

Calhoun County School District

Blountstown Middle School



2018-19 School Improvement Plan

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Blountstown Middle School

17586 MAIN ST N, Blountstown, FL 32424

www.blountstownmiddle.org

School Demographics

School Type and Grades Served
(per MSID File)
Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

95%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

31%

School Grades History

Year
Grade

2017-18
A

2016-17
A

2015-16
B

2014-15
A*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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.

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.

School Leadership Team

Membership

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

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

Duties

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

The Principal (Stephanie Brogden) and Assistant Principal (Neva Miller) 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 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.

Early Warning Systems

Year 2017-18

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	34	27	25	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	10	17	17	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	2	1	4	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	19	17	10	0	0	0	0	46

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	9	16	17	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected

Wednesday 12/5/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component which performed the lowest on 2017-2018 testing, was the ELA Lowest 25th Percentile with a percentage of 45%. This is down from 52% in the previous school year and below the current years state average. However, this percentage was the same as the district data in this component.

Which data component showed the greatest decline from prior year?

The data shows that ELA Learning Gains and ELA Lowest 25th Percentile both had the greatest decline, with each group declining 7 percentage points from the previous year.

Which data component had the biggest gap when compared to the state average?

The only component below the state average was ELA Lowest 25th Percentile. This group scored at 45% and the state average was 47%, making a gap of 2%.

Which data component showed the most improvement? Is this a trend?

Math Lowest 25th Percentile showed the most improvement with a score of 60% in 2017 and 71% in 2018. This was an increase of 11%. This component has improved each year over the past 3 years.

Describe the actions or changes that led to the improvement in this area

Several actions have been taken to increase this component. We have implemented i-Ready instruction over the past three years and worked to monitor student progress within the program. We also focused on standards-based instruction within each mathematics classroom. Teachers worked diligently to ensure that students understood each standard and provided remedial instruction as needed. We also strategically placed students in settings that would provide the best opportunity for success.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	62%	53%	67%	67%	52%
ELA Learning Gains	58%	58%	54%	65%	65%	54%
ELA Lowest 25th Percentile	45%	45%	47%	52%	52%	44%
Math Achievement	73%	73%	58%	73%	73%	56%
Math Learning Gains	76%	76%	57%	68%	68%	57%
Math Lowest 25th Percentile	71%	71%	51%	60%	60%	50%
Science Achievement	63%	63%	52%	68%	68%	50%
Social Studies Achievement	84%	84%	72%	86%	86%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	34 (20)	27 (19)	25 (19)	86 (58)
One or more suspensions	10 (17)	17 (22)	17 (4)	44 (43)
Course failure in ELA or Math	2 (2)	1 (10)	4 (1)	7 (13)
Level 1 on statewide assessment	19 (15)	17 (15)	10 (18)	46 (48)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	50%	51%	-1%	52%	-2%
	2017	65%	56%	9%	52%	13%
Same Grade Comparison		-15%				
Cohort Comparison						
07	2018	66%	63%	3%	51%	15%
	2017	64%	61%	3%	52%	12%
Same Grade Comparison		2%				
Cohort Comparison		1%				
08	2018	74%	70%	4%	58%	16%
	2017	71%	69%	2%	55%	16%
Same Grade Comparison		3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	75%	63%	12%	52%	23%
	2017	68%	53%	15%	51%	17%
Same Grade Comparison		7%				
Cohort Comparison						
07	2018	74%	71%	3%	54%	20%
	2017	63%	61%	2%	53%	10%
Same Grade Comparison		11%				
Cohort Comparison		6%				
08	2018	67%	68%	-1%	45%	22%
	2017	75%	59%	16%	46%	29%
Same Grade Comparison		-8%				
Cohort Comparison		4%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	77%	8%	71%	14%
2017	86%	78%	8%	69%	17%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	62%	35%	62%	35%
2017	100%	64%	36%	60%	40%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	63	56	38	79	80	73	67	81	77		
BLK	51	58	56	51	60	65	44	82			
HSP	73	68		73	73						
MUL	64	71		71	79						
SWD	36	55	48	45	73	71	29	71			
FRL	57	59	46	65	70	63	55	78	50		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	72	72	63	77	70	62	74	85	63		
BLK	43	42	38	39	54	55		79			
HSP	71	60		90	80						
MUL	71	62		79	69						
SWD	33	55	40	50	56	48		73			
FRL	56	63	55	60	59	54	66	80	48		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

No activities were entered for this section.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

PFEP Link

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

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. The district has also hired a Licensed Mental Health Counselor that services the district by providing mental health trainings, overseeing crisis situations, providing counseling needs, and offering support across the district to staff and students as needed.

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.

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 spend to best serve the needs within the funding guidelines.

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

Part V: Budget

Total:	\$0.00
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