

Manatee County Public Schools

# Blackburn Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Blackburn Elementary School

3904 17TH ST E, Palmetto, FL 34221

<https://www.manateeschools.net/blackburn>

## Demographics

**Principal: Adrienne Vos**

Start Date for this Principal: 10/28/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: D (35%) 2016-17: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Blackburn Elementary School

3904 17TH ST E, Palmetto, FL 34221

<https://www.manateeschools.net/blackburn>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	D

### School Board Approval

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### SIP Authority

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Blackburn Elementary is to provide an inclusive highly-engaged environment aimed to build our learners towards success: academically, emotionally, and socially.

#### **Provide the school's vision statement.**

The vision of Blackburn Elementary is to ensure all students become resourceful, independent thinkers who set goals, challenge themselves to be problem solvers, and become positive and productive citizens. This is accomplished by a commitment to engaging students through instruction that is researched-based, differentiated, and embeds instructional best practices. This commitment will ensure both social and academic confidence, promote risk-taking, encourage initiative, and meet the unique needs of all students.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Delk, Danielle	Principal	<ul style="list-style-type: none"> <li>*Teacher Evaluation</li> <li>*School Improvement lead</li> <li>*Office and Support Staff Evaluator</li> <li>*ILT/Data team chair/ 5th Grade</li> <li>*Data/Instructional Coaching</li> <li>*Discipline</li> <li>*Community Outreach / United Way</li> <li>*Facilities</li> <li>* FTE Administrator</li> <li>*Lesson Plans</li> <li>*MTSS member</li> <li>*Roster Verification</li> <li>*SAC Facilitator/Member</li> </ul>
Stowers, Randy	Assistant Principal	<ul style="list-style-type: none"> <li>*Teacher Evaluation</li> <li>*Paraprofessional Supervision and Evaluation</li> <li>*Chair of Safe &amp; Orderly Schools Committee</li> <li>*Discipline</li> <li>*ILT/Data team member/ 4th Grade</li> <li>*Professional Development Coordinator</li> <li>*Data/Instructional Coaching</li> <li>*Roster Verification (Back-Up)</li> <li>Testing Administrator:                             <ul style="list-style-type: none"> <li>• FSA</li> <li>• District Benchmark Assess</li> <li>• FLKRS</li> <li>• ESOL-Coor. With ESOL Resource teacher</li> </ul> </li> <li>*I-Ready Diagnostic / Standards Mastery</li> <li>* Lesson Plans</li> <li>* Report Cards / Progress Reports</li> <li>*Textbook Administrator</li> </ul> <p>See Blackburn's Roles and Responsibilities Leadership Document for full description of all leadership personnel and their roles/responsibilities</p>

## Demographic Information

### Principal start date

Thursday 10/28/2021, Adrienne Vos

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1



**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

36

**Total number of students enrolled at the school**

523

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

11

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	68	79	92	72	69	0	0	0	0	0	0	0	464
Attendance below 90 percent	32	22	16	15	21	13	0	0	0	0	0	0	0	119
One or more suspensions	1	2	1	6	3	12	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	13	12	23	0	0	0	0	0	0	0	48
Course failure in Math	0	0	0	7	9	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	3	12	52	21	31	0	0	0	0	0	0	0	119

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	3	8	5	11	0	0	0	0	0	0	0	29

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 8/23/2021

## 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	75	74	78	66	90	0	0	0	0	0	0	0	457
Attendance below 90 percent	21	24	12	8	11	15	0	0	0	0	0	0	0	91
One or more suspensions	1	1	3	7	6	2	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	15	20	21	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide Math assessment	0	0	0	15	14	10	0	0	0	0	0	0	0	39

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	3	15	14	15	0	0	0	0	0	0	0	49

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

## 2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	75	74	78	66	90	0	0	0	0	0	0	0	457
Attendance below 90 percent	21	24	12	8	11	15	0	0	0	0	0	0	0	91
One or more suspensions	1	1	3	7	6	2	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	15	20	21	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide Math assessment	0	0	0	15	14	10	0	0	0	0	0	0	0	39

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	3	15	14	15	0	0	0	0	0	0	0	49

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	52%	57%	37%	50%	56%
ELA Learning Gains				55%	57%	58%	37%	54%	55%
ELA Lowest 25th Percentile				66%	55%	53%	30%	47%	48%
Math Achievement				68%	63%	63%	50%	60%	62%
Math Learning Gains				72%	68%	62%	41%	61%	59%
Math Lowest 25th Percentile				73%	53%	51%	18%	47%	47%
Science Achievement				41%	48%	53%	33%	49%	55%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	40%	51%	-11%	58%	-18%
Cohort Comparison						
04	2021					
	2019	48%	56%	-8%	58%	-10%
Cohort Comparison		-40%				
05	2021					
	2019	42%	52%	-10%	56%	-14%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	60%	7%	62%	5%
Cohort Comparison						
04	2021					
	2019	76%	65%	11%	64%	12%
Cohort Comparison		-67%				
05	2021					
	2019	64%	60%	4%	60%	4%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	48%	-7%	53%	-12%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Grades 1-2 iReady diagnostics

Grades 3-5 Benchmarks 1 and 2, and final FSA

Science Benchmarks 1 and 2, and final FSA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/38%	35/61%	49/83%
	Economically Disadvantaged	21/38%	35/61%	49/83%
	Students With Disabilities	1/25%	1/33%	2/50%
	English Language Learners	5/30%	8/47%	13/72%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/24%	27/47%	35/59%
	Economically Disadvantaged	13/24%	27/47%	35/59%
	Students With Disabilities	1/25%	3/100%	2/50%
	English Language Learners	4/24%	4/24%	5/28%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/19%	21/29%	31/43%
	Economically Disadvantaged	14/19%	21/29%	31/43%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/25%	3/18%	5/29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/22%	19/26%	34/47%
	Economically Disadvantaged	16/22%	19/26%	34/47%
	Students With Disabilities	3/30%	1/10%	1/11%
	English Language Learners	3/18%	1/6%	2/12%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/23%	26/38%	34/50%
	Economically Disadvantaged	16/23%	26/38%	34/50%
	Students With Disabilities	0/0%	1/95	1/10%
	English Language Learners	1/6%	3/23%	3/24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/17%	19/28%	35/52%
	Economically Disadvantaged	12/17%	19/28%	35/52%
	Students With Disabilities	0/0%	0/0%	4/40%
	English Language Learners	1/8%	2/15%	5/39%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/33%	21/30%	25/35%
	Economically Disadvantaged	23/33%	21/30%	25/35%
	Students With Disabilities	2/15%	1/8%	
	English Language Learners	1/8%	0/0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/37%	30/43%	45/67%
	Economically Disadvantaged	25/37%	30/43%	45/67%
	Students With Disabilities	2/18%	1/8%	
	English Language Learners	2/17%	2/17%	

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/40%	13/23%	24/35%
	Economically Disadvantaged	24/40%	13/23%	24/35%
	Students With Disabilities	1/11%	0/10%	
	English Language Learners	1/9%	1/8%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/34%	36/43%	31/56%
	Economically Disadvantaged	27/34%	36/43%	31/56%
	Students With Disabilities	3/27%	2/16%	
	English Language Learners	4/22%	5/28%	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/42%	25/39%	27/46%
	Economically Disadvantaged	27/42%	25/39%	27/46%
	Students With Disabilities	3/16%	4/22%	
	English Language Learners	2/20%	2/18%	

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	30	30		44	77	82	35				
ELL	38	47		47	56		41				
BLK	28			50							
HSP	39	55		60	67		46				
WHT	48	36		73	79		65				
FRL	34	36	31	58	67	75	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	63	81	42	76	78	18				
ELL	40	57	63	70	80	81	29				
BLK	25	40	42	63	68	64	26				
HSP	42	60	71	68	74	71	32				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	59	67		74	74		67				
FRL	44	51	62	66	68	69	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD		38	43	11	23	23					
ELL	36	24		51	33						
BLK	25	35	23	40	33	25	15				
HSP	37	33	27	47	35	13	36				
WHT	51	50		65	61		53				
FRL	33	35	32	46	36	17	25				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	



Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Student vocabulary and phonemic awareness skills are low causing L25 students to struggle and not achieve gains.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA learning gains and learning gains of L25 students demonstrate the greatest need for improvement.

Reading comprehension is the component in most need of improvement.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

A contributing factor to this need include a large percentage of students being on eLearning for at least part of the school year.

New actions taken include: Academic language imbedded in core reading block and all content areas, specific student needs met through evidence based instruction in teacher led small group- ex LLI, Intervention kits, Literacy Footprints, etc, selected teachers with strengths in ELA, and increased number of reading endorsed teachers.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math achievement and learning gains.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Academics with fidelity - positioning teachers based on their strengths to meet the needs of students, small group tiered instruction.

#### **What strategies will need to be implemented in order to accelerate learning?**

Providing students with tools and resources, vocabulary- independent word walls, academic word walls and anchor charts available for student review.

School wide initiatives: UNRAVEL strategy school wide, ROUTE, WOW words

Start at the zone of proximal development- having our students grouped appropriately at their instructional levels, providing scaffolding to gain independence to reach the next zone- Gains Spiral Review of content areas- constant exposure

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Opportunities offered weekly to all staff

Literacy Footprints

Guided Reading

LLI

Student work analysis

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Displaying school wide student work

AICE Skills and Character Strong lessons in order for students to feel in a safe learning environment

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** Based on performance on the 21 FSA assessment, achievement, gains and L25 gains were as follows: 41, 42 and 29, respectively. Student performance: ELA Proficiency, ELA Gains, and ELA L25 Gains in these areas will be targeted to increase all 3 areas.

**Measurable Outcome:** ELA Proficiency: 50  
ELA Gains: 62  
ELA L25 Gains: 65

**Monitoring:** Formal observations, formal walk throughs, informal walkthroughs  
specific, timely feedback

**Person responsible for monitoring outcome:** Danielle Delk (delkd@manateeschools.net)

**Evidence-based Strategy:** LLI  
SRA  
Literacy Footprints  
Benchmark Advance Intervention

**Rationale for Evidence-based Strategy:** These evidence based programs will support our students in Tier 2 and Tier 3, allowing us to target students in the L25 and those struggling students to ensure they make gains.

#### Action Steps to Implement

Data meetings to determine which students will be placed in SRA and LLI

PD on LLI

PD on Benchmark Advance and Literacy Footprints

**Person Responsible** Danielle Delk (delkd@manateeschools.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus</b>	Student achievement will increase in core content areas to 50% proficiency in ELA, 69% in Math and 50% in Science, when teachers are provided targeted support to plan and deliver instruction aligned with FI Standards in the areas of ELA, Math and Science.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Based on observations and student data, teachers need support through modeling, coaching, and professional development to address areas of deficiency including knowledge of standards and application of teaching.  Based on standards based instruction and assessments ELA achievement will increase to 50, gains 62% and gains for L25, 65%. Math Achievement will increase to 68%, gains 75% and gains for L25 80%. Science achievement will increase to 50%.
<b>Monitoring:</b>	Administration, instructional leadership team members and classroom teachers will monitor data sources including iReady, FLKRS, DIBELS, and district benchmark assessments to align instruction based on student need and facilitate quarterly data chats with grade levels to perform a gap analysis to determine next steps in teaching. Teachers will also participate in weekly professional development targeted in the content areas to improve students achievement and close the achievement gap.
<b>Person responsible for monitoring outcome:</b>	Danielle Delk (delkd@manateeschools.net)
<b>Evidence-based Strategy:</b>	Teacher led small group instruction with an emphasis on reteaching and differentiating instruction. Read alouds focused on comprehension strategies incorporating content from all three areas (reading, math, and science). Instruction on identification and use of text structures to comprehend informational text. Collaborative groups are utilized for students to access prior knowledge and work on higher order thinking questions.
<b>Rationale for Evidence-based Strategy:</b>	We are using research based, high yield instructional practices, including the most effective practice: collective teacher efficacy. Teachers participate in collaborative planning weekly to focus on ELA, Math and Science. Each grade level has a member of the instructional leadership team as the instructional member to facilitate each session. Through collaborative planning, teachers focus on small group instruction, read alouds, use of text structure and collaborative groups focusing on higher order thinking questions.

**Action Steps to Implement**

Data meetings to determine instructional groups and instructional steps for small group instruction.  
PD on using read alouds as a comprehension strategy by reading coach.

**Person Responsible** Danielle Delk (delkd@manateeschools.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Suspensions at Blackburn (9.6 per 100 student) were higher than the state average (3.6 per 100 students).**

**Revamped PBIS program implemented; New supports for VE students implemented (smaller group setting, different adults teaching and supporting the classroom). The culture and environment is monitored daily by the Instructional Leadership Team and with the grade level teams during problem solving sessions. PBIS committee to review discipline data quarterly to determine effectiveness of program.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Administrators model trust and respect with all staff members with the goal of staff then modeling trust and respect with the students. Blackburn prides itself on being a supportive environment where all stakeholders feel a sense of support and comfort.

PBIS and school wide positive reinforcement

Heritage Celebrations

SEL learning

Visible leaders throughout the school

Inclusion of all school personnel

Celebrations of valued staff- Bragging Bolts- weekly

Inclusions of all students including self contained VE and IND classrooms

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Administrative Team (Delk, Stowers and Matazinski)

SAC Members- voice in the school community and approve

Local Churches- support both students and staff members with supplies and resources to meet the needs of students on campus

Business Partners- provide resources, donations and monetary funds to support needs of students as well as Staff Appreciation events

USF and local colleges- partners with Blackburn to provide hands on, classroom experiences for candidates

in the education program

Parent support through constant communication with teachers and recognizing staff through celebrations

Parents attending school events including heritage celebrations, award ceremonies, cultural drive throughs to ensure proper safety measures, and Open House.

Kiwannis Club providing incentives and support for students to increase achievement.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00