

Calhoun County School District

Blountstown Middle School



2017-18 School Improvement Plan

Blountstown Middle School

17586 MAIN ST N, Blountstown, FL 32424

www.blountstownmiddle.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)
Middle School 6-8	Yes	89%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 Middle 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 Middle School is committed to providing students with quality educational experiences that will encourage and enable them to be productive citizens and lifelong learners in the ever-changing world.

b. Provide the school's vision statement

Calhoun County School District strives to be a world class system by preparing today's students for tomorrow's world.

* We believe that students should be responsible for their own learning with the guidance and support of teachers, parents, and the community.

* We believe in an environment that fosters positive self-esteem and develops responsibility in all.

2. School Environment

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

Parents fill out registration packets when students are enrolled in school. Teachers have access to the information in these packets and use the information to build relationships. Teachers also review cumulative folders which helps them build background knowledge of the students culture. We have an Open House prior to the start of each school year in which all families are invited to meet teachers and other faculty/staff. A mentoring program has also been established at BMS in which teachers are actively involved with students and support them in various aspects of their lives. Teachers schedule parent conferences throughout the school year to build rapport with their families and parents are encouraged to attend activities throughout the year. There are also a wide range of clubs and classes in which teacher sponsors have the opportunity to build relationships with students.

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

At Blountstown Middle School all administrators, faculty, and support staff function to ensure the safety of all members of the school community. During the morning drop off, all students enter through 2 designated areas which are supervised by staff and a school resource officer. Once on campus, students can eat breakfast with their peers and are supervised by duty teachers until the bell rings for school to begin. Once the school day begins, all gates are locked and there is only one point of entry for school visitors. All visitors 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. Furthermore, administration strive to set a clear example of respect by demonstrating honesty, listening openly, and responding to situations appropriately. This same behavior is expected of all of our staff and taught to all students at the beginning of the year through our Positive Behavior Plan. This fosters the school environment desired by all.

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 Middle School follows a clearly defined disciplinary system. This system is built around the District's policy publication "The Student Code of Conduct". At the beginning of each year the Student Code of Conduct is provided to each student and is reviewed in class. To reinforce this document, BMS has created a Positive Behavior Team to review the school's Positive Behavior Plan. This plan is set up to minimize the disruptions in the learning environment. Once the plan is finalized, it is shared with faculty via PowerPoint, and consequently shared with students during the first three days of school. Behaviors are tracked in the classroom and consequences laid out in the behavior plan. These behaviors are tracked until 3 incidents have occurred in a single environment within a grading period. Once this is reached, a referral to the office for administration to handle the behavior is given. All discipline data is kept and monitored regularly in order to provide concrete feedback on student behavior and disciplinary procedures.

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

Blountstown Middle School endeavors to meet the social emotional needs of all our students. The school offers guidance services and counseling at each grade level. Teachers are provided emergency contact numbers and are trained and supported by the guidance counselor concerning mandatory reporting of suspected abuse or neglect. Frequently, teachers first provide support for students in the classroom. Many times, the teachers are the first person to whom students turn to for assistance. When this happens, teachers then make contact with the guidance department who in turn assesses the level of need required by the situation. From this point, interventions take many forms, such as student/parent meetings with the counselor, social worker, or school psychologist. At times, the Student and Family Support Liason is contacted to provide further support and determine appropriate resources needed.

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

BMS uses FOCUS as the data gathering software tool. 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, retentions, and declining academic performance. FOCUS also gives a history of performance levels on statewide, standardized assessments which is used to identify the students performing in the lowest 30% and those who scored a Level 1 or 2 on FSA ELA or Mathematics.

The following early warning indicators are used in this system:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics during any grading period
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	20	19	19	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	17	22	4	0	0	0	0	43
Course failure in ELA or Math	0	0	0	0	0	0	2	10	1	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	15	15	18	0	0	0	0	48

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	4	10	10	0	0	0	0	24

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

Attendance is monitored closely at BMS. 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. These 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. Rewards are given for satisfactory attendance. If attendance fails to improve, the district's Student Liaison is contacted for more support.

Discipline at each grade level is reviewed by administration and is recorded in FOCUS. Teachers 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 given high priority at BMS. Teachers are expected to regularly record student grades in FOCUS. Parents and students have individualized private access to their grades. Progress reports 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 make up all work and to complete work in class. Guidance will continue 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 curriculum coach, 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. Students may be placed in a remediation class for one semester and are given additional supports through i-Ready. 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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/470467>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 Middle School is committed to building and maintaining positive relationships with students, families, and the community. BMS recognizes the significant impact that can occur when all parties work together for the good of the students. Throughout the day, our front office staff strives to make welcome our visitors as they arrive on campus. We also schedule an Open House at the beginning of the school year where all families are encouraged to meet their child's teachers, guidance counselor, administration, an other staff. BMS maintains an up to date school website in which anyone can access a calendar of events, photos of activities, email teachers, and be familiar with the daily routines of the school. Many school activities and events are scheduled throughout the year in which families and community members can be involved at BMS. A few of the activities are Tropicana Speech Contest, Veteran's Day Program, Doughnuts for Dads, Muffins with Mom, Honor Society Induction, Honor Roll Assemblies, Chorus and Band Concerts, Jingle Bell Run, Chorus Plays, and field trips. 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. This council meets at least four times a year and the dates/times are published in the local newspaper and announced on the local radio station.

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
Miller, Neva	Principal
Bryant, Paulette	Instructional Coach
Purvis, Nicole	Guidance Counselor
Brogden, Stephanie	Assistant Principal

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 (Neva Miller) and Assistant Principal (Stephanie Brogden) establish clearly defined roles and expectations for the Blountstown Middle School Leadership Team and all faculty and staff who work with them. They provide a vision for the use of a data-based decision making, ensure that the school is functioning as a productive system, monitor the implementation of the Multi-tiered System of Support (MTSS) in order to make sure that all students are receiving the highest quality education, and conduct regular walk-throughs and evaluations to ensure that students are engaged in learning through quality teaching. Together, they oversee the disciplinary referrals and all issues related to school safety.

The Guidance Counselor (Nicole Purvis) collaborates with teachers to assist with both academic and behavior issues. She sets schedules for students based on previous test scores and monitors student progress throughout each grading period. She establishes all state mandated testing schedules to meet the requirements set forth by the state. She also works with teachers to provide support for intervention fidelity and documentation. Mrs. Purvis participates in the development of Individualized Educational Plans and in the decision making process of what is best in each meeting.

The Curriculum Coach (Paulette Bryant) participated in the collection, interpretation, and analysis of data. She facilitates the development of intervention plans and provides support for intervention fidelity and documentation. Mrs. Bryant oversees all Progress Monitoring throughout the school by scheduling, administering, providing data, and analyzing data in order to support teachers in their instructional decision making. She provides curriculum support by providing standards based instructional material and by offering professional development as needed.

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

School Leadership meets monthly to discuss and analyze data pertaining to student performance within the school. FOCUS is the district's data source which provides reports regarding retention, referrals, ESE and ESOL status, attendance, and up to the minute academic performance across all subject areas. Based on this data, the School Leadership Team can make informed decisions concerning individual students or groups of students. An emphasis is placed on students who are struggling academically, emotionally, and/or socially, and plans are created to ensure that supports are in place to help them be successful. Regularly scheduled faculty meetings are held based on curricular and faculty needs. Teachers are periodically asked to list resources that would benefit their instructional approach and engage students. These resources are discussed with the team and when budgeting allows, are purchased in order to maximize student outcome. All funding within the school is managed by either the District Finance Division or the school based administration. All funds are spent to best serve the needs within the funding guidelines.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Serrinia Dawson	Parent
Heather King	Parent
Miranda Layne	Parent
Kristy Terry	Parent
Michelle Thrasher	Parent
Heather Parramore	Parent
Tessa Shuler	Teacher
Emory Horne	Teacher
Jamie McCalvin	Teacher
Carla Payne	Teacher
Contessa Bell	Education Support Employee
Fang Chun	Parent
Bonnie Richards	Business/Community
Micah John Martin	Business/Community
Neva Miller	Principal
Faviola Barragan	Student
Trace Horne	Student
Frank Chen	Student

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

The SAC committee was given a copy of the previous year's plan and they reviewed last year's SIP and was asked to provide any suggestions or input. After making revisions, the plan was approved by the SAC committee and referenced throughout the year when discussing goals and student growth at various meetings. The SIP is posted on the school webpage for review and a hard copy provided when requested.

b. Development of this school improvement plan

Teachers are asked for input and suggestions on goals, as well as strategies and interventions to use in establishing the goals for the school year. The plan was also created with School Advisory Council (SAC) member input. The SAC members reviewed and discussed the components of the plan and suggestions for revisions was requested. The SAC meets at least four times a year to ensure that the plan is being followed and that goal(s) are being met. The SAC committee plays an important role in making and approving decisions that involve our teachers and student learning. They are actively involved in holding our faculty accountable to the school improvement plan and for promoting student growth and achievement.

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

The SAC members are presented with certain initiatives and/or funds that are allocated to be spent on particular items, such as technology, and are asked to give approval for the funds to be spent as

stated. SAC members will vote on their desire of how the monies should be spent. Major initiatives are increased technology, parental involvement, and student engagement.

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

School Improvement Funds were spent to support the goals within 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

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
Miller, Neva	Principal
Bryant, Paulette	Instructional Coach
Eubanks, Wendy	Teacher, K-12
O'Bryan, Melissa	Teacher, K-12
Dew, Kenesse	Teacher, K-12

b. Duties

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

The purpose of the LLT is to create a capacity of reading knowledge within the school building and focus on areas of literacy concerns across the curriculum. The LLT will promote the use of Reading Renaissance (AR) and implement i-Ready, and adaptive computer program, for the students at BMS. Each grading period, students will have goals set for points and accuracy and rewards will be given to those who reach their goal. They will also receive rewards for reading books deemed as "Classics". The Scholastic Book Fair will be hosted 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.

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 are encouraged between teachers at each grade level, and each subject area. Subject area and grade level teachers meet frequently to plan, share instructional strategies, and work collaboratively on instructional units. The faculty participates in faculty meetings and professional development throughout the year to help build and sustain positive working relationships. 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 retaining highly qualified teachers. A variety of techniques are used to identify and attract qualified applicants. These include soliciting names of prospective applicants, 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 and Endorsement. The principal conducts a post conference with teachers whose overall evaluation rating in 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.

We have partnered with Chipola College of Education and participate in Clinical Education training for mentor teachers. Principals have also participated in the college's interview training which allows principals to meet prospective teachers.

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 year. 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 have been approved by the Florida Department of Education and Legislature. All materials selected are aligned to 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

Before the school year started, we looked at data from FSA given the year before and assigned certain classes based on their Reading and Math scores. Data is used to place the Lowest Quartile and/or other at risk students into remedial math and/or reading classes. These classes are taught daily to targeted student and is in addition to their regular math and/or reading class. Throughout the year, data from STAR Reading and Math, i-Ready, Progress Monitoring assessments, and classroom performance is monitored to determine strengths and weaknesses in students and to plan instruction to meet the diverse needs of the students. If needed, students work before school and after school for remediation, reteaching, and supplemental instruction in order to ensure the success of each student.

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:

For students who need additional practice in a particular subject, teachers provide after school instruction that is research based. Instruction provided during this time is individualized according to the students needs.

Strategy Rationale

To ensure that all students are working on appropriate grade level material and can perform the tasks required by the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bryant, Paulette, paulette.bryant@calhounflschools.org

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

Teacher created assessments, Classroom performance, i-Ready reports

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

Transition classes are held at BMS for the upcoming 5th graders and for the current 6th graders to introduce them to the school and provide them with strategies to help them have a positive transition between schools. We also have the upcoming 5th graders visit BMS during the last month of their 5th grade year for an orientation. Powerpoints are used to describe the school rules, procedures,

activities, etc. so that students are less anxious when the new school year begins. These students are taken on a tour of BMS by 8th grade students. Guidance counselors between the two schools communicate important data, IEP information, Rtl plans, behavior and/or academic issues that BMS needs to be aware of to ensure the success of students.

For our 8th graders moving on to high school, an orientation is provided at the end of the students 8th grade year for them at the local high school. Students are allowed to tour the school and are also introduced to the various clubs and activities provided. 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 Rtl 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

N/A

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

N/A

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

N/A

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

N/A

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:

HP0035.pdf

Blountstown Middle School 2017 School Grade Report

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 2017-2018 school year, we will improve our instructional effectiveness and academic success through the use of student engagement strategies.

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 2017-2018 school year, we will improve our instructional effectiveness and academic success through the use of student engagement strategies. 1a

G094114

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Lowest 25% Gains	66.0
ELA/Reading Gains	53.0
FSA Mathematics Achievement	74.0
Math Gains	69.0
Math Lowest 25% Gains	61.0
Statewide Science Assessment Achievement	69.0
Civics EOC Pass	86.0
Algebra I EOC Pass Rate	100.0

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

- Professional Development- Accountable Talk
- White Boards
- CPalms
- Teaching Channel, TedEd videos
- Title I support

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Neva Miller

Schedule

On 5/25/2018

Evidence of Completion



The principal and the assistant principal will meet/discuss with teachers to reflect and give feedback based on observation data.

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

 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2017-2018 school year, we will improve our instructional effectiveness and academic success through the use of student engagement strategies. **1**


 G094114

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

 B253829

G1.B1.S1 Teachers will attend/participate in professional development to increase student engagement.

4

 S268124

Strategy Rationale

To ensure that teachers have the background knowledge to implement student engagement activities to increase student achievement across the curriculum.

Action Step 1 **5**

Teachers will have access to the Lisa Dieker professional development.

Person Responsible

Neva Miller

Schedule

Annually, from 8/3/2017 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

Paulette Bryant

Schedule

On 5/25/2018

Evidence of Completion

Evidence of Accountable Talk will be observed during classroom walkthroughs.

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

Walkthroughs will be conducted periodically throughout the school year.

Person Responsible

Neva Miller

Schedule

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

Evidence of Completion

Informal classroom walkthrough observations.

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

Student achievement will be monitored through data analysis.

Person Responsible

Paulette Bryant

Schedule

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

Evidence of Completion

Data will be collected and analyzed using a variety of assessments, including but not limited to: i-Ready, STAR Reading and Math, Science Benchmarks, Formative and Summative Classroom Assessment, District Writing Assessment.

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.MA1 M379469	Data from walkthroughs will be analyzed to determine teachers' effectiveness in student engagement.	Miller, Neva	8/10/2017	The principal and the assistant principal will meet/discuss with teachers to reflect and give feedback based on observation data.	5/25/2018 one-time
G1.B1.S1.MA1 M381230	Student achievement will be monitored through data analysis.	Bryant, Paulette	8/10/2017	Data will be collected and analyzed using a variety of assessments, including but not limited to: i-Ready, STAR Reading and Math, Science Benchmarks, Formative and Summative Classroom Assessment, District Writing Assessment.	5/25/2018 monthly
G1.B1.S1.MA1 M381229	Walkthroughs will be conducted periodically throughout the school year.	Miller, Neva	8/10/2017	Informal classroom walkthrough observations.	5/25/2018 monthly
G1.B1.S1.A1 A356861	Teachers will have access to the Lisa Dieker professional development.	Miller, Neva	8/3/2017	Teachers will produce and demonstrate lesson plans and activities that foster student engagement.	5/25/2018 annually
G1.B1.S1.A2 A356862	Teachers will attend an Accountable Talk professional Development.	Bryant, Paulette	8/9/2017	Evidence of Accountable Talk will be observed during classroom walkthroughs.	5/25/2018 one-time

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 2017-2018 school year, we will improve our instructional effectiveness and academic success through the use of student engagement strategies.

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

G1.B1.S1 Teachers will attend/participate in professional development to increase student engagement.

PD Opportunity 1

Teachers will have access to the Lisa Dieker professional development.

Facilitator

Lisa Dieker

Participants

BMS Faculty

Schedule

Annually, from 8/3/2017 to 5/25/2018

PD Opportunity 2

Teachers will attend an Accountable Talk professional Development.

Facilitator

Paulette Bryant, Cindy Alday

Participants

BMS 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
Total:			\$0.00