**2016-2017 School Improvement Plan**

**Current School Status**

**School Information**

**School Level Information**

**School Name**: Blountstown High School

**Principal**: Debbie Williams

**School Advisory Council Chair**: Elizabeth Bennett

**Names and position titles of the School-based Leadership Team (SBLT):**

|  |  |
| --- | --- |
| **Name** | **Title** |
| Debbie Williams | Principal |
| Amy Jordan | Assistant Principal |
| Rebecca Stanley | Guidance Counselor |
| Shayee Johnson | Lead ESE Teacher |
| Samantha Taylor | SGA Sponsor/Vocational |

**District-Level Information**

**District: Calhoun**

**Superintendent**: Ralph Yoder

**Date of School Board Approval**: October 13, 2016

**Blountstown High School Mission:**

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.

**Blountstown High School Belief:**

Blountstown High School will produce graduates who are well prepared to meet their potential as productive citizens and life-long learners in a diverse and ever changing world.

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| * 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 the joint responsibility of administrators, teachers, parents and the community. |

**School Advisory Council (SAC):**

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| --- |
| Debbie Williams – Principal  Amy Jordan – Assistant Principal  Elizabeth Bennett – SAC Chairperson  Shelly Burns – Parent  Sheree VanLierop – Parent  Tasheeta Boyd – Parent  Bonnie Richards – Parent  Frank Snowden – Parent  Carla Peacock - Parent  Lynn Ryals - Parent  Lisa Yoder - Parent  Marshall Masai - Parent  Jonetta Dawson - Teacher  Bart Nichols - Teacher  Caroline Howell – Sr. Beta President  Courtnee Shuler - SGA President  Kristi Yoder - FFA President  Karla Nichols - Business/Community  Kelvin Mathews - Support Staff |
| The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The School Advisory Council participates in the development of the School Improvement Plan. The SAC meets and reviews the previous year’s scores and looks at areas of weaknesses. The SAC team discusses areas of concern and develops a plan to address these issues. |
| The School Advisory Council meets a minimum of four times a year to discuss school issues, parent concerns, and state and federal mandates. The School Advisory Council also makes decisions on the spenditures of lottery and A+ state allocations. The School Advisory Council participates in the development of the School Improvement Plan. |
| Projected use of school improvement funds include: There are no funds |
| Blountstown High School SAC is in compliance with Section 1001.452 F.S., regarding the establishment duties of the School Advisory Council.  We are in compliance. |

**HIGHLY QUALIFIED STAFF**

**Administrators**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Position** | **Name** | **Degree(s)/ Certification(s)** | **# of Years at Current School** | **# of Years as an Administrator** | **Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%),** |
| **Principal** | **Debbie Williams** | BA – English, Florida State University; Masters Degree – Administration and Supervision, Florida Agriculture and Mechanical University; Specialist Degree – Educational Leadership, Florida State University; Doctoral Degree – Educational Leadership, Florida State University;  Educational Leadership, English 6 – 12, ESOL Endorsement, Reading Endorsement – State of Florida | **6** | **11** | Principal of Blountstown High School 2015-2016: Grade B, ELA Mastery 60%, Math Mastery 57%  Principal of Blountstown High School 2014-2015: Grade A, Reading Mastery 62%, Math Mastery 54%  Principal of Blountstown High School 2013-2014: Grade A, Reading Mastery 60%, Math Mastery 77%, Writing Mastery 58% |
| **Assistant Principal** | **Amy Jordan** | BS – Mental Handicaps, Florida State University; Masters Degree Educational Leadership, University of West  Certification –  Mentally Handicapped,  Middle Grades Integrated Curriculum,  Educational Leadership | **\*22 years teaching** | **0** | Lead Teacher at CARE Program 2015-2016- non-graded discipline program.  ELA Teacher at Blountstown Middle School 2014-2015: Grade A  ELA Teacher at Blountstown Middle School  2013-2014: Grade A |

**Instructional Coaches**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject Area** | **Name** | **Degree(s)/ Certification(s)** | **# of Years at Current School** | **# of Years as an Instructional Coach** | **Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%)** |
| **Reading** | Robin Richards | BS – Elementary Education  Masters – Ed. Leadership  Reading Endorsed | 5 | 5 | BHS –  Grade 2014 – A  Grade 2015- A  Grade 2016- B  BMS -  Grade 2014 – A  Grade 2015-A  Grade 2016-B    CARR  Grade 2014 – A  Grade 2015-B  Grade 2016-B    Altha  Grade 2014 – B  Grade 2015-A  Grade 2016-C    BES  Grade 2014 – A  Grade 2015-A  Grade 2016-B |
|  |  |  |  |  |  |

**Classroom Teachers**

|  |  |  |
| --- | --- | --- |
|  | **#** | **%** |
| **# of classroom teachers** | 27 | 100% |
| **# Highly Qualified Teachers** |  |  |
| **# certified in-field** | 25 | 93% |
| **# ESOL endorsed** | 12 | 45% |
| **# reading endorsed** | 6 | 22% |
| **# with advanced degrees** | 9 | 33% |
| **# National Board Certified** | 2 | 7% |
| **# first-year teachers** | 1 | 3% |
| **# with 1-5 years of experience** | 9 | 33% |
| **# with 6-14 years of experience** | 5 | 19% |
| **# with 15 or more years of experience** | 13 | 48% |

**Educational Paraprofessionals**

|  |  |  |
| --- | --- | --- |
|  | **#** | **%** |
| **# of paraprofessionals** | 3 | 100 |
| **# of Highly Qualified** | 3 | 100 |

**Other Instructional Personnel**

|  |  |  |
| --- | --- | --- |
|  | **#** | **%** |
| **# of other instructional personnel** | 1 | 100 |
| **# receiving effective rating of higher** | 1 | 100 |

**Teacher Recruitment and Retention Strategies**

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Person Responsible** | **Timeline** |
| The district and school will recruit and retain highly qualified reading teachers by advertising for available positions, providing reading endorsement training,  providing reading professional development to all teachers, and providing support through reading coaches. | Ralph Yoder, Superintendent  Vicki Davis, Assistant Superintendent  Tracie Taylor, Director of Curriculum and Instruction  Robin Richards, District Reading Coach | **Ongoing** |
| Partnering new teachers with veteran staff | **Principal** | **Ongoing** |
| Utilize district support to assist with experienced teachers needing further support. | **Principal** | **Ongoing** |
| A teacher who is hired and not considered highly qualified must sign a letter of intent to become highly qualified within three academic years. | **Teacher** | **Ongoing** |

**Teacher Mentoring Program/Plan**

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| --- | --- | --- | --- |
| **Mentor Name** | **Mentee Assigned** | **Rationale for Pairing** | **Planned Mentoring Activities** |
| Rebecca Wester | Katelynn Lewis | The mentor is NGCARPD and Reading Endorsed. | Participate in district's beginning teacher program. |
| Robin Richards | All beginning teachers | Mrs. Richards is the district wide Beginning Teacher coordinator. She has 5 years experience as Curriculum Coordinator and Dean at CARE, 6 years FLDOE Region 1 School Improvement Facilitator with emphasis on low performing schools | Instruction in Marzano’s 41 elements of teaching, preparation for Teacher Evaluations and Observations, support in managing student behavior, guidance in differentiated instruction, and build an understanding of interpreting test results. |

**Multi-Tiered System if Suports (MTSS)/**

**Response to Instruction/Intervention (RtI)**

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| --- |
| *Describe your school’s data-based problem solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), and teacher support systems, and small group and individual student needs.* The MTSS Leadership Team takes an active role in the development and implementation of the SIP. The problem-solving process utilized by the MTSS team is essential to both problem identification and implementation of effective solution focused interventions necessary for school improvement. The MTSS Leadership Team has identified a variety of concerns across all tiers, which include not only the academic needs but the social/emotional needs of students as well. To address the needs of students at BHS, the MTSS Leadership Team has recommended initial intervention strategies which include, but are not limited to, the following: clear expectations for instruction, alignment of processes and procedures, and increased progress monitoring/data analysis. |

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| *What is the function and responsibility of each school-based leadership team member as related to the school’s MTSS and SIP.* The team will meet once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at the high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. |

|  |
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| *Describe the systems in place that the leadership team uses to monitor the fidelity of the school’s MTSS and SIP.* The MTSS team meets once a month to review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level, to identify students who are meeting/exceeding benchmarks, at moderate risk or at the high risk for not meeting benchmarks. The team ensures that professional development and resources are available. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. |

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| *Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance.)*  Baseline data: FAIR, Mini-assessments, Performance Matters, and FSA  Midyear: Florida Assessments for Instruction in Reading (FAIR), Performance Matters, Calhoun Writes, and FSA. |

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| *Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.* Professional development will be provided to teachers throughout the year. The MTSS team will evaluate additional staff professional development needs during team meetings. Parents will be educated on the MTSS/RtI process during problem solving team meetings. A pamphlet of the RtI process will be given to parents to help them better understand the process. |

**Increased Learning Time/Extended Learning Opportunities**

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| *Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.*  Blountstown High School uses NG CARPD strategies to increase the quality of learning time. All reading and content area teachers are trained in the NG CARPD. Blountstown High School offers tutoring during the summer to remediate students for the Algebra EOC exam. After school tutoring is also offered in the spring to prepare students to take the Algebra I & II EOC, Geometry EOC, Biology EOC, and U.S. History EOC exams. Data from the FSA and EOC exams is used to determine the effectiveness of the strategies. Prior to the annual science fair, Blountstown High School opens the computer lab after school to allow students to do research for their science fair projects. The lab is staffed with teachers and students to aid the students in this process. Students also participate in the STEM program during the summer and throughout the school year. STEM engages students in rigorous and hands on application of mathematics, science, technology, and engineering concepts while introducing them to career fields that utilize these academic areas. |

**Literacy Leadership Team (LLT):**

|  |  |
| --- | --- |
| **Name** | **Title** |
| Debbie Williams | Principal |
| Amy Jordan | Assistant Principal |
| Rebecca Stanley | Guidance Counselor |
| Juanice Sanders | Reading Teacher |
| Amanda McGhee | Technology Teacher |
| Allyson Howell | Math Teacher |
| Rebecca Wester | ELA Teacher |
| Adam Edwards | Social Studies Teacher |
| Jody Medley | Media Specialist |
| Bart Nichols | Science Teacher |
| Shayee Johnson | ESE Inclusion Teacher |

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| *Describe how the school-based LLT functions*  The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. As soon as the faculty is established for the upcoming year, the principal, in consultation with the reading coach, will determine which key faculty will best serve as leadership team members. Once established, the Literacy Leadership team will meet monthly. The principal/assistant principal and reading coach will provide literacy leadership for the Literacy Leadership Team as well as the whole faculty. Literacy Leadership Team meetings will be a priority for the principal/assistant principal. The reading coach will schedule monthly literacy leadership team meetings. Literacy leadership team members will be supported in their efforts through release time, flex time, etc. |

|  |
| --- |
| *What will be the major initiatives of the LLT this year?*  The Literacy Leadership Team will continue to implement Marzano's seven instructional strategies that will permeate the school across all content areas. Teachers will participate in a book study, Mindset for Teachers. The teachers will receive ongoing professional development that allows for growth in expertise across departments. All staff members will study each strategy, practice it in their classrooms with peer support, and eventually assume the responsibility for delivering future staff development. The Literacy Leadership Team will also will begin the Lesson Study model where team members will work collaboratively to co-plan and observe lessons with a focus on student thinking. The Literacy Leadership Team will focus on assessment and student progress. The purpose of analyzing the data will be to make informed instructional decisions and improvements to the curriculum to increase student achievement. |

**Every Teacher Contributes to Reading Improvement**

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| *Describe how the school ensures every teacher contributes to the reading improvement of every student*.  To ensure that all teachers are infusing appropriate reading instructional strategies, the principal will collect and monitor lesson plans from teachers once a semester and provide feedback. To ensure implementation of lesson plans, the principal and assistant principal will conduct walk through visits and observations and will provide follow-up and feedback to the teachers. Teachers will attend professional development meetings as needed provided by the reading coach to gain knowledge of the literacy instructional strategies that will be used consistently across all content areas.  All teachers will participate in the book study, Mindset, to enhance reading instructional strategies across the curriculum. |

**College and Career Readiness**

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| --- |
| *How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?*  Currently BHS is working to improve collaboration and integration of curriculum. BHS career technology teachers and Science teachers work with other subject area teachers such as computer, TV Production, and ELA, for assistance with publications, public speaking, writing skills, research, and real-world math applications. Building Construction and Agriculture work collaboratively on projects. Faculty meetings led by the reading coach focus on cross-curriculum reading strategies to improve reading scores. |

|  |
| --- |
| *How does the school promote academic and career planning, including advising on course selections, so that each student’s course of study is personally challenging?*  Beginning in ninth grade and throughout the four years of high school, the guidance counselor meets with students in classrooms to discuss: Graduation requirements Course selections Programs of Study (during and after high school)  Dual-enrollment Honors track  College placement testing Graduation options (3 and 4 year options) Florida Bright Futures Scholarship Program  Post- secondary educational and career options (community college, university, workforce development, on-the-job training, military) Financial aid  In addition, the counselor meets individually as needed with the student, with parent/s often participating in the sessions. Parents are kept informed through newspaper announcements, School Messenger phone messages, mail-outs and information sent home with the student. Individual letters are mailed and phone calls are made for students in academic difficulty.   Resources used to assist students with career and academic planning include :  CHOICES computer program (interest inventory, college exploration, occupational choices) ePep- computer program that maps the student's courses of study throughout their high school career Career Fair ACT/PSAT/SAT interest inventories PLAN (pre-ACT) assessment for tenth graders that includes an interest inventory ASVAB military assessment with interest inventory Career shadowing Department of Education Financial Aid workshop Guest speakers from postsecondary institutions, military, business professionals |

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| --- |
| *Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.*  BHS 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. The PLAN will be given to all tenth graders and the PERT will be given to all eleventh graders. Juniors and Sophomores may take the College Board PSAT exam. All college bound students are encouraged to take Spanish I and Spanish II. Seniors participate in College Day yearly. Recruiters visit campus several times yearly. Through the yearly ACT report, the school is able to assess the number of students prepared for college success based on ACT 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. |

**EXPECTED IMPROVEMENTS**

**Area: ELA**

**Florida Standards Assessment/ELA**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual %** | **2017 Target %** |
| **Students scoring at or above grade level in FSA ELA** | 60% | 62% |

**Learning Gains**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual %** | **2017**  **Target %** |
| **Students making learning gains (FSA)** | 49% | 62% |
| **Students in lowest 25% making learning gains (FSA)** | 44% | 57% |

**Area: High School Mathematics**

|  |  |  |
| --- | --- | --- |
| **Math** | **2016**  **Actual %** | **2017Target %** |
| **Students scoring at or above grade level in the FSA Math** | **57%** | **60%** |

**Learning Gains**

|  |  |  |
| --- | --- | --- |
|  | **2016**  **Actual %** | **2017**  **Target %** |
| **Students making learning gains (FSA)** | 39% | 57% |
| **Students in lowest 25% making learning gains (FSA)** | 31% | 57% |

**Area: High School Science**

**Biology EOC**

|  |  |  |
| --- | --- | --- |
|  | **2016 Actual %** | **2017 Target %** |
| **Students scoring at or above grade level on the FSA Biology EOC** | 63% | 65% |

**Area: High School Social Studies**

**US History EOC**

|  |  |  |
| --- | --- | --- |
|  | **2016 Actual %** | **2017 Target %** |
| **Students scoring at or above grade level on the FSA US History EOC** | **66%** | **68%** |

**Area: Early Warning Systems**

**High School**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016 Actual #** | **2016 Actual %** | **2017 Target %** |
| **Students who miss 10% or more of available instructional time** | **153** | **33%** | **20%** |
| **Students who receive two or more behavior referrals** | **36** | **7%** | **3%** |
| **Students who receive one or more behavior referrals that lead to suspension.** | **36** | **7%** | **3%** |

**Graduation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2016**  **Actual #** | **2016 Actual %** | **2017 Target %** |
| **Students dropping out of school** | **10** | **10%** | **8%** |

**Problem Solving**

**I. ELA GOAL**

**Based on the Needs Assessment, Identify Area(s) for Improvement:**

Based on the 2015-2016 FSA Score Report, 60% of all students at Blountstown High School taking the FSA scored at or above grade level in ELA, 49% of the tested students made learning gains in ELA, and 44% of the lowest 25% made learning gains in ELA.

**Objective Linked to Area of Improvement:**

At least 62% of students (grades 9-12) will be reading at or above grade level as evidenced by the 2016-2017 FSA ELA Score Report. Next year, 57% of the students will make learning gains and 57% of the lowest 25% of students at BHS will make learning gains on the FSA ELA.

**Action Step/Strategy:**

1. Provide training to the ELA/Reading teachers with the use of the Write Score system.
2. Provide High Yield Strategies training by Susan Hentz.
3. Analyze and utilize data from STAR Reading, FAIR, Progress Monitoring Tests, and FSA.
4. Revise Instructional Focus Calendars As Needed
5. Implement strategies learned from the book study, *Mindset*.

**Person Responsible for Monitoring the Action Step:**

1. District and School Administrators
2. Principal
3. Assistant Principal
4. Classroom Teacher

**Process Used to Determine Effectiveness of Action Step:**

1. Monitoring student assessments results
2. Classroom Observation
3. Formal Assessments
4. Student Performance

**Evaluation Tool:**

Progress monitoring of student results on baseline assessments and 2016 FSA results.

Professional Development Aligned with Objectives

**Objective addressed**: At least 62% of students (grades 9-12) will be reading at or above grade level as evidenced by the 2016-2017 FSA ELA Score Report.

**Topic**: Effective implementation of strategies learned in the *Mindset* book study professional development, Susan Hentz: Strategies to Support the Diverse Learning Needs of All, and continued use of Marzano’s strategies in *The Art and Science of Teaching*.

**Facilitator:**  Susan Hentz, Amy Jordan

**Target Date**: May 2017

**Strategy for Follow-up**: Classroom observation, lesson plans, and student performance

**Person responsible for Monitoring:** Reading Coach, Principal, and Assistant Principal

**II. MATH GOAL**

**Based on the Needs Assessment, Identify Area(s) for Improvement:**

Based on the 2015-2016 FSA EOC score report, 57% of all students at BHS taking the FSA scored at or above grade level in Math, 39% of the students tested make learning gains; and 31% of the lowest 25% made learning gains in all three EOC Math exams.

**Objective Linked to Area of Improvement:**

At least 60% of students (9-12) will score at or above grade level on the FSA Math EOC tests. Next year, 57% of the students will make learning gains and 57% of the lowest 25% of the students at BHS will make learning gains on the FSA Math EOC test.

**Action Step/Strategy:**

1. Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction

2. Effective implementation of the FSA Math Standards

3. Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process.

4. Continue data analysis of reports.

**Person Responsible for Monitoring the Action Step:**

1. Classroom Teacher
2. Principal and District Director of Instruction
3. District and School Administrators

**Process Used to Determine Effectiveness of Action Step:**

1. Monitoring student math assessments results
2. Classroom observations and student performance.

**Evaluation Tool:**

Progress monitoring of student results on baseline assessments and 2016 Algebra I & II along with the Geometry EOC results.

Professional Development Aligned with Objectives

**Objective addressed:** Next year, at least 60% of students (9-12) will score at or above grade level on the FSA Math EOC tests. At least 57% of the students will make learning gains and 57% of the lowest 25% of the students at BHS will make learning gains on the FSA Math EOC tests.

**Topic**: Effective implementation of FSA State math standards, *Mindset* classroom strategies, and Susan Hentz: Strategies to Support the Diverse Learning Needs of All .

**Facilitator:**  Susan Hentz, Amy Jordan

**Target Date**: May 2017

**Strategy for Follow-up**: Classroom observations, lesson plans, and student performance

**Person responsible for Monitoring:** Principal and Assistant Principal

**III. Science Goal**

**Based on the Needs Assessment, Identify Area(s) for Improvement:**

Based on the 2015-2016 FSA End of Course Biology scores, 63% of all Blountstown High School students taking the Biology EOC scored satisfactory. Statewide, 64% of all students taking the Biology EOC exam scored satisfactory.

**Objective Linked to Area of Improvement:**

Next year, 65% of all BHS students taking the Biology End of Course Exam will score satisfactory.

**Action Step/Strategy:**

1. Effective implementation of the revised science curriculum map

2. Effective implementation of the Next Generation Sunshine State Science Standards

3. Participate in science professional development and classroom observations with Dr. Szpyrka.

4. Participate in the Bioscopes curriculum track professional development

5. Utilize science baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction

**Person Responsible for Monitoring the Action Step:**

1. Classroom Teacher
2. Principal
3. District Director of Instruction
4. Assistant Principal

**Process Used to Determine Effectiveness of Action Step:**

1. Teacher observation of student performance
2. Classroom observations and monitoring student performance on baseline assessments
3. Monitoring student science assessments results

**Evaluation Tool:**

Progress monitoring of student results on baseline assessments and 2016EOC Biology results.

Professional Development Aligned with Objectives

**Objective addressed:** Next year, 65% of all students taking the Biology End of Course Exam will score satisfactory.

**Topic**: Effective implementation of *Mindset* classroom strategies, Susan Hentz: Strategies to Support the Diverse Learning Needs of All, and science lesson enhancement

**Facilitator:**  Amy Jordan, Dr. Szpyrka, Susan Hentz

**Target Date**: May 2017

**Strategy for Follow-up**: Classroom observations and modeling of lessons

**Person responsible for Monitoring:** Principal and Assistant Principal

**IV. Social Studies Goal**

**Based on the Needs Assessment, Identify Area(s) for Improvement:**

Based on the 2015-2016 End of Course US History scores, 66% of BHS students taking the EOC scored satisfactory. Statewide, 66% of all students taking the US History EOC scored satisfactory.

**Objective Linked to Area of Improvement:**

Next year, 68% of all students taking the US History EOC Test will have a satisfactory score.

**Action Step/Strategy:**

1. Teacher will implement strategies learned in professional development.

2. *The Art and Science of Teaching* strategies will continue to be implemented in the classroom.

3 History teachers will collaborate with Language Arts teachers to incorporate social

Science articles during reading instruction.

4. The principal and assistant principal will make classroom visits and observations

throughout the school year.

**Person Responsible for Monitoring the Action Step:**

1. Principal
2. Assistant Principal
3. Classroom teachers

**Process Used to Determine Effectiveness of Action Step:**

1. Lesson Plans incorporating strategies from Mindset/Susan Hentz/Marzano
2. Classroom Observations

**Evaluation Tool:**

1. Progress monitoring of student results on baseline assessments and 2016 EOC History results.

Professional Development Aligned with Objectives

**Objective addressed:** Next year, 68% of all students taking the US History EOC Test will have a satisfactory score.

**Topic**: Effective implementation of *Mindset* classroom strategies and Susan Hentz: Strategies to Support the Diverse Learning Needs of All

**Facilitator:**  Susan Hentz, Amy Jordan

**Target Date**: May 2017

**Strategy for Follow-up**: Classroom observations and assignments from book study

**Person responsible for Monitoring**: Principal, Assistant Principal

**V. Parent Involvement Goal**

**Based on the Needs Assessment, Identify Area(s) for Improvement:**

Due to the crucial link between parental involvement and student achievement, Blountstown High School will continue to provide opportunities and events for parents to become actively involved in their child’s education.

**Objective Linked to Area of Improvement:**

By May 2017, Blountstown High School will provide at least 10 opportunities for parents to become actively involved in school activities and/or events.

**Action Step/Strategy:**

1. Fall Open House
2. Monthly Calendars and Newsletters
3. School Website
4. School news in local newspapers
5. School news to the local radio station
6. Homecoming Activities
7. The School Advisory Council Meetings
8. Scholastic Book Fair
9. Honor Assemblies
10. Awards Day and Senior Night Awards

**Person Responsible for Monitoring the Action Step:**

Teachers and administrators

**Process Used to Determine Effectiveness of Action Step:**

Collection of participation data

**Evaluation Tool:**

Parent Attendance sign-in sheets, SAC meetings, survey results

Professional Development Aligned with Objectives

**Objective addressed:** By May 2017, Blountstown High School will provide at least 10 opportunities for parents to become actively involved in school activities and/or events.

**Topic**: Effective two way communication

**Target Date**: May 2017

**Strategy for Follow-up**: Satisfaction survey from parents

**Person responsible for Monitoring**: Guidance and Administration