Calhoun County School District

Blountstown High School

2017-18 School Improvement Plan

Blountstown High School

18597 NE SR 69, Blountstown, FL 32424

www.blountstownhigh.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 9-12	No	76%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Calhoun County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Blountstown High School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 in order to produce responsible citizens who are life-long learners in a global society.

b. 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;
• Every Student can learn;
• A safe, secure, and clean environment promotes learning;
• 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Blountstown High School learns about students' cultures and, builds relationships between teachers and students in a variety of ways. When a student registers to attend Blountstown High School, the student and parent meet with the school's Guidance Counselor. During this meeting, student background information (which typically includes information about the student's culture) is gathered to determine scheduling needs. We host an Open House prior to school starting where all families are invited to meet teachers and other faculty/staff members. Teacher and student relationships are built and nurtured through after-school activities: participation in school-sponsored clubs, athletic events, and other extra-curricular activities that are specifically tailored to student interest. Families are encouraged to attend family events such as our Community Pep Rally, Senior Night, Community Tiger's Growl and Bonfire. Diversity is celebrated through the Spanish Club and the French Club.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Blountstown High School works hard to create an environment where students feel safe, respected and are able to focus on academics throughout the school day. During morning drop off, all students enter through two designated areas which are supervised by staff and a School Resource Officer. A staff member is also assigned to greet the students as they exit the school bus and monitor the bus loading zone. Once on campus, students can eat breakfast with their peers and are supervised by duty teachers until the bell rings for school to begin. When the bell rings, students are greeted at their classroom doors by the teachers. As students change classes, faculty monitors the hallways. Except for morning arrival and afternoon dismissal times, the exterior gates enclosing the school remain

locked to add a layer of security. All visitors must enter through the administration building and must undergo an electronic background check via our Raptor program before gaining access to our campus. There is also a camera monitoring system installed throughout the school for security purposes. Our school resource officer is visible throughout the day by visiting classrooms, monitoring all parts of the school, and circulating in the lunchroom. Supervision is provided at all times, for all students, each day in order to create an environment in which students feel safe and respected. Administrators, faculty, and staff are all trained in the protocol to be used in emergency situations. Emergency drills are rehearsed for fires, tornadoes, bus evacuations and building evacuations. All students participate in the drills.

Blountstown High School has an open door policy where students are provided with easy access to administrators, support staff, the guidance department and the School Resource Officer during the day. The open door policy creates a safe environment where students feel their problems/needs are valued. The Media Center is another valuable resource at Blountstown High School. Our Media Center is designed to be a warm, welcoming environment where students are allowed to work, read, conduct research, or even just a quiet place to gather with friends between classes and during lunch.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Blountstown High School minimizes distractions in order to keep students engaged during instructional time through the use of various policies and plans. These Policies include the 2017-2018 Calhoun County School District Student Code of Conduct and Discipline, attendance policies and tardy policies. During the first two weeks of the school year, students attend homeroom for extended periods of time so that the faculty is able to read and discuss all school policies with the students. Students and parents are required to sign a paper acknowledging that they have read and understand the policies listed in the Calhoun County School Student Code of Conduct and Discipline booklet.Through the use of district-driven and school-led meetings, school personnel is trained regarding school and district behavior policies to ensure that the system is fairly and consistently enforced.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students at Blountstown High School are provided access to staff member to support their social/emotional needs. Teachers are usually the first to identify students in need and are usually the first to try to address the needs. Teachers make contact with the guidance counselor or an administrator. The situation is assessed as to the level of need based on the situation.Interventions take many forms, such as a student/parent meeting with a school counselor. Weekly a Student And Family Support Liaison is on campus. The Liaison provides comprehensive services to parents, students, and school staff, while addressing barriers that limit a student from their educational experiences. The Liaison responds to referrals from school administration, parents, teachers, child study teams, the ESE Department and others by providing direct services and by assisting families in accessing appropriate community resources. Counseling services are provided to students who require ongoing, one on one services. Teachers are also provided with emergency contact numbers and are trained and supported by guidance counselors concerning mandatory reporting of suspected abuse or neglect.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The data for these indicators is pulled using the school's student information system of FOCUS and/or School Portal. All administrators, faculty members and a variety of support staff are trained to use FOCUS to gather, monitor, and assist in the analysis of a large quantity of data. This data includes several early warning indicators: attendance, suspensions, student retentions, and declining academic performance. FOCUS also gives a history of performance levels on statewide, standardized assessments which is used to identify students performing in the lowest 30% and those who scored a Level 1 or 2 on FSA ELA or Mathematics. When a student exhibits two or more early warning indicators, a team, in consultation with the student's parent, determines appropriate intervention strategies unless the student is already being served by an intervention program at the direction of a school-based multidisciplinary team.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	29	33	49	128
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	5	0	4	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	30	24	34	105

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	8	14	9	16	47

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance is closely monitored at Blountstown High School. At the beginning of the year, the attendance policy is reviewed with students. Each teacher records attendance including tardies on a period by period basis. The absences are monitored and letters are sent home when students have 3 unexcused absences in a grading period. Teachers contact parents when several absences have occurred in his/her class. When attendance is an issue, an Attendance Contract is signed with student, parent, and administration. If the student fails to meet the terms of the contract, the district's Student Liaison is contacted for more support.

Discipline at each grade level is reviewed by administration and is recorded in FOCUS. Teacher's monitor discipline within the classroom until it is repetitive or is something that needs immediate attention. Parents are notified when disciplinary action results in an office referral or suspension. The number of days given for suspension depends on the severity of the action of the student. The number of discipline referrals resulting in suspension is monitored closely by administration each year and strategies are put into place to reduce this number.

Academic performance is a top priority at Blountstown High School. Teaches are expected to regularly record student grades in FOCUS. Parents and students have individualized private access to their grades. Failure Notices are sent home every 4 weeks. Report cards are sent home at the end

of each grading period. Students failing core subjects are monitored by guidance and are counseled, encouraged, and worked with to complete work in class. Guidance continues to monitor student progress for the school year.

Students who score a Level 1 on statewide, standardized assessments in ELA and/or Mathematics are monitored closely by the administrators, guidance counselor, and classroom teachers. Letters are sent home with the students first grading period report card informing parents of the deficiency and Parent-Teacher Conferences are suggested. Data is collected on benchmark testing and analyzed to ensure growth is occurring.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Blountstown High School is not a Title I School and does not have a Parental Involvement Plan but, does provide opportunities for parents to become actively involved in school activities and/or events. Strategies to increase parent/community involvement include: monthly calendars, school news in local newspapers, Community Pep Rally, Homecoming activities (Parade, Coronation/Bonfire and Tiger's Growl), School Advisory Council meetings, Scholastic Book Fair, Honor assemblies, Awards Day and Senior Night Awards, Tiger's Table (monthly luncheon catered by the culinary classes) Parents have access to the school's vision and mission statements on the school website. The website also contains a link where students can sign-in and view their child's grades at their convenience.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Blountstown High School is committed to building and maintaining positive relationships with students, families, and the community. BHS recognizes the significant impact that can occur when all parties work together for the benefit of the students. Throughout the day, our front office staff strives to make visitors feel welcome as they arrive on our campus. Each year we schedule and host an Open House at the beginning of the school year where all families are encouraged to meet their child's teachers, guidance counselor, administration, and other staff. Blountstown High School maintains an up to date school website in which anyone can access a calendar of events, teacher email addresses, photos of activities, and can become familiar with the daily routines of our school. Many school activities and events are scheduled throughout the year in which families and community members can be involved at BHS. A few of the activities include the Community Wide Pep Rally, Beta Initiation, Veteran's Day Program, Chorus and Band Concerts, Chorus Plays, and sporting events. Communication is also maintained through an automated call-out system that contacts parents about upcoming events that involve students. Parents and community members are also invited to attend all School Advisory Council meetings to review student performance data and make recommendations for the school. The Advisory Council meets

approximately four times a year and the dates/times are published in the local newspaper and announced on the local radio station.

Blounstown High School builds and sustains partnerships, secures resources and utilizes the resources to support school and student achievement by soliciting sponsorships from business leaders for athletic, academic, and club events.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Williams, Debbie	Principal
Guilford, Wendy	Assistant Principal
Stanley, Rebecca	Guidance Counselor
Howell, Allyson	Teacher, K-12
McClellan, Loraine	Teacher, ESE
Sanders, Juanice	Teacher, K-12
Dawson, Jonetta	Teacher, Career/Technical
Wester, Rebecca	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal, Debbie Williams serves a 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. Ms, Williams 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, and master scheduling. Ms. Williams also provides coverage and security at school sponsored events, conducts staff and teacher evaluations, handles discipline issues, and serves as the school's contact for professional development.

Assistant Principal, Wendy Guilford also serves as an instructional leader and practice shared decision making as it relates to various aspects such as discipline, student attendance, conducting teacher observations, overseeing textbook adoptions and the approval/purchasing of instructional materials, facilitating the writing of the School Improvement Plan, and overseeing parent involvement activities.

Guidance Counselor, Rebecca Stanley oversees student enrollment and ESE services at the school level. She establishes all standardized testing schedules and coordinates the use of computers to meet all online testing requirements. Mrs. Stanley facilitates the MTSS/RTI process with teachers and parents and maintains all required documentation.She oversees Dual Enrollment, Scholarships and Post Secondary advising of students. Mrs. Stanley also helps to develop the Master Schedule and is in charge of all student schedules.

Allyson Howell (Math), Juanice Sanders (Reading), Rebecca Wester (English), Jonetta Dawson (Career Technical Education) and Loraine McClellan (ESE), are the lead teachers in their various subject areas. They work closely and cooperatively with the school principal and other staff members to facilitate team problem solving and student success. Their duties include assisting teachers with strategies which facilitate improved student achievement. They serve as liaisons between the school's leadership team and the teachers in their departments. They serve as representatives on school and/or district level committees as requested by the principal. They work collaboratively with the teaching staff within their various departments in the planning cycle and management/preparation of resources.

Rebecca Wester and Jonetta Dawson attend summer trainings and provide in-service training to school faculty. They also organize and work with students in extra-curricular activities. Juanice Sanders helps to administer tests, analyze test results, and develop strategies for improving instruction. Loraine McClellan ensures that teachers are familiar with and are implementing the accommodations and modifications that the students are entitled to receive. She also serves as a club sponsor. Allyson Howell works with students enrolled in dual enrollment classes as well as coaches cross country.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Through the use of FOCUS and its various reports regarding retention, referrals, ESE and ESOL status, attendance, academic performance across all subjects, and standardized test history; administrators review data to determine needs and align resources. Critical decisions regarding the master schedule, teacher assignments and certifications, personnel changes, course offerings, textbook materials, technology, and supplemental materials are discussed yearly as well as times when additional needs arise. When a need is determined the request for resources is placed before the district for consideration and funding. The school leadership team brings leaders together in order to share information, brainstorm ideas to further student achievement, and review resources. District leaders also visit the schools to meet formally and informally with staff to provide support, and discuss concerns.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Dr. Debbie Williams	Principal
Jonetta Dawson	Teacher
Bart Nichols	Teacher
Rebecca Wester	Teacher
Andrew Willis	Student
Dylan Buckhalt	Student
Sofia Coley	Student
Shelly Burns	Parent
Tasheeta Boyd	Parent
Tamora Baker	Parent
Sheree VanLierop	Parent
Paula Rich	Parent
David Stone	Parent
Connie Hurst	Parent
Renee Jeppson	Parent
Marshal Masai	Parent
Traci Hall	Parent
Bonnie Richards	Parent
Karla Nichols	Parent
Carla Peacock	Business/Community
Kelvin Mathews	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Information pertaining to student achievement results and the extent to which the school improvement goals were met is shared with the SAC members as well as the strategies that were implemented.

b. Development of this school improvement plan

When establishing the school improvement goals for the year, teachers are asked for input and suggestions on goals. They are also asked to come up with strategies and interventions that can be utilized to meet the goals. The SAC team discusses areas of concern, offers input and suggestions based on questions asked of them and from the previous school year's performance data. Once the School Improvement Plan is finalized, the SAC members votes to approve the plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council meets to discuss school issues, parent concerns, and state and federal mandates. The SAC also makes decision of the expenditures of lottery and A+ state allocations. The SAC members are presented with certain initiatives and/or funds that are allocated to be spent on

particular items such as technology. The committee is asked to give approval for the funds to be spent.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Calhoun County Public Schools is not a site-based budgeting district. School Improvement funds were spent to achieve the school improvement goals in the plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Blountstown High School SAC is in compliance with Section 1001.452 F.S., regarding the establishment duties of the School Advisory Council.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Williams, Debbie	Principal
Guilford, Wendy	Assistant Principal
Stanley, Rebecca	Guidance Counselor
Sanders, Juanice	Teacher, K-12
Taylor, Samantha	Teacher, Career/Technical
Howell, Allyson	Teacher, K-12
Anderson, Quatarious	Teacher, K-12
Wester, Rebecca	Teacher, K-12
Whitehead, Ben	Teacher, K-12
Medley, Jodie	Instructional Media
Nichols, Bart	Teacher, K-12
Johnson, Shayee	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge within the school and focus on areas of literacy concerns across the curriculum. The LLT promotes the use of Reading Renaissance (AR) at BHS. Each grading period, students have goals set for points and accuracy. The scholastic Book Fair is hosted as a way to involve parents and the community in the desire to keep students reading.Teachers of all subject areas are encouraged to use the Close-Reading strategy with a variety of articles to support their curriculum in order to develop literacy in more complex texts. The Literacy Leadership Team at Blountstown High School focuses on assessment and student progress. The purpose of analyzing the data is to be able to make informed instructional decisions and improvements to the curriculum to increase student achievement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships between teachers is encouraged at Blountstown High School. Subject area teachers have common planning periods and lunch schedules so that they can collaborate and participate in team meetings and bond. During preschool our district held subject area collaborations that included all the schools. Teachers are encouraged to attend professional development activities and often times share what they have learned during training with the faculty. Experienced teachers are provided with opportunities to mentor and coach new teachers. Teachers are also encouraged to attend school-wide activities such as academic events, school plays, sporting events, and fundraisers to reinforce the relationships within the faculty of the school.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school principal is committed to recruiting and training highly qualified teachers. A variety of techniques are used to identify and attract qualified applicants. These include soliciting names of prospective applicants and encouraging qualified educators to apply. Provision of mentoring, training and coaching are provided for first and second year new teachers and professional development with ESOL and Reading Teachers in the process of earning an Endorsement. The principal conducts a post conference with teachers whose overall evaluation rating is Needs Improvement or Unsatisfactory to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors. The district provides resources, coaching, and professional development to teachers in support to schools to develop and retain highly qualified effective teachers. Resources and/or professional development are provided to support the skills and knowledge needed to increase the number of In-field/Highly qualified/Effective teachers. Records are efficiently and effectively managed of the professional development activities to ensure teachers maintain their certification and remain up to date in their areas of certification.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers enrolled in the Calhoun Beginning Teacher Program are assigned a mentor. Principals pair the new educators with a novice and veteran at the school who typically is on the same grade level or subject area and has proven to be a peer educator who can be relied on. Mentors are provided with training and on-going support throughout the years. New educators attend orientation at the beginning of the year which includes introduction to District Staff as well as Calhoun School District's mission and values, common policies and procedures. The Calhoun Beginning Teacher Program is developed around the Marzano Evaluation Framework. Professional Development is provided to principals and teachers on the Framework. New Educators meet regularly with the District Coordinator of the program as well as their Mentor and discuss topics such as Florida Standards, Lesson Planning, The Florida Educator Code of Ethics, conducting effective parent conferences, district E-mail protocol and technology-based curriculum programs, Professional Education Competencies, Classroom and Behavior Management. The planned mentoring activities provide on-going and regularly scheduled opportunities for classroom visits, observations, Video Taped Lessons, self-reflection, coaching and feedback as well as collaboration in Professional Learning Communities for professional development in best practices and highly effective instructional strategies. The purpose of the on-going support strategies is to increase teacher effectiveness and ultimately increase student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Calhoun County School District adopts programs that are researched based and have been approved by the Florida Department of Education and Legislature. All materials selected and utilized in core instructional programs are aligned to the Florida Standards. Teachers of core instructional programs have been provided with opportunities to meet with common subject teachers in the district to plan and develop curriculum maps based on the Florida standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In the process of starting a new school year, FSA/EOC data and district EOC test results are analyzed to assign students to classes based on their Reading and Math scores. Students are assigned to remediation, regular or advanced courses. During pre-school, the principal presents school grade information and student test results to the faculty. She discusses subject area specifics such as proficiency and learning gains and identifies students scoring in the lowest quartile. Teachers use progress monitoring tools throughout the year to determine their students level of achievement and to determine if interventions are needed to help the student be successful. At Blountstown High School, teachers use tools like the FAIR Test, STAR Reading Test, Progress Monitoring assessments and Write Score to help identify students needing differentiated instruction. The assessments identify the specific skills that need remediation. The teachers differentiate their instruction to meet each student's needs. Students are also given opportunities to attend tutoring sessions during the year to prepare for state testing.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

After school tutoring during the Spring in Algebra I, Geometry, Biology and History.

Strategy Rationale

Prepares students for the Algebra I EOC, Geometry EOC, Biology EOC, and History EOC exams by providing the students with additional instruction and skills practice.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Debbie, debbie.williams@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from Progress monitoring tools, progress reports and formative testing results. The scores will be analyzed for greater student achievement/proficiency.

Strategy: Extended School Day

Minutes added to school year: 0

Extended school day with opening computer lab for research for student Science Fair projects.

Strategy Rationale

Extended learning opportunities and student success with the annual Science Fair.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Guilford, Wendy, wendy.guilford@calhounflschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students' science grades will be analyzed and the number of student participation will increase from the number of last year's science projects.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Specific attention has been given to our incoming 9th grade cohort as the transition from middle school to high school can hinder the success of some students. An orientation is provided at the end of the 8th grade year. Students are allowed to tour the school and are also introduced to the various clubs and activities.

The guidance counselor discusses class options with them and provides them with a sheet to help make informed decisions concerning their curriculum. Transition meetings between schools are held so that MTSS data, ESE paperwork, behavior issues and plans, and the academic status of each student can be shared/discussed as needed.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Blountstown High School offers courses in technology, culinary, and agriculture that provide students the opportunity to achieve industry certifications. Dual Enrollment is also available through Chipola College with classes offered on Blountstown High School's campus, online, and through attending Chipola College's campus. Representatives from Chipola College and Rex Lumber, a local business, meet with seniors yearly to inform them of programs of study and work opportunities with their industries. Seniors also have the opportunity to tour Chipola's campus and become acquainted with various programs that are offered. BHS Students are encouraged to take the PERT, ACT, SAT, ASVAB, and other tests that are pertinent to their post secondary goals.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Culinary Arts 1-4 – Serv Safe Certification
NCCR Core Curriculum – Core Curriculum Certification
Carpentry - Carpentry Level 1 Certification
Welding – Welding Level 1 Certification
Building Construction Tech – Construction Tech Certification
Agritechnology 1 & 2 - Certification in Agritechnology
Agriscience Foundations - Associates of Agriculture
Digital Information Technology - Microsoft Office Specialist Certifications in Word, Power-Point and Excel
Digital Media Fundamentals - Adobe Certified Associate in Premiere Pro, Illustrator, InDesign, Photoshop
Digital Media Fundamentals - Microsoft Technology Associate Certifications in Software Development Fundamentals, Networking Fundamentals
Digital Media Production Systems - Adobe Certified Associate in Premiere Pro, Illustrator, InDesign, Photoshop
Digital Media Production Systems – Microsoft Technology Associate in Software Development Fundamentals
Digital Media Production Systems – Microsoft Technology Associate in Networking Fundamentals
Aerospace Technologies I – Autodesk Certified User in Inventor
Aerospace Technologies II – Small UAS Safety Certification
Aerospace Technologies III- Visual Line of Sight System Operator
Experimental Science I and II – Adobe Certified Associate in Premiere Pro and Photoshop
Experimental Science I and II – Autodesk Certified User in Inventor

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

In a small school setting, course offerings are limited to core curriculum and focused electives. Where possible, we do offer integrated and applied courses. However, much of the integration is infused into the curriculum. There is a school wide effort, across the board, in core and elective classes to help students connect the subject matter to their future and possible careers. Real world applications of lessons taught and connection to careers are just two of the ways teachers help bridge the now and later relevance.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Blountstown High School will focus on encouraging students to take Honors, AP or Dual Enrollment courses by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their post secondary plans. This will include sharing information and requirements to become eligible for Bright Futures. The guidance counselor will track graduation requirements and Bright Futures requirements and intervene as necessary. BHS will offer Ready to Work Credentials for seniors and Industry certification for students enrolled in Construction classes. Sophomores and Juniors are provided with an opportunity to take the College Board PSAT exam. All college bound students are encouraged to take Spanish I and Spanish II or French I and French II. Seniors participate in College Day yearly. Recruiters visit campus several times yearly.

Through the Annual Measurable Objectives Report, the school is able to assess the number of students prepared for college success based on ACT and SAT results. An analysis can be made with the number of graduates and those who actually enrolled in a community college or a university. Determinations can be made on how our students compare with other students attending these institutions.

These statistics assist in making scheduling decisions for appropriate courses that need to be planned in the master schedule. Remediation, Honors, dual-enrollment, AP, and college-ready remedial courses can be included that will best meet the needs of the student population for our area.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

BHS_School_Grade_Data_Trends_2017.xls
Data Trends Graphs for the 2016-2017 School Year

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the end of the 2017-18 school year, Blountstown High School will improve our instructional effectiveness and the use of student engagement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the 2017-18 school year, Blountstown High School will improve our instructional effectiveness and the use of student engagement. 1a

🔍 G094116

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	62.0
ELA/Reading Gains District Assessment	59.0
ELA/Reading Lowest 25% Gains	57.0
Math Achievement District Assessment	62.0
Math Gains District Assessment	57.0
Math Lowest 25% Gains	57.0
Bio I EOC Pass	65.0
U.S. History EOC Pass	68.0

Targeted Barriers to Achieving the Goal 3

- A true understanding of the difference between student engagement and student compliance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Susan Hentz- Professional Development

- Accountable Talk - Professional Development

- Teaching Channel, TedEd videos

- Monitor/Walk Throughs

- Marazano Videos

- Results of the Eleot

- Lisa Dieker - Professional Development

- Chrome Books

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. By the end of the 2017-18 school year, Blountstown High School will improve our instructional effectiveness and the use of student engagement. 1

🔍 G094116

G1.B1 A true understanding of the difference between student engagement and student compliance 2

🔍 B253847

G1.B1.S1 Teachers will attend professional development related to student engagement. 4

🔍 S268620

Strategy Rationale

To ensure that each teacher has the background knowledge to implement student engagement activities aimed at increasing student achievement.

Action Step 1 5

Teachers will have access to the Lisa Dieker professional development

Person Responsible

Debbie Williams

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teachers will produce and demonstrate lesson plans and activities that foster student engagement

Action Step 2 5

Teachers will attend an Accountable Talk Professional Development

Person Responsible

Debbie Williams

Schedule

On 5/25/2018

Evidence of Completion

Evidence of Accountable Talk will be observed during classroom walkthroughs

Action Step 3 [5]

Walk-through will be conducted periodically throughout the school year.

Person Responsible

Debbie Williams

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Informal classroom walk-through observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Student achievement will be monitored trough data analysis

Person Responsible

Debbie Williams

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data will be collected through a variety of assessments including but not limited to Write Score, Fair, FSA/EOC

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Data from walkthroughs will be analyzed to determine teachers' effectiveness in student engagement

Person Responsible

Debbie Williams

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

The principal and assistant principal will meet/discuss with teachers to reflect and provide feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M382677	Data from walkthroughs will be analyzed to determine teachers' effectiveness in student engagement	Williams, Debbie	8/10/2017	The principal and assistant principal will meet/discuss with teachers to reflect and provide feedback	5/25/2018 monthly
G1.B1.S1.MA1 M382676	Student achievement will be monitored trough data analysis	Williams, Debbie	8/10/2017	Data will be collected through a variety of assessments including but not limited to Write Score, Fair, FSA/EOC	5/25/2018 monthly
G1.B1.S1.A1 A358141	Teachers will have access to the Lisa Dieker professional development	Williams, Debbie	8/10/2017	Teachers will produce and demonstrate lesson plans and activities that foster student engagement	5/25/2018 annually
G1.B1.S1.A2 A362213	Teachers will attend an Accountable Talk Professional Development	Williams, Debbie	8/1/2017	Evidence of Accountable Talk will be observed during classroom walkthroughs	5/25/2018 one-time
G1.B1.S1.A3 A362215	Walk-through will be conducted periodically throughout the school year.	Williams, Debbie	8/10/2017	Informal classroom walk-through observations.	5/25/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the end of the 2017-18 school year, Blountstown High School will improve our instructional effectiveness and the use of student engagement.

G1.B1 A true understanding of the difference between student engagement and student compliance

G1.B1.S1 Teachers will attend professional development related to student engagement.

PD Opportunity 1

Teachers will have access to the Lisa Dieker professional development

Facilitator

Lisa Dieker

Participants

BHS Faculty

Schedule

Annually, from 8/10/2017 to 5/25/2018

PD Opportunity 2

Teachers will attend an Accountable Talk Professional Development

Facilitator

Jonetta Dawson and Rebecca Wester

Participants

BHS Faculty

Schedule

On 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

		VII. Budget		
1	G1.B1.S1.A1	Teachers will have access to the Lisa Dieker professional development		$0.00
2	G1.B1.S1.A2	Teachers will attend an Accountable Talk Professional Development		$0.00
3	G1.B1.S1.A3	Walk-through will be conducted periodically throughout the school year.		$0.00
			Total:	$0.00