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change

School Improvement Plan
2016-17
Blanton Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County
Schools

School Profile

Principal:	Cheryl Ann Maggio	SAC Chair:

School Vision	Aligned with Pinellas County Schools' District Vision of 100% Student Success, Blanton's vision is to provide a learning environment that will enable each child to reach his or her fullest potential.

School Mission	The mission of Blanton Elementary School is to inspire lifelong learning and to provide opportunities for students to gain knowledge, skills and develop character for success in our changing world. We believe that all students can learn, achieve learning gains, make good choices and act responsibly.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
565	7%	25%	20.2%	6.3%	41.5%	0%

School Grade	2016: C	2015: C	2014: D	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	51	47	56	54	44	34						
Learning Gains All	50		50									
Learning Gains L25%	43		34									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Cheryl	Maggio	FT	1-3 years
Asst Principal	Michele	Maiorana	FT	1-3 years
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)	Natalie	Reiser	PT	Less than 1 year
Instr. Coach (math)	Jean	Sterner	PT	1-3 years
Other (Science)	Wendy	Noun	Itinerant	Less than 1 year
Other (MTSS/Curriculum)	Hieu	Nguyen	FT	4-10 years
Total Instructional Staff: 49		Total Support Staff: 32		

School Culture for Learning

Connections: **District Strategic Plan** ●**Goals 2, 3**
Marzano Leadership ●**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Blanton Elementary creates an environment where students feel safe and respected before, during and after school through our programs of good character, Bucketfilling and Olweus Bully Prevention. Demonstration of the positive character traits of Respect, Responsibility, Honesty and Self-Motivation serve as the foundation of Blanton's Guidelines for Success.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers whose data reflects issues with behavior management have had CHAMPS training added to their DPP and must enroll in district training.

Staff will participate in "Courageous Conversation" training during PD Tuesdays, linked to current disparity rates in the discipline data between black and non-black students. Proactive Restorative Justice measures will be implemented so that consequences will better reflect what is done WITH all parties, versus what is done TO or FOR them.

Administration has scheduled staff awareness & behavior management training for all including: Trauma Informed Care, Youth Mental Health First Aid and CPI 1 (for all) & 2 (for select team members)

Data is reviewed and alternative consequences explored with members of the Discipline and Olweus Bully Prevention Committees monthly. It too is monitored weekly at MTSS meetings.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Our School has an extensive multi-tiered support system in place for all students.   Through the use of the "Blanton Vision" News program, "Character Counts" Lessons and reflective journaling questions provided by our Discipline / Olweus Bully Prevention Committees, all students are provided with Tier 1 core instruction related to character traits, making positive choices, appropriate social skills. Among the topics also covered are related to understanding what bullying is and is not, differentiating between tattling/snitching versus reporting, what a bystander is and providing skills for responding to such actions, by walking away, defending a friend etc. through videos, mini-lessons. These messages are further reinforced by the Principal's morning message and by reading aloud via "Blanton Vision," The Energy Bus and providing discussion questions aligned with our schoolwide PBS-based, posted Guidelines for Success and Olweus Bully Prevention Strategies. To further strengthen the positive climate on Campus, all teachers have been provided a complete set of "Bucket filling" books to read aloud and reference in class to reinforce the campus wide "Bucket filling" Program, whereby students are recognized for their "Dolphin Deeds of Kindness." To ensure fidelity to the processes we have in place for educating students and building a positive school culture, administrators conduct daily walkthroughs and monitor the consistent use of the "Character Counts" journals, posted "Bucket fillers" in classrooms, and award Bucketfilling brag tags for "Dolphin Deeds of Kindness", while the School Counselor recognizes Citizens of the Month and "Terrific Kids." These schoolwide Positive Behavior Strategies are further reinforced daily schoolwide through the use of the "Clip It" color

coded scale and the implementation of Class Dojo, as a means for tracking, reinforcing and communicating to families student's positive choices regardless of their setting or school related campus event, by sharing live data updates electronically with parents / guardians as our partners, as well as through notations made in the daily agenda planners. These positive choices are reinforced with Pink "Dynamic Dolphin Pride" and Blue "SPLASH Salute" notes daily that result in treasure box type awards provided by Administration. As a means of increasing student accountability, students also individually complete behavioral goal reflection sheets and action steps, which they bring home nightly and update monthly in their AVID Success binders.

The data generated by the use of our schoolwide low level documented Incident forms, as well as Office Disciplinary Referrals (ODRs), is further reinforced by daily, weekly and monthly Class Dojo data that visibly reflects those students who require additional, Tier 2 or 3 supplemental support. These data sources serve as initial data collection tools when looked at more closely by MTSS members and determining justification for beginning the PSW process. The accuracy of data generated classroom to classroom and general area to area is monitored through daily walkthroughs, monthly STOIC walkthroughs, and observations made by Student Service personnel. Students whose data demonstrates a need for more individualized, Tier 3 support, as reflected by Class DoJo and compiled Infraction forms and/or ODRs, based on severity of offense, are provided with additional interventions, such as individual behavioral star charts, "spot the dog" sticker books, and small group counseling support as documented in PBIPs or FBAs. These interventions are progress monitored regularly to determine if they are appropriate or need to be varied or intensified. The frequency and intensity of the interventions, as outlined in students' PBIPs and FBAs, are determined by the SBLT/MTSS members working jointly with family members and include timely data reviews and on-going progress monitoring to determine if the interventions are appropriate, as well as to ensure that the plans in place are supporting the child's overall success. If and when it becomes necessary, administration seeks out further support from the districtwide TnT (Triage and Training) team and/or the Area 4 IDEA coordinator. Blanton's MTSS and Discipline / Bully Prevention Committee will continue to monitor data related to discipline and incidents of reported bullying monthly, while professional development will be provided to the entire staff that is linked to increasing cultural competence, promoting sensitivity to the trauma many of our students face, as well as promoting restorative practices in the classroom.

Regarding academic support for students: Data is shared, analyzed and discussed weekly within grade level teams, with the support of coaching staff, on a vertical, cross-curricular team basis quarterly, and through more formalized data chats held following each cycle of testing. Data is also regularly reviewed with the student service team members at weekly MTSS meetings in order to determine if interventions match the academic needs. Based on the ongoing progress monitoring data documented through the AIMS web, as well as through the grade level assessment data for ELA and mathematics, decisions are made as to who requires more intensive support. Once those students have been identified, the school psychologist works closely with the MTSS / Curriculum Coach and Title one interventionists in order to further monitor academic progress, as well as determine if eligibility for more specialized educational services are necessary to further support student enhancement.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Classroom Teachers, Guidance Counselor, Social Worker, and Title One teachers for academic interventions

Classroom teachers are the first ones to provide structures & processes for attending to the social and emotional needs of all students. They begin by forming positive, trusting relationships with students and their families, and establishing a safe and positive culture of learning, founded on mutual respect, within their classrooms. At the core level of learning, are Blanton's Guidelines for Success and the shared common literature linked to the schoolwide implementation of the Bucket Filling Program in all grade levels, PK

through Grade 5. This core Character Education is further reinforced through the Principal's morning message presented on the "Blanton Vision" Morning News Show daily.

The fulltime school Guidance Counselor on staff at Blanton Elementary also reinforces these positive messages and strategies for appropriate social interaction through her bi-monthly guidance lessons provided to all students in Kindergarten through Grade 5. Based on the data collected over the last two years, as well as the data results reflected through the Student Services Needs Assessment Survey results, students in the primary grades of K-2, including the Primary IVE students, have consistently generated the greatest number of referrals linked to "striking another student or adult." For many of our students, learning to use their words, rather than their hands and feet, or spitting at one another, to communicate feelings of frustration, anger etc., are skills that must be taught. To proactively address the trends evident in the data, the school counselor provides Intensive Social Skills lessons on a weekly basis to students in Kindergarten and Grade 1, and Skillstreaming lessons to our IVE Primary unit, during the first 6 weeks of school. These lessons serve as a refresher for skills that classroom teachers must reinforce through shared literacy, daily interactions, and the schoolwide implementation of the "Clip It" chart and Class Dojo System linked to classroom and schoolwide positive reinforcers. These same foundational skills are further supported throughout the year in monthly guidance lessons and in small group counseling sessions. All other grade levels receive bi-monthly Guidance lessons linked to appropriate social skills and conflict resolution strategies to meet the social-emotional needs of all students. Based on discipline data, teacher recommendation, parental request / input, the input of MTSS members, as well as a staff survey of student needs, small groups are formed for targeted counseling sessions quarterly. Additionally, students demonstrating a need academically and/or behaviorally are provided with an adult staff mentor who meets with the student each morning and afternoon through our site-based "High Five Mentoring," Check-In-Check-Out Program.

Our Social Worker is assigned to Blanton 2 days a week and both writes and monitors the fidelity of implemented PBIPs and FBAs. When time permits, she provides counseling support where needed over and above the counseling services provided by our School Counselor. Historically, she has assisted with home visits and delivery of paperwork when needed, and facilitates our bi-weekly Child Study Team meetings, whereby she works in conjunction with Administration to achieve the goal of increasing attendance and timely arrival to school to ensure each child receives grade level appropriate core instruction, as well as targeted intervention(s).

Intervention strategies that are employed by the school to improve the academic performance of students identified by the early warning system begin with our extended school day in which classrooms are opened 30 minutes before our official start time to provide additional minutes for implementing differentiated interventions to meet the individual needs of all participating students, while increasing the opportunity for on time, bell to bell instructional time. Title I Interventionists continue to push into the intervention block during the first hour of the day, as well as during core instruction to provide an additional layering of targeted interventions over and above the teachers' small group instruction. Another strategy we began implementing during the 2015-2016 school year and are continuing is the implementation of the AVID Elementary success structures, led by our growing team of site-based, AVID Institute trained facilitators. As a second year AVID elementary, we are building upon the foundation set for schoolwide use of AVID Success binders and color-coded journals at all grade levels. With the goal of increasing student accountability along with schoolwide alignment and fidelity across all grade levels with regard to data collection tools used, the timely use of the AVID assessment checklist is being utilized to improve students' organizational skills and we are seeking to increase the engagement of families through the use of Student Led Conferencing format four times yearly. The first is to encourage family members to work with their child to set beginning of the year goals, followed by two mid-year reflective reviews of goal accomplishment, and finally to conduct an end of year celebration of student success. These Student-Led Conference Nights will also include hands on learning opportunities in which parents as our educational partners will work side-by-side with their child to learn and

practice skills related to their child's current and specific grade level expectations, as well as to better understand the standardized assessments in which each child's performance will be measured. The use of color-coded journals linked to the academic areas of Reading, Writing, Math, Science and "Character Counts" will continue to be in use with more AVID Interactive Notebooking Strategies embedded and evident this year to better incorporate the use of researched, brain-based strategies.

Students identified by the early warning system will continue to receive additional support through our guidance department, student services and the Child Study Team, as well as by participating in the Title I, Connect to Success Laptop Program (availability of computers for use at home) and Promise Time (an extended learning program) Tutoring. Both initiatives provide academic support "Beyond the Classroom." These targeted S.T.E.P. (Students Targeted for Educational Performance) students are primarily comprised of minority students who maintain a cumulative 2.5 or higher GPA and FSA scores that fall within level 3 in reading and /or math. As an additional intervention strategy employed by Blanton for the students targeted by the S.T.E.P. program, a school-based supportive structure is implemented for these minority students in order to optimize academic achievement through encouragement, support, and guidance. Our S.T.E.P. Program is a preventive strategy utilized to reduce students with early warning indicators. S.T.E.P. students meet regularly with the Guidance Counselor for monthly "team" meetings and work side-by-side with our PMAC Ambassadors as school role models who put on plays and conduct service projects that model the Character Traits, Bully Prevention and Bucketfilling actions. The overarching goal is to create a supportive bond between the students, under the leadership of our school counselor, and create a stronger community of learners working towards success in a safe learning environment.

Award ceremonies that occur every grading period, provide students the opportunity to earn recognition for perfect attendance, as well as academic and behavioral achievement celebrated with staff and family members.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

A number of data collection sources are utilized to regularly track and analyze student progress and the effectiveness of implemented interventions. In addition to PCAS assessments, some of these include Nemours, Running Records (monthly in the Primary grades/ Beginning-Middle-End of Year in the Intermediate grades), monthly Istation, ST Math & VMath Live data, Beginning-Middle-End of Year Think Central Math Summative Assessment, and Module Assessment data using Performance Matters Baseball Card, etc. For those students receiving additional Tier 2 & 3 supports, Title I Interventionists regularly collect progress-monitoring academic data on a weekly or bi-weekly basis using DIBELS Next (ORF probes, DAZE, etc.) and AIMSweb. Data is aggregated by grade level, ethnicity, exceptionality and gender to determine trends. Student progress is monitored in each area to determine if interventions are successful or adjustments are needed. The data generated is analyzed in weekly grade level PLCs and used to further drive instruction. Data also serves as a basis for discussion at weekly MTSS/SBLT meetings, when generating and updating both the Academic and Behavioral "Hot Lists" by our Psychologist, Educational Diagnostician and Social Worker.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Professional Development at Blanton Elementary is considered to be at the forefront of strong, effective core instruction for all students and ultimately that which will enable us to attain 100% student success. At Blanton Elementary, Professional Development is viewed as being directly correlated with furthering student

achievement and our implementation of the AVID Elementary strategies that will help prepare students for college, career and life. As such, it serves as a foundational element for setting staff hours annually. The staff schedule is flexed to ensure that large chunks of protected time is set aside for providing Professional Development to all instructional staff for 1.5 hours, for three Tuesday afternoons a month. PD Tuesday topics have included: Rigor (in the form of a book study: **Rigor is not a 4-Letter word**); AVID strategies (interactive note-booking, note-taking, discussion strategies, and levels of questioning); Bullying Prevention; and Math strategies (13 Mathematical Myths that have Expired), and reviewing the MTSS/RtI process. Instructional coaches, Student Services' personnel, administrators, teacher leaders, and district personnel serve as training facilitators, sharing their knowledge and areas of expertise, over and above the work conducted with grade level teams through PLCs, collaborative planning sessions, and embedded coaching sessions. Administration looks for evidence of PD strategies during classroom walkthroughs and provides feedback to teachers on the level of implementation observed. In addition to these various opportunities for growing one's instructional practice, there is high utilization of embedded and "Just in Time" instructional coaches to plan, model and support teachers with regard to improving specific literacy, math and science instructional best practices. Based on both the PCS district initiatives and survey data obtained from staff members, the focus for this year's professional development will be the following: gaining a better understanding our students' social-emotional needs with the goal of closing the discipline disparity gap, aligning learning activities to better match the rigor of the standards taught, by exploring more deeply the Marzano and AVID Crosswalk, increasing student engagement and accountability, and exploring new ways to differentiate instruction to better meet the individual learning needs of students. Some of the training opportunities will include: Trauma Informed Care and Youth Mental Health First Aid trainings, "Courageous Conversations about Race," Book Studies using Carol Dweck's book, **The Growth Mindset** and the ESE focused book, **Restorative Practice & Special Needs: A Practical Guide to Working Restoratively with Young People** by Nicholas Burnett, and exploring technology to enhance instruction, including MyON technology to promote literacy and Class DoJo to promote the growth mindset, goal setting, and making positive choices, while further increasing parental engagement**.**

🟢 School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Blanton Elementary School will increase by a minimum of 10% the level of parental engagement in the collaborative decision making process for educational support of higher student academic and behavioral achievement by May 2017, as measured by both the Title I Parent and AdvancED Parent Surveys when comparing the results of the 2016-2017 school year to the 2015-2016 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Three key strategies will be implemented to accomplish the goal of increasing overall parental collaboration in the learning process. First, the process that Blanton utilizes to learn about their students' cultures and builds positive relationships between teachers and families begins with the parents/guardians completion of the Parent / Student / Teacher Title I Compact and the Home Language Survey Document. Additionally, classroom teachers have both parents and students complete informational documents specifically pertaining to each student. In addition to the distribution, completion and on going referencing of the Title I Compact at each parent conference, this compact between Teachers, Students and Parents serves as one of the first components of each student's AVID Success Binder that goes home nightly. It will serve as a reminder of the role and responsibilities of each stakeholder in the	Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP Family & Community Liaison & Engagement Team members: Michele Killam Carrie Parker MTSS Coach (TBD) AVID Leadership Team Members: Angel Connell Amy Eslick

learning process. To maintain open lines of communication, Class Dojo is used as an additional motivational tool and system for electronically providing parents with live updates on their child's learning and behavioral choices throughout the school day. Next, Blanton Elementary will host four academic evening events (two per semester) that will feature Student-Led Conferencing components, hands on academically-based learning experiences for students and their parents/guardians related to curriculum and assessment expectations, partnering students with their family members for goal setting, review & reflection of goals and action steps, and culminating with an education celebration of success in the May 2017. Each event will be thematically-based to include a celebration of diversity and Multicultural backgrounds, access Health and Wellness strategies, and an on going celebration of the Arts. Lastly, in addition to seeking out an increase in community business partners, volunteers and mentors, we will continue to alternate the times in which our SAC members meet monthly to share data, discuss data, review and determine use of budgeted dollars, etc., in order to overcome the barriers of families' varied work hours, that often prevents them from being more involved in the decision-making process.	Kelly Roth Meagan Wright Shannon McGauren Hieu Nguyen Nicole Sackett Meghan Stevens Rachelle Davis Carrie Parker Christina Platt Jennifer Perez Debbie Holland, Guidance

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.

Goal: Blanton Elementary School will close the discipline disparity gap (26% at the end of the 2015-2016 school year) by reducing the number and percentage of disciplinary referrals generated by each subgroup by 30% as measured by FOCUS & School Profiles by May 2017.
To further close the achievement gap between black and non-black students, we will increase the ELA learning gains made by black students by 5% when comparing the same ELA data generated by non-black students, as measured by the FSA results from the 2016-2017 school year to that of the 2015-2016 school year.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The Administrative Leadership Team will facilitate "Courageous Conversations" Training/Study related to racial disparities.	Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP Hieu Nguyen, MTSS Coach
To better understand and address the unique needs of our high poverty (Black & Non-black) students, staff will engage in Trauma Informed Care & YMHFA training.	Donna Sicilian
Increase the enrollment of Black students into the "Promise Time" ELP program, including the enrichment components of the "Crazy 8" Math, STEM, and Battle of the Books Clubs.	Hieu Nguyen, MTSS Coach
Seek out and provide "High 5" Staff & Community-based Volunteers as Mentors	Michele Killam, F & C Liaison
Extend personal invitations to families to participate in four schoolwide,	AVID Leadership facilitators;

Student-Led Conference nights with a "hands-on" academic learning component for parents and their children.	Classroom teachers & students

Standards-Based Instruction for Learning

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Professional Development – AVID engagement and accountability strategies, interactive notebooking / journal format, Number Talks, ST Math, Module trainings, various technology trainings linked to myOn, Istation, etc. Increase in use of two & three column notes, Costa's Levels of Questioning, etc. in use, particularly in the intermediate classrooms and observed in walkthroughs, Formal & Informal Observations, ISM visits, etc.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Writing – ELA B and D data; Data Chats, PLC's

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers will post, reference and utilize learning scales and rubrics aligned to the standard(s) being taught. They will serve as the basis for exemplar lessons and the students' daily reflective, self-assessment. On going formative assessment measures will be utilized by teachers to determine student understanding towards achieving understanding and application of each grade level standard. Beg-Mid-End of year Running Records, Module Assessments, Istation and HMH Reading Inventory data will inform ELA instruction and the use of PCAS, the Think Central Summative Math Assessment, ST Math Progress, and VMath Live data will inform Math instruction. Utilizing the "Success Criteria" embedded in the Science SLAGs, along with Lab assessments, will inform the Science instruction that occurs. Students will maintain "Success Data Binders" to track and monitor their own progress towards meeting grade level goals and will confer with their teacher for data reviews after each assessment cycle. These conferences / "data chats" will serve as the basis for setting/revising goals and action steps based on data, both with teacher guidance and parental support on one of the four schoolwide Student Led Conference nights. Teachers will utilize on going data gathering & PLC discussions to make instructional decisions by forming small intervention / enrichment groups to address the specific learning needs of each student.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Implementation of AVID strategies, Quality tools and practices, Student-Led Conferences for students monitoring themselves and their learning / organizational strategies 3x yearly. Interventions will be focused on specific skills with fidelity to timely, bi-weekly progress monitoring. OPM data will be reviewed with MTSS/SBLT team, as well as in grade level PLCs, to make data driven instructional decisions that target and

address specific students' learning needs.

⬡ **Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Establish classroom and targeted intervention schedules focused on providing uninterrupted time for core and differentiated instruction. Classroom schedules will reflect time for PLCs, collaborative planning and Academic coaching with grade level peers.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
As Blanton prepares for the 2016-2017 school year, data is gathered and analyzed using a variety of different sources. This careful analysis is used to determine the needs of the school, staff, students and parents as we work towards academic success. The data sources that are used in determining the needs of Blanton's students include the Florida Standards Assessments (FSA) in English Language Arts (ELA), Writing and Mathematics, and the Florida Comprehensive Assessment Test (FCAT) 2.0 on Science. Additionally, the Scholastic Aptitude (SAT) 10 in grades 1 and 2, as well as the Pinellas Common Assessment (PCAS) Modules in ELA, Math and Science are used in conjunction with various Formative and Summative Assessments, such as those available on Think Central, along with running records and Lexile levels as measured by the HMH Reading Inventory. All are examples of the supportive data utilized to provide a clear picture of student achievement that transpires on an on-going basis at Blanton. Additionally, on going Progress Monitoring data is collected bi-weekly and/or weekly (AIMS web and DIBELS Next) to measure the effectiveness of interventions put into place as a result of student deficits evident in regards to grade level performance.	Hieu Nguyen, MTSS Coach Shinique Brown, School Psychologist & Lisa Porter, Educational Diagnostician Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP
Instructional Strategy 2	
Establish positive classroom routines and structures for high engagement & student success that includes the implementation of schoolwide weekly motivational strategies for encouraging positive student choices: for academic work (Components of "Blanton Builds Skills & Stamina for Success" Grant) and behavior (Weekly incentive program tied to monthly themes, as well as SWBP incentives in place).	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthroughs, informal and formal observations, STOIC walkthroughs by school guidance counselor, coaching notes. Observed participation of eligible students in the thematic Incentive T-shirt Fridays, as well as students awarded with academic "brag tags" for their assessed accomplishments linked to Reading and Math Grant goals.	Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP STOIC: Debbie Holland, School Guidance Counselor Sara Bleattler, Social Worker Coaching staff:

	Hieu Nguyen, MTSS Coach Natalie Reiser, Literacy Coach Dr. Jean Sterner, Math Coach Wendy noun, Science Coach

Instructional Strategy 3

Embed the use of technology and standards-based / AVID resources available to promote and support student learning (i.e., myOn, Ticket to Read, Istation, ST Math resources, AVID Weekly and Florida Standards Weekly for Daily 5 Cross-curricular journaling in all subject areas).

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthroughs, informal and formal observations with detailed feedback, AVID assessment (Beg.-Middle-End of year) & Walkthroughs, Istation/ST Math usage reports, PCAS & Module assessments.	Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP Richard "Jay" Harris, LMTS Meghan Stevens, "Connect to Success" co-facilitaor Coaching staff: Hieu Nguyen, MTSS Coach Natalie Reiser, Literacy Coach Dr. Jean Sterner, Math Coach Wendy noun, Science Coach AVID Staff Developers: Renee Caplinger-Ford Kerrale Prince Grade level PLCs (weekly & in cyclical data chats)

Collaboration for Professional Growth

Connections: **District Strategic Plan**   ●**Goals 1,2,4,5**
Marzano Leadership   ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Administration works hand-in-hand with teachers, coaches and support staff to create a positive workplace and learning environment for students and their families. Based on the 2016 AdvancED Survey, the data demonstrates that it is evident that 85% of all staff surveyed strongly agreed/ agreed that Blanton's leaders support an innovative & collaborative culture where leaders hold themselves, all staff members and students accountable for high academic standards. 93% strongly agreed/ agreed that continuous professional learning is linked to identified needs of the school and is designed to build capacity among all professional & support staff. The staff schedule is flexed to provide for PD Tuesdays, a protected 1.5 hours of afterschool time for training 3 times monthly (for a total of 4.5 hours monthly), and 1 time monthly to meet as collaborative

schoolwide committees, linked to our school improvement goals, in two 45 min. rotations monthly.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Blanton ES follows a block schedule that includes 50 minutes of planning time daily. Each Wednesday is set aside for Collaborative Team Planning and Professional Learning Community discussions with the support of coaches and administrators.

🛑 Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Increasing fidelity to the AVID / WICOR Strategies for journaling and Interactive Notebooking (INB), Rigor book study for raising teacher expectations.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
CHAMPS for specific teachers who have been asked to add the training to their DPP.	Summer & Fall	5 specific teachers	Improved behavior management & use of positive / consistent structures
CPI 1 & 2	PCS district Fall sessions	CPI 1 for all & CPI 2 for designated team members	Calm & safe learning environment for all
Marzano & AVID Crosswalk	August 2016	Instructional Staff	More thoughtful lesson planning, activities that are better aligned & meet the rigor of the standard taught, increased student engagement, higher achievement, reduced incidents

			of behavior.
Trauma Informed Care	August 2016	Instructional & Support Staff	Increased sensitivity / empathy towards students, colleagues and families
Youth Mental Health First Aid	Sept.-Oct. 2016	Instructional & Support Staff	Implementation of strategies by staff that decreases incidents of student behavior that detracts from overall learning.
"Courageous Conversations" about Race	Oct. 2016 – May 2017	Instructional & Support Staff	Increased cultural competency among students, staff & families

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

AVID Family Nights with Student-Led Conference components and student performances.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

AVID "hands on" instructional learning experiences, handouts & provision of reading and math materials for use at home, student-led data sharing, and monthly data reviews at SAC meetings, distribution of "Connect to Success" laptops, increasing communication of info in primary native languages represented at Blanton via newsletters, school messenger calls and bi-lingual support at in person conferences.

Family Engagement / Planning Inventory
Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

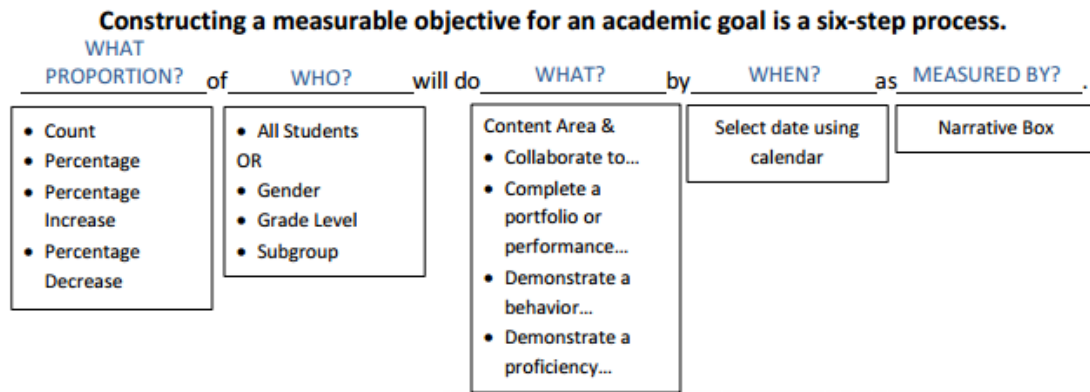| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☒	☐	☐
Families who regularly log onto PORTAL to check student grades / progress	☒	☐	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☒	☐	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Blanton Elementary School will increase by a minimum of 10% the level of parental engagement in the collaborative decision making process for educational support of higher student academic and behavioral achievement by May 2017, as measured by both the Title I Parent and AdvancED Parent Surveys when comparing the results of the 2016-2017 school year to the 2015-2016 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Incorporate Student Led Conferencing components and some type of performance into every family event.	Administrators, AVID site-based Facilitators, classroom teachers
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2}– School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

- Count
- Percentage
- Percentage Increase
- Percentage Decrease

- All Students
OR
- Gender
- Grade Level
- Subgroup

Content Area &
- Collaborate to...
- Complete a portfolio or performance...
- Demonstrate a behavior...
- Demonstrate a proficiency...

Select date using calendar

Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	**Goal Manager:** Hieu Nguyen

Blanton Elementary will increase ELA scores of students achieving proficiency on the Florida State Assessment in English Language Arts from 51% to 56% during the 2016-2017 school year, as measured by the Spring 2017 FSA.

Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
Walkthroughs, informal and formal classroom observations will be conducted with timely feedback provided to ensure effective instructional practices are being implemented in the area of ELA. Teachers will attend district training (Core Connections) to maintain fidelity of content delivery. Progress Monitoring will occur every two weeks and/or weekly to determine the effectiveness of the implemented intervention. DIBELS Next assessments will be administered to measure the effectiveness of the intervention. Resources that are available to support the goal are Blanton's Administration, SBLT, MTSS Coach, a District embedded Literacy Coach, Title I Hourly Teachers and the Child Study Team. Additional resources are researched based core curriculum strategies and interventions include Istation, iReady, Scholastic HMH Reading Counts and Voyager's Ticket to Read. Blanton Elementary School's teachers monitor student progress and their own instructional practices through their Collaborative Planning, formative assessments with analysis at PLCs and utilization of Marzano's Instructional Framework. The administrative team members are additional supports and resources that partner the student and teacher through specific standards-based feedback provided on walk-throughs, as well as informal, and formal observations of instructional practice.	Walkthrough and observation data will be shared with SBLT/MTSS and Team Leaders to identify trends, areas of strength, and areas of improvement for continued refining of instructional practices. Individuals identified as needing additional support will be provided opportunities for professional development by working with embedded/"just in Time" content area coaches and/or attending district training in the area of need. Implementation of weekly and/or biweekly assessments will be utilized to measure the effectiveness of the intervention. The type of assessment will be determined by the intervention implemented. As an example, if an intervention is used that will increase a student's reading fluency; an oral reading fluency probe will be administered and graphed to determine the progress occurring toward meeting the goal. The target will be set to proficiency at a student's grade level. The MTSS Coach will be responsible for providing the assessments and recording results to be later analyzed and discussed during data chats. Data chats will occur with grade

	level groups after each assessment cycle in order to identify trends in student performance and make recommendations for continued progress toward our goal. The half-time literacy coach will be utilized to support those teachers and classrooms that show a need for additional coaching. Unit assessment data within each ELA Module will be reviewed at grade level PLCs and during Collaborative Team Planning to continue to monitor progress toward the learning goals set for each grade level.
Magic Hour, which is a 60-minute intervention block will continue to be implemented for the 2016-2017 school year. Each day will begin with this hour in which every student takes part in small group literacy instruction focused on student needs and provided by a push-in interventionist. Resources that are available to support interventions are primarily the use of Jan Richardson's guided reading routine, LLI, repeated readings, and Nemours. Classroom Teachers, Title I teachers, and Specialists are all trained and utilized during Magic Hour in order to maximize targeted, differentiated support by providing the most students with intensive literacy intervention strategies. AVID Weekly & Florida Studies Weekly for Social Studies and Science will be embedded into the ELA Core to support "Daily 5" reading and writing on DBQ aligned topics using current non-fiction text.	Progress monitoring will occur weekly or biweekly depending on student need and the monitoring tool used. Results will be recorded and graphed to monitor progress. The SBLT team meets weekly and will review progress monitoring data monthly to determine effectiveness of the intervention being implemented for each student. Review of district assessment cycle data will be used as an additional source of information to ensure that the most effective instructional practices are being provided for student success and achievement. Increased proficiency will be evident after each unit assessment is administered within each ELA Module.

Mathematics Goal	Goal Manager: Dr. Jean Sterner / Kelly Roth & Amy Eslick
Blanton Elementary will increase Mathematic scores from 56% to 61% of students achieving proficiency as measured by performance on the Florida State Assessment in Mathematics for the 2016-2017 school year.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Teacher generated Formative Assessments and the use of MFAS tasks, ST Math, VMath Live, and	Evidence that will be collected and used to demonstrate the

Go Math's "Soar to Success" will continue to be implemented in order to provide a variety of learning opportunities for students to learn, practice, and problem solve with mathematical concepts. Additionally, Pinellas County Schools' Common Assessments will be used throughout the year and the Think Central Summative assessment will be administered three times at the beginning, middle and end of the year, to determine progress toward the grade level appropriate, standards-based goal and/or targets.

A half-time math coach will be utilized to plan with unpacked standards, as well as model lessons and best instructional practices in the area of mathematics, and provide side-by-side coaching opportunities for those teachers that need additional support and those that are eager to grow their instructional practice by learning new strategies.
Resources that are available to support the goal are Blanton's SBLT, Professional Learning Communities, MTSS Coach, the district provided and partially embedded Math Coach, and Title I Hourly Teachers serving as Interventionists.
The administrative team members are additional supports and resources that partner the student and teacher by providing specific, standards-based feedback on walk-throughs, informal, and formal observations of instructional practice. | goal is being monitored and whether progress is being made toward the selected targets will be the data generated from Formative Assessments, Think Central Summative assessments, activities completed on ST Math, VMath Live, and Go Math's Soar to Success. Additionally, data from Pinellas County Schools' Common Assessments will be used as collected evidence in November and February after each assessment cycle. |
| | |

Science Goal	Goal Manager: Angel Connell

Blanton Elementary will increase Science scores from 44% to 54% of students achieving a proficiency level of 3 and above on the State Science Assessment Test.

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Data reflecting the completion of the science SLAGs will be collected and reviewed in grade level PLCs to identify areas in need of remediation. The implementation of Science journals in grades 3-5 will be continued, but with more AVID Interactive Note-booking Strategies evident. Utilization of a district provided "Just in Time" Science Coach, 2 days per month will be utilized to model, coach, and support teachers during the 2016-2017 school year, with continued focus on the 10-70-20 model of	Science SLAGs will be collected and reviewed during grade level PLCs and data shared with Science Coach to determine next steps for instruction. Evidence that will be collected and used to demonstrate the goal is being monitored and

instruction. Fifth grade classes will take the Science Diagnostic Assessment in September and a midyear assessment in January in order to identify gaps in 3rd and 4th grade content acquisition for our students. Once gaps are identified, groups will be formed and "What's the Evidence" and Science Studies Weekly will be used in small group instruction using Jan Richardson reading routines utilizing reading and writing strategies to increase student mastery of science benchmarks.	whether progress is being made toward the goal will be the assessment scores of students obtained through district common assessments and unit assessments given in the classroom. Science Lab assessment data will be gathered and reviewed during PLCs that follow lab posttest completion. Data will be reviewed monthly in PLCs and November and February after district assessment cycles.
All classrooms in grades 3-5 will continue to use the Science Lab rotating on a five week basis. Lab Managers at each grade level will ensure materials are available and set up each week for the successful implementation of each science lab. There is one science lab manager identified at each grade level (3-5) to maintain the science lab. Support for the lab managers is provided through district professional development sessions 3 times during the school year.	
The Intermediate (Grade 4 & 5) level STEM Academy will continue to meet weekly during the 2016-2017 school year. STEM coordinators have been identified.	
The administrative team members are additional supports and resources that partner the student and teacher through feedback provided based on walk-throughs, informal, and formal observations of instructional practice.	
AVID Weekly & Florida Studies Weekly for Science will be embedded into the ELA Core to support "Daily 5" reading and writing on current topics explored in Science and aligned with standards through curriculum and labs.	

🔵 Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	**Goal Manager:** Michele Maiorana

Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, Blanton ES was eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve a greater recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules. AVID Weekly & Florida Studies Weekly for Health will be embedded into the ELA Core to support "Daily 5" reading and writing on current Health related topics aligned with grade level standards.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition. Increased proficiency will be evident after each unit assessment is administered within each ELA Module that includes Health-related non-fiction texts.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Michele Maiorana

Blanton Elementary will increase ELA scores of black students from 32% to 52% of students achieving proficiency on the Florida State Assessment in ELA for the 2016-2017 school year.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Additional opportunities for learning offered to students identified such as STEM Academy, Promise Time tutoring, After-school enrichment clubs including "Crazy 8" Math & Battle of the Books Literacy Clubs, and 30 minute early entry to class each morning (8:05 AM) for additional academic support. Provide professional development to teachers for CHAMPS, implementation of AVID strategies, Trauma Informed Care, Youth Mental Health First Aid, and Courageous Conversations. Continuation of High-five Mentor program with identified students to check-in and checkout each day not only for social-emotional support, but also for homework and class work check and support. The administrative team members ensure highly effective instructional practices are in place in each classroom by providing feedback via the Marzano Observation Tool based on walk-throughs, informal, and formal observations. Appropriate and timely support will be provided through embedded and "Just in Time" content area coaches and on-going professional development opportunities provided to all staff via PD Tuesdays, as well as specific teachers needing extra support in delivering instruction. Resources that are available to support the goal are Blanton's MTSS/SBLT, the Literacy Team, our MTSS Coach, and a District provided Literacy Coach, Title I Hourly Teachers and support personnel. Additional resources are researched based core curriculum and interventions to include Marzano's Instructional Framework, Jan Richardson Guided Reading Routines, Repeated Readings, the Leveled Literacy Intervention Program, I-station and Nemours.	Evidence of completion of monitoring activities will be the collected and graphed data from the Progress Monitoring probes administered weekly or bi-weekly. STOIC walkthroughs are conducted monthly and the ISM data collection tool is utilized to determine knowledge and evidence of schoolwide structures related to the percentage of students engaged in learning tasks. Data is graphed and reviewed monthly by the SBLT and feedback provided to teachers. Any classrooms needing additional supports will be assigned time with the site-based MTSS Coach and district appointed Literacy Coach for planning, side-by-side coaching, modeling and peer observation of instructional practices.

Subgroup Goal (ELL)	Goal Manager:

Blanton Elementary will increase ELA scores of ELL students from 45% to 50% of students achieving proficiency on the Florida State Assessment in ELA for the 2016-2017 school year.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Students are provided additional learning opportunities to increase instructional minutes by allowing early entry into the classroom 30 minutes prior to the start of school for academic support and after school Promise Time Tutoring program three days per week. ESOL teachers and bi-lingual associates are utilized to push-in to classrooms to provide an additional layer of academic support. Specific interventions aligned to the grade level standards being taught, as well as student language needs, are implemented in 30-minute small group sessions daily. The specific interventions selected for use are based on the 2016 ACCESS 2.0 student results. Students are provided standard curriculum with scaffolding to support their "productive struggle" in the English language with rigorous tasks that meet grade level standards. Using the Marzano learning scales for each module, ELL teachers and classroom teachers collaborate at the beginning of the school year to plan and select interventions to support and accommodate student needs based on the learning target. AVID Weekly & Florida Studies Weekly for ELL support will be embedded into the ELA Core to support "Daily 5" reading and writing on topics aligned with grade level standards and learning more about life in the USA. Data collected from the ELL State Assessment WIDA ACCESS 2.0 is used for initial placement for literacy support. Progress monitoring data using ORF, NWF, or DAZE-DIBELS NEXT for vocabulary acquisition is collected bi-weekly and reviewed by the SBLT monthly. Data collected from end of the unit module assessments and running records will be reviewed monthly. Instructional decisions are made based on student achievement progress toward the learning goal.	Data collected from the ELL State Assessment WIDA ACCESS 2.0 is used for initial placement for literacy support. Progress monitoring data using ORF, NWF, or DAZE - DIBELS NEXT for vocabulary acquisition is collected bi-weekly and reviewed by the MTSS/SBLT monthly. Data collected from end of the unit module assessments and running records will be reviewed monthly. Instructional decisions are made based on student achievement progress toward the learning goal.

Subgroup Goal (ESE)	**Goal Manager:** Michele Maiorana

Blanton Elementary will increase ELA scores from 56% to 61% of students achieving proficiency as measured by performance on the Spring 2017 Florida State Assessment (FSA) in ELA.

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
VE Resource teachers are provided opportunities to plan and collaborate with classroom teachers in order to make instructional decisions to meet the needs of all learners. Title I Hourly teachers are utilized to push-in to classrooms to provide an additional layer of academic intervening support. Specific interventions aligned to student needs are implemented in 30-minute small group sessions. Students are provided standard curriculum with scaffolding to support their productive struggle with rigorous tasks that meet grade level standards. IEP goals are reviewed and monitored monthly by the SBLT. Feedback provided to both classroom and VE Resource teachers based on observations during walk-throughs, informal and formal observations is used to increase effective instructional practices. Additional resources provided to students are: Istation, AVID weekly, and Florida Studies Weekly. AVID WICOR strategies are explicitly taught and used to increase student engagement and accountability as well as provide rigorous tasks. Students are provided additional learning opportunities to increase instructional minutes by allowing a 30 minute early entry into the classroom before school for academic support and after school Promise Time Tutoring program three days per week.	Progress monitoring data using AIMSWeb is collected weekly and reviewed by the MTSS/SBLT monthly. Istation progress is also reviewed monthly and instructional decisions are made based on student achievement progress toward the learning goal. Unit assessment and district common assessment scores are reviewed after completion of each in grade level PLCs with teachers and coaching staff.

Subgroup Goal (If Needed) **Enter Goal Name**	**Goal Manager:**

Actions / Activities in Support of Goal	**Evidence to Measure Success**

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)			16	8	16	40	20
Students with attendance below 90 %	18	26	24	14	11	121	20
Students with excessive referrals**	1				1	2	.03
Students with excessive course failures**						0	0
Students exhibiting two or more indicators				5	3	8	1

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Increase "on time arrival" of students daily by 5% when comparing the number of tardies during the 2016-2017 school year when compared to those from the 2015-2016 school year.	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
The leadership team developed and will continue to implement and incentive plan to increase the number of on-time arrivals by implementing "Dolphin Denim Day." The last Friday of each month, students who arrive to school on time every day or have less than 3 tardies and/or early releases, can participate and wear denim jean bottoms with a uniform shirt. This incentive recognizes students who are on time, encouraging others to arrive on time for school each day and to remain in class for the entire learning day. CST (Child Study Team) will meet twice a month to review data taken from FOCUS and School Profiles to identify and target the students who have a high number of tardies every month. The team will monitor to see if the number of days increase or decrease throughout the	Attendance data will be collected and reviewed bi-monthly by the CST team using Focus and School Profiles to identify trends and monitor increases and/or decreases in number of tardies school-wide.

course of the year. CST will work with families to provide support and/or resources to aid in the timely of arrival of students each day. Classrooms are open for students to arrive early on campus 30 minutes earlier at 8:05 AM daily. Students are provided opportunities to receive remediation and/or enrichment prior to instruction starting at 8:35 AM during the Magic Hour. Breakfast Carts are spread throughout the campus for students to receive grab-and-go breakfast bags to support students on time arrival and beginning the day with a nutritious meal. This is to minimize the time it would take for students that arrive after 8:25 am to get breakfast and then go to class. For students that do arrive after 8:35am, bagged breakfasts are provided in the Front Office when they are signed in and students can then immediately report to class, which minimizes lost instructional minutes.	

⬣ **EWS - Discipline**

Discipline Goal   Please ensure that your goal is written as a SMART goal.
The number of Office Disciplinary Referrals will be reduced, further decreasing the disparity rate between black and non-black students by 5% when comparing the gap evident in FOCUS data from the 2016-2017 school year to that from the 2015-2016 school year.

Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
AVID Weekly & Florida Studies Weekly for support of Character Education will be embedded into the ELA Core to support "Daily 5" reading and writing on topics aligned with grade level standards. Behavior vocabulary definitions posted in each classroom and around school. Use of Documented Incident forms for low level incidents. Grade level teams will work together to provide alternative settings for students needing additional support or redirection while allowing them to continue to receive grade level instruction.	The disparity gap between black and non-black students will be reduced by 5% as reported in School Profiles. Discipline data from FOCUS and School Profiles will be reviewed by the SBLT/MTSS and the Behavior/Discipline committee each month. Trends will be identified and next steps put into place to continue advancement toward meeting our goal. Data will be shared at monthly Admin Team meetings in order to communicate progress to staff.

Monthly spirit themes have been put into place to provide behavior and work habit incentives for students. Each Friday students that have exhibited good behavior and completed assigned classwork and homework 4/5 days (Friday-Thursday) Training provided to staff to increase awareness of student needs: Trauma Informed Care, Youth Mental Health First Aid, Courageous Conversation, and CHAMPS training for targeted teachers.	

Discipline Goal – Other (as needed)   Please ensure that your goal is written as a SMART goal.

Specify

Actions / Activities in Support of Goal	Evidence to Measure Success

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Blanton Elementary School has a 30-minute extended school day for the purpose of providing additional early interventions in literacy to all students. The extended time is connected to the mandated 30-minute literacy intervention block, so that every student receives 60 minutes of intensive reading intervention or enrichment for the initial hour of every school day. Classroom teachers, Title I Hourly teachers, Specialists, Bilingual Associates, and Instructional Associates are all trained in specific literacy interventions such as LLI, Repeated Reading, Jan Richardson Guided Reading routine, and NEMOURS and deliver quality instruction to our students. Istation is also used during what is known as the "Magic Hour" for students requiring enrichment activities. Promise Time tutoring after school is provided through Title I funds 3 days a week. Students are identified for participation in Promise Time by reviewing FSA, District Common Assessment, and classroom performance scores. Students participating in this program work with instructional tutors that have been trained to use the iReady program with students in grade level specific groups. Crazy 8's Math is being implemented for the first time during the 2016-2017 school year one day a week after school. Students identified for this group are those that need enrichment activities in mathematics in order to continue to move them forward in their mathematical learning based on FSA, SAT-10, District Common Assessment, and classroom performance scores. Battle of the Books in an enrichment opportunity offered to students one day a week after school.

Students read all 15 Sunshine State Readers in a book club setting working with a highly qualified teacher to increase literacy mastery for students in grades 3-5. Any student in grades 3-5 is eligible to participate in Battle of the Books. STEM Club is another extended learning opportunity that provides both support and enrichment in the area of Science. Students are identified for participation in STEM by reviewing FSA Math, District Assessment in both Math and Science, and classroom performance scores.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Blanton Elementary School will increase the number of students participating in extended learning programs from 22% of all students attending Blanton during the 2015-2016 school year to 32% of all students attending Blanton during the 2016-2017 school year as measured by attendance reports.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Utilize all classroom teachers, Title I Hourly teachers, Specialists, and Bilingual Associates to implement literacy interventions during the "Magic Hour" each school day. Provide training to personnel new to the school by August 10th in specific intervention that will be delivered to students. MTSS Coach and lead Title I Hourly teacher will create schedules pairing interventionists with classroom teachers to push-in during the Magic Hour. Tier 2 students will be progress monitored every 2 weeks using the DIBELS Next tool. Tier 3 students will be progress monitored every week using the AIMSWeb monitoring tool. Promise Time after school tutoring will begin no later than August 24th. Computer labs will be available to use for access to iReady program. All Promise Time tutors will attend training on the implementation of the iReady program before August 24th. Tutors will monitor attendance and progress using the iReady dashboard. MTSS Coach will facilitate the Promise Time / ELP program and collect data from iReady for review by SBLT monthly. All students in grades 3-5 will be invited to participate in the Battle of the Books Club to meet one day a week after school. Students will be grouped according to grade level. Students will be assigned specific books to read together and will conduct book club discussions during the club meetings. Students identified needing enrichment in the areas of math and science will be invited to participate in STEM	Attendance data will be collected each day and reviewed monthly by the SBLT to identify trends and monitor for success of program implementation. Recommendations will be made, as needed, to invite new students to attend appropriate programs and to possibly expand programs to provide participation opportunities for a larger number of students.

after school one afternoon a week. One intermediate STEM Academy and one primary Academy will be established for the 2016-2017 school year. Angel Connell and Marcia Caldwell will facilitate the intermediate STEM Academy and Valerie Cannon will facilitate the primary academy. Attendance will be monitored for all academies and enrichment programs	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	37	% with advanced degrees	16.2
% receiving effective rating or higher		% first-year teachers	5.4
% highly qualified (HQT)*		% with 1-5 years of experience	35.1
% certified in-field**	100	% with 6-14 years of experience	37.8
% ESOL endorsed	67.6	% with 15 or more years of experience	21.6

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

The Pinellas County School District has a procedure in place that assures that all schools recruit and retain highly qualified teachers. Only those that hold an elementary education degree from an accredited university are eligible to teach in our district's elementary schools. Pinellas County has an aggressive recruitment initiative in other states. The district requires that all instructional personnel complete an application, be fingerprinted and have a college transcript sent to the county's personnel office. After all documents have been reviewed, qualified applicants are placed on our district Search Soft website. Principals may then choose to interview teachers from the list, based on pre-determined criteria.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Cheryl	Maggio	White	Principal
Hieu	Nguyen	Asian	Other Instructional Employee
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☐ Yes	☒ No (Describe the measures being taken to meet compliance below.)
In process of recruiting parents and community members to join SAC for the 2016-2017 school year. Invitations have been sent via school newsletter, SchoolMessenger, and Title I Parent Station. Will be advertised during Title I Annual Meeting and Open House. Projected completion of SAC Roster is September 30, 2016.	

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Debbie Holland

State Days / Intervals that Team meets below.
Every Tuesday at 11:30 AM

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

*Studies Weekly for curriculum integration of Science, Health, and Social Studies into the ELA block: $5,856.84
*MyOn for ELA curriculum enhancement: $3000.00
*Binders/Composition Notebooks/Print Cartridges/Mailing Labels for implementation of AVID strategies, organizational tools, and Parent Communication: $5477.33
*Communication Folders for continuous Home/School communication (daily): $1,219.00
*Planbook.com for instructional planning and documentation: $480.00
*Title I Hourly Teachers (7) for instructional support: $166, 881.33

*MTSS Coach for instructional support: $60, 304.02
*Paraprofessional for instructional support: $10,437.55
*Technology Enhancement: $10,000

Use this space to paste budget, if desired.