI												
ASN												
BLK	36			36							3	
HSP	47			42			42				3	
MUL	32			32							2	

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
PAC												
WHT	60			64			57				4	
FRL	44			45			35				4	

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	54	57	53	51	58	43	69					
SWD	22	38	33	20	38	35	27					
ELL												
AMI												
ASN												
BLK	31	32	20	25	42							
HSP	71	75		43	42							
MUL	37	46		21	38							
PAC												
WHT	61	61	71	63	66	47	81					
FRL	44	49	56	40	51	38	56					

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	58	46	47	56	41	29	51					
SWD	23	19		27	24	25	19					
ELL												
AMI												
ASN												
BLK	32	31		24	8		21					
HSP	62			62								
MUL	44			33								
PAC												
WHT	65	44	36	65	49	36	59					
FRL	47	43	50	41	30	23	44					

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
05	2023 - Spring	58%	59%	-1%	54%	4%
04	2023 - Spring	55%	58%	-3%	58%	-3%
03	2023 - Spring	40%	52%	-12%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	62%	-4%	59%	-1%
04	2023 - Spring	52%	53%	-1%	61%	-9%
05	2023 - Spring	51%	54%	-3%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	51%	-6%	51%	-6%

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.

Grade 5: Science BES (45%) - State (51%)

-This is the data point that shows the lowest performance among the data points for the 2022-23 school year. -The main contributing factor to the low performance was due to the fact that science and math was split between teachers causing resulting in a heavier focus on math and a reduced focus on science.

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

5th Grade Science- Contributing factors would include science and math being split between teachers resulting in a heavier focus on math and a reduced focus on science.

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.

3rd Grade ELA: BES (40%) - State (50%)

-The main factor that contributed to this gap was due to the loss of a teacher in the middle of the school year.

BES went from four third grade teachers to three third grade teachers.

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

3rd Grade Math (58%)

Spring tutoring sessions were offered for 3rd, 4th, and 5th grade students in ELA and Math.

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

Potential areas of concern are:

attendance and

students with a substantial reading deficiency.

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

To determine the top five areas in need of improvement, we compared the data for Blountstown Elementary School and its performance against the state averages in each subject and grade level. Based on the 2023 data, the following areas show relatively lower performance and are considered as the top five areas in need of improvement.

1. Grade 3: Blountstown Elementary School's performance in Grade 3 ELA is 40%, which is below the state average of 50%. This indicated a need for improvement in English Language Arts for this grade.
2. Grade 5: Blountstown Elementary School's performance in Grade 5 Science was 45%, while the state average is 51%. This subject in this grade level also required improvement.
3. Grade 4: Blountstown Elementary School's performance in grade 4 Math is 52%, whereas the state average is 61%. This suggests a need for improvement in mathematics for this grade.
4. Grade 5: Blountstown Elementary School's performance in Grade 5 Math is 51%, while the state average is 55%. Math in this grade level is another area that needs improvement.
- Grade 4: Although the performance in Grade 4 ELA (55%) is not significantly lower than the state average (58%), it is still an area where improvement could be targeted.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

The FAST ELA proficiency level among the three different subgroups identified were as follows:

Students with Disabilities

3rd-41%

4th-55%

5th-58%

Black/African American Students

3rd-60%

4th-34%

5th-20%

Multiracial Students

3rd-51%

4th-18%

5th-51%

Measurable Outcome:

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

The percentage of students in each subgroup that are proficient in ELA Reading will increase as follows:

Students with Disabilities

3rd-50%

4th-60%

5th-63%

Black/African American Students

3rd-65%

4th-40%

5th-30%

Multiracial Students

3rd-60%

4th-25%

5th-55%

Monitoring:

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

The desired EOY outcomes will be monitored through the following:

1. Title I Intervention teachers will pull small groups for instruction using SPIRE and Sound Sensible.
2. Tutoring in the fall and spring will be available to students using iReady, STAR, SAVVAS Quick Reads, and Reading Horizons materials.
3. Teachers will implement weekly practice of iReady for all K-5 students.
4. Teachers will utilize the B.E.S.T. ELA standards to guide instruction and create lessons using MyView Literacy/SAVVAS, Reading Horizons, and iReady materials.
5. Students in Kindergarten who score below 690 on the STAR Early Literacy Assessment will participate in Kindergarten Boot Camp during the first couple of weeks of school. Intervention teachers will use Sound Sensible and SPIRE to try and close the gap early.

6. The School Literacy Leadership Team will meet quarterly to plan literacy activities for families, discuss data, and generate ideas on ways to improve student success.
7. Teachers will hold weekly grade group meetings to plan instruction, discuss data, and share best practices.
8. BES will host a Literacy Night with a focus on fluency, homework help, as well as share information about the Reading Horizons Program with students and parents.

Person responsible for monitoring outcome:

Jonetta Dawson (jonetta.dawson@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.)

BES will continue to implement the MyView Literacy/SAVVAS reading program which was designed using Scarborough's Rope to provide a comprehensive reading curriculum that is research based. MyView Literacy/SAVVAS provides evidence based strategies throughout the curriculum to facilitate learning. BES is implementing small group instruction using Sound Sensible, SPIRE, iReady, STAR, Reading Horizons, MyView Literacy/SAVVAS Intervention materials, and MyView Literacy/SAVVAS quick reads to provide research based instruction to students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

BES is implementing MyView Literacy/SAVVAS, iReady, STAR, Sound Sensible, Reading Horizons, 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 multisensory intervention strategies will also be implemented during the reading block.

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.

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 2023-2024 school year.
4. Curriculum Coaches will visit ELA classrooms 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 evidence-based ELA core curriculum.

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

By When: Final evidence will be gathered in May 2024 after the final ELA FAST assessment.

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

ELA was identified as an area of focus after analyzing the 2023 FSA ELA data. Third grade students scored below 51% on the 2023 ELA FSA assessment and as a result BES was placed on the R.A.I.S.E list.

Measurable Outcome:

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

Students in 3rd, 4th, and 5th Grades will score a Level 3 or above on the 2023 FAST assessment as follows:

55% of Third Grade will score a Level 3 or above

60% of Fourth Grade will score a Level 3 or above

60% of Fifth Grade will score a Level 3 or above.

Monitoring:

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

The desired EOY outcomes will be monitored through the following:

1. Title I inclusion teachers will pull small groups for instruction using SPIRE and Sound Sensible.
2. Tutoring in the Fall and Spring will be available to students using iReady, STAR, SAVVAS Quick Reads and COACH materials.
3. Teachers will implement weekly practice of iReady for all K-5 students.
4. Teachers will implement ELA B.E.S.T. standards to guide instruction through the SAVVAS ELA textbooks.
5. Kindergarten Boot Camp using Sound Sensible through SPIRE as well as SAVVAS letter recognition and Reading Horizons.
6. The School Literacy Leadership Team will meet each semester to discuss data.
7. Teachers will hold weekly grade group meetings to discuss data.
8. BES will host a Literacy Night with the focus on Fluency, homework help and the Reading Horizons Program for students and parents.

Person responsible for monitoring outcome:

Jonetta Dawson (jonetta.dawson@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.)

BES will continue to 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.

BES is implementing small group instruction using Sound Sensible, SPIRE, iReady, STAR, Reading Horizons, SAVVAS Intervention materials, and SAVVAS quick reads to provide research based instruction to students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

BES is implementing SAVVAS, iReady, STAR, Sound Sensible, Reading Horizons 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 multisensory intervention strategies will also be implemented during the reading block.

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.

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 2023-2024 school year.
4. Curriculum and Literacy Coaches will visit ELA classrooms 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 evidence-based ELA CORE Curriculum.

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

By When: Final evidence will be gathered in May 2024 after the final FAST assessment.

#3. 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 helps to improve attendance and achievement. When students and teachers are surrounded by a positive school culture, you begin to see an overall improved student well being as well as increased teacher satisfaction. When students have regular attendance, the classroom community is fostered between teachers and children. For the 2022-2023 school year, the number of students that were absent 10% or more days in Kindergarten through Fifth grades was 57.

Measurable Outcome:

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

Based on the Early Warning Systems, the number of students who were absent 10% or more days at BES in grades Kindergarten through Fifth will decrease by 15% for the 2023-2024 school year.

Monitoring:

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

Attendance reports will be pulled and managed each week. Parent Square messages will be sent out to parents of students who have an excessive number of absences for the nine weeks. Weekly phone calls will be made to parents to notify them of the number of absences their child has. Each nine weeks, an incentive will be given to the class with the highest percentage of students in attendance.

Person responsible for monitoring outcome:

Carylee Bailey (carylee.bailey@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.)

1. Attendance videos will be sent out by the district from different viewpoints. These videos will go out on parent square for all parents to view.
2. The class with the highest attendance in each grade will be recognized each nine weeks.
3. Students will be recognized at honor roll assemblies for having perfect attendance.
4. Classes and students who are recognized for their attendance achievement will be shared on Parent Square for extra recognition.
5. Flyers and Attendance handouts will be shared each nine weeks on Parent Square as a reminder of the importance of attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many parents are not aware of how quickly absences add up to academic trouble. Research shows that missing 10% of school days negatively affects a student's academic performance. Poor attendance can influence whether children read proficiently by the end of the third grade.

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.

1. Weekly reports will be monitored for students will excessive absences.
2. Phone calls home to parents about their child's absences as well as parents square messages will be sent to keep parents informed.
3. Classes with the highest students in attendance will be recognized each nine weeks.
4. Students will be recognized individually at honor roll assemblies for perfect attendance.
5. Attendance videos will be sent out to parents by the district encouraging and sharing the importance of attendance.
6. Monthly meetings between school administration and district to discuss attendance and meet with parents when needed.

Person Responsible: Carylee Bailey (carylee.bailey@calhounflschools.org)

By When: Attendance will be monitored on a weekly, monthly and nine-week basis.

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).

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The MyView Literacy/SAVVAS reading curriculum as well as Reading Horizons, iReady, and Heggerty will be used with fidelity. Curriculum maps created by grade level teams will be used during the 2023-2024 school year. BES is implementing small group instruction using Sound Sensible, SPIRE, iReady, STAR, Reading Horizons, MyView/SAVVAS Intervention Materials, and SAVVAS Quick Reads to provide research based instruction to students.

Based on the 2023 FAST PM Data:

Kindergarten 44% scored below the 40th percentile
First Grade 47% scored below the 40th percentile
Second Grade 36% scored below the 40th percentile

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The MyView Literacy/SAVVAS reading curriculum will be used with fidelity and the countywide curriculum map created by grade level teams will be followed during the 2023-2024 school year. BES will continue to implement small group instruction using SPIRE, iReady, STAR, SAVVAS Intervention Materials, and SAVVAS Quick Reads.

Based on the 2023 FAST PM Data:
Third Grade 59% scored below the 40th percentile
Fourth Grade 43% scored below the 40th percentile
Fifth Grade 41% scored below the 40th percentile

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The current level of performance for BES based on the 2023 FAST Reading Data is:
Kindergarten 56% proficient on the 2023 FAST ELA Assessment
First Grade 53% proficient on the 2023 FAST ELA Assessment
Second Grade 64% proficient on the 2023 FAST ELA Assessment

Grades 3-5 Measurable Outcomes

The current level of performance for BES based on the 2023 FAST Reading Data is:
Third Grade 41% proficient on the 2023 FAST ELA Assessment
Fourth Grade 57% proficient on the 2023 FAST ELA Assessment
Fifth Grade 59% proficient on the 2023 FAST ELA Assessment

Third Grade was identified as a grade level with 50% or more students scoring below Level 3 on the FAST ELA Assessment. As a result of utilizing/implementing the B.E.S.T. ELA standards through the MyView Literacy/SAVVAS Curriculum, small group instruction, differentiated instruction, and interventions, third grade will increase to 51% or higher proficient on the 2024 FAST ELA Assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The desired EOY outcomes will be monitored through the following:

1. Administrative walk throughs
2. Grade level teachers will collaborate in weekly grade group meetings to discuss best practices, B.E.S.T. ELA Standards, data, and lesson plans.
3. Tutoring opportunities will be held in the fall and spring for KG-5th grade students to work on ELA and Math skills.
4. Title I Intervention teachers will pull small groups for instruction using Sound Sensible and SPIRE.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Dawson, Jonetta, jonetta.dawson@calhounflschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

BES will continue to implement the MyView Literacy/SAVVAS reading program aligned to the B.E.S.T. ELA standards. SAVVAS provides evidence based strategies throughout the curriculum to facilitate learning. Implementation of small group instruction using Reading Horizons, iReady, and MyView Literacy/SAVVAS intervention materials will be used in the classroom.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Curriculum/programs are chosen by grade level representatives. MyView Literacy/SAVVAS reading curriculum is a research based program that is designed to teach Florida's ELA B.E.S.T. standards through systematic, explicit, multisensory instruction. The Reading Horizons curriculum is a researched based program designed to close the achievement gaps in reading foundational skills through systematic, explicit, multisensory instruction. iReady is an adaptive computer based program that provides rigorous, differentiated instruction for each student.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<ol style="list-style-type: none"> Continued professional development training for ELA teachers on the ELA B.E.S.T. standards. Review iReady reports weekly and look for lessons passed as well as monitor percent correct on each lesson. Utilize iReady to progress monitor 3 times throughout the year. Mentor teachers and model classrooms will be chosen by the school principal and utilized to provide professional development during the 2023-2024 school year. Curriculum Coaches will visit ELA classrooms to model and provide support for teachers. Teachers will use the ELA B.E.S.T. standards to guide instruction and utilize curriculum maps developed by grade level teams using the scope and sequence within MyView Literacy/SAVVAS and Reading Horizons. 	<p>Dawson, Jonetta, jonetta.dawson@calhounflschools.org</p>

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 School Improvement Plan will first be presented to the School Leadership team. This team meets to discuss and make decisions about the school improvement process as well as provide input into the school improvement plan. Their input is used in the development process of the SIP for identifying needs of the school, as well as how to meet those needs. The school advisory council, which is made of of teachers, parents, and community leaders also meets to provide input, discuss, and approve the SIP. Once the SIP has been approved by the School Advisory Council, each member will receive a copy of the plan. It will also be available to all stake holders through a brochure that outlines the plan as well as opportunities for parent involvement. This brochure will be handed out to parents at parent conferences, Literacy Nights, and other school events. A copy of our brochure as well as the entire SIP will also be available on our school website.

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 Elementary School strives to build positive relationships with students, parents, community members, and all stakeholders in order to meet the needs of all students. These opportunities include: Open House, Parent-Teacher Conferences to discuss data, Honor Roll Assemblies, Literacy Nights, Field Days, and Grade Level Programs. The Parent-Square app is utilized to communicate with parents about homework, important dates, necessary information, as well anything else that might arise during the day, week, or year. The BES Family Engagement Plan is also presented to the SAC for suggestions and approval. Once it is approved, it is proved to all stakeholders on the council. A brochure that outlines the SIP as well as the Family Engagement Plan and Parent Involvement Opportunities is provided and sent home with students. It is also placed on our school website for viewing.

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)

There is a big correlation between attendance and achievement. Blountstown Elementary School will continue to focus on ways to increase attendance therefore raising student achievement scores. Morning and after-school tutoring will be provided throughout the school year for students to help with closing achievement gaps in ELA, Math, and Science. Fifth grade students are also given the opportunity to visit Gulf Coast State College to help promote continuous education and get them thinking about career paths prior to middle school and high school. Blountstown Elementary will offer a Kindergarten Acceleration Program as well as a STEM Camp for rising 4th and 5th graders.

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))

This plan is developed in coordination and integration with the Calhoun County Schools District's K-12 Reading Plan.

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: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$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