Blanton Elementary School

2022-23 Schoolwide Improvement Plan

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Blanton Elementary School

6400 54TH AVE N, St Petersburg, FL 33709

http://www.blanton-es.pinellas.k12.fl.us

Demographics

Principal: Lisa Roth K

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: C (49%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Pinellas 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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	63%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to inspire lifelong learning and to provide opportunities for students to gain knowledge, skills, and develop character for success in our changing world.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Roth, Lisa	Principal	
Piland, Cody	Assistant Principal	
Paetzold, Shannen	Instructional Coach	
Walsh, Emily	Instructional Media	
Smoot, Courtney	Reading Coach	
Macking, Erin	Math Coach	

Demographic Information

Principal start date
Monday 7/1/2019, Lisa Roth K

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
9

Total number of teacher positions allocated to the school
31

Total number of students enrolled at the school
454

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	34	75	84	72	73	71	0	0	0	0	0	0	0	409
Attendance below 90 percent	4	27	32	34	25	19	0	0	0	0	0	0	0	141
One or more suspensions	0	0	1	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	17	0	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	2	8	11	2	0	0	0	0	0	0	0	25

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	1	10	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Tuesday 6/21/2022

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	51	95	66	88	72	83	0	0	0	0	0	0	0	455
Attendance below 90 percent	1	45	29	31	24	31	0	0	0	0	0	0	0	161
One or more suspensions	0	0	3	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	2	4	4	1	3	0	0	0	0	0	0	0	14

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	1	3	2	9	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	1	0	1	0	0	0	0	0	0	0	0	2

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	51	95	66	88	72	83	0	0	0	0	0	0	0	455
Attendance below 90 percent	1	45	29	31	24	31	0	0	0	0	0	0	0	161
One or more suspensions	0	0	3	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	2	4	4	1	3	0	0	0	0	0	0	0	14

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	1	3	2	9	1	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	1	0	1	0	0	0	0	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	55%	56%				48%	54%	57%
ELA Learning Gains	59%						53%	59%	58%
ELA Lowest 25th Percentile	62%						44%	54%	53%
Math Achievement	55%	51%	50%				56%	61%	63%
Math Learning Gains	59%						54%	61%	62%
Math Lowest 25th Percentile	55%						46%	48%	51%
Science Achievement	44%	62%	59%				42%	53%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	56%	0%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	41%	56%	-15%	58%	-17%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	62%	-1%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	64%	-7%
Cohort Comparison		-61%				
05	2022					
	2019	42%	60%	-18%	60%	-18%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	54%	-12%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	38	69	64	53	75	67	40				
ELL	55	63		65	79		55				
ASN	64	50		79	92						
BLK	38	52		43	55	54	33				
HSP	41	54		55	62		46				
WHT	48	68	73	58	58	55	47				
FRL	40	60	74	52	59	63	45				

| 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	25	18		45	36		31				
ELL	43	41		47	41		43				
ASN	52			62							
BLK	20	27		30	18		33				
HSP	51	50		56	50		59				
WHT	47	40	27	60	52	50	48				
FRL	38	44	14	46	41	33	52				
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	41	69		43	50	17	43				
ELL	37	64	60	58	57		42				
ASN	43			57							
BLK	31	42		33	42		36				
HSP	48	53		64	55		47				
MUL	69			69							
WHT	53	60	40	57	58	40	40				
FRL	47	53	52	57	54	43	42				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends show that student achievement has increased over the past year in six of the seven cells.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We need to focus on academic growth in Science as that was the only cell that decreased.

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

Last year's Science score was higher than expected. This year it is more appropriately aligned with our Reading score. This year we have departmentalized Science in 4th and 5th grades.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA L25 Learning Gains was the cell that showed the most improvement.

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

ELA L25 students were provided with targeted, small group skills instruction for the second semester. Many of the students were also tested in small groups for FSA.

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

Increased student engagement through standards-based instruction, incorporating AVID strategies.

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.

Weekly AVID Strategy Spotlight in the Dolphin Dispatch
Science Lab Managers will attend trainings and share information with their teams
Science Unit Rollouts provided by the district

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

Teachers will continue to implement AVID strategies to increase student engagement and promote "Crayons to College."

Purposeful lesson planning will promote engagement for all students and ensure that standards are being taught with fidelity and to the appropriate depth.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Engagement is a critical element of the learning process. However, without an emphasis on the alignment of the standards to the implementation of instruction, the output from the engagement will not improve the forward progress of the school towards meeting learning goals and proficiency levels. In a setting of school improvement, it is critical to incorporate alignment to the standards as a driving force for planned instructional engagement across all core content areas as students navigate learning. The students in each subgroup must have access to aligned, grade level standards in both the core learning environment and while engaging in intervention groups across the many departments that service the varying needs of our student population. When teachers are prepared for instructional implementation after carefully incorporating best practices for instructional strategies using an aligned curriculum developed in PLC's, the students are more likely to engage in rigorous lessons that deepen their understanding of the standards. Ultimately, this results in an increase in the level of learning. When students engaged in aligned lessons, they are more readily able to incorporate collaborative team talk, comprehend standards-based tasks, and retain the level of learning necessary to make gains and achieve proficiency. When student services, the administrative team, teachers and families work together to identify and support the individual learning needs of students without decreasing or modifying alignment, learning increases. As the strength in teacher knowledge of aligned lessons grows, effective and creative teaching strategies strengthen. Engagement and learning also increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving ELA proficiency on the 2022 Spring FSA was 44%. The goal for all students achieving ELA proficiency on the 2023 Spring FAST is 55%. The percent of all students achieving Mathematics proficiency on the 2022 Spring FSA was 55%. The goal for all students achieving Mathematics proficiency on the 2023 Spring FAST is 60%. The percent of all students achieving proficiency on the 2022 Spring SSA was 44%. The goal for all students achieving proficiency on the 2023 Spring SSA is 55%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will occur through involvement by the administrative team and coaches in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based	Implementation of district provided curriculum for ELA, Mathematics, and Science. AVID strategies will be incorporated within all content areas.

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Project 23 Intervention Teachers will implement their curriculum with targeted small groups of students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	When teachers implement AVID strategies, they create engaging lessons that include rigorous, complex tasks, encourage students to utilize questioning to elaborate on content, and students are able to purposefully activate and transfer knowledge.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA
1. Teachers will strengthen their core instruction by increasing the amount of time students are engaged in reading by closely and critically re-reading grade level, complex text, writing, speaking, and listening.
2. Teachers will intentionally plan and deliver standards-based instruction that is engaging to students while allowing appropriate time for students to apply their learning.
3. Teachers will regularly assess students (informally and formally) and utilize the data to modify their instruction and provide targeted, actionable feedback to students within whole and small group settings.
4. ELA Champions will participate in the required trainings and implement the materials with their grade level teams.
5. Teachers will foster an environment of cooperation and collaboration among students including academic language, discussions, and group projects.
6. Utilize AVID Strategies, K - 5

Person Responsible Courtney Smoot (smootc@pcsb.org)

Math
1. Teachers will intentionally plan and deliver standards-based instruction that is engaging to students while allowing appropriate time for students to apply their learning.
2. Teachers will plan purposeful questions based on anticipated student solutions and misconceptions of mathematical concepts.
3. Teachers will regularly assess students (informally and formally) and utilize the data to modify their instruction and provide targeted, actionable feedback to students within whole and small group settings.
4. Teachers will foster an environment of cooperation and collaboration among students including academic language, discussions, and group projects.
5. Utilize AVID Strategies, K - 5

Person Responsible	Erin Macking (mackinge@pcsb.org)

Science

1. Teachers will intentionally plan and deliver standards-based instruction that is engaging to students while allowing appropriate time for students to apply their learning.

2. Teachers will foster an environment of cooperation and collaboration among students including academic language, discussions, and group projects.

3. Science Lab instruction will be monitored via walk-throughs and pre- and post- assessments. Data will be reviewed at PLC's to determine next steps for instruction.

4. Science content will be integrated into ELA via myON and Newsela.

5. Teachers will regularly assess students (informally and formally) and utilize the data to modify their instruction and provide targeted, actionable feedback to students within whole and small group settings.

6. Utilize AVID Strategies, K - 5

Person Responsible	Cody Piland (pilandc@pcsb.org)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Engagement is a critical element of the learning process. However, without an emphasis on the alignment of the standards to the implementation of instruction, the output from the engagement will not improve the forward progress of the school towards meeting learning goals and proficiency levels. In a setting of school improvement, it is critical to incorporate alignment to the standards as a driving force for planned instructional engagement across all core content areas as students navigate learning. The students in each subgroup must have access to aligned, grade level standards in both the core learning environment and while engaging in intervention groups across the many departments that service the varying needs of our student population. When teachers are prepared for instructional implementation after carefully incorporating best practices for instructional strategies using an aligned curriculum developed in PLC's, the students are more likely to engage in rigorous lessons that deepen their understanding of the standards. Ultimately, this results in an increase in the level of learning. When students engaged in aligned lessons, they are more readily able to incorporate collaborative team talk, comprehend standards-based tasks, and retain the level of learning necessary to make gains and achieve proficiency. When student services, the administrative team, teachers and families work together to identify and support the individual learning needs of students without decreasing or modifying alignment, learning increases. As the strength in teacher knowledge of aligned lessons grows, effective and creative teaching strategies strengthen. Engagement and learning also increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of African American students achieving ELA proficiency on the 2022 Spring FSA was 46%. The goal for all students achieving ELA proficiency on the 2023 Spring FAST is 55%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will occur through involvement by the administrative team and coaches in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based	Implementation of district provided curriculum for ELA. AVID strategies will be incorporated within ELA.

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	When teachers implement AVID strategies, they create engaging lessons that include rigorous, complex tasks, encourage students to utilize questioning to elaborate on content, and students are able to purposefully activate and transfer knowledge.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Highly engaging strategies for a diverse group of learners.

Person Responsible   Lisa Roth (rothli@pcsb.org)

2. The SBLT and MTSS Teams will monitor and discuss African American student achievement data. They will work with classroom teachers to develop action plans for students, based on this data.

Person Responsible   Lisa Roth (rothli@pcsb.org)

3. AVID Strategies will be incorporated in ELA.

Person Responsible   Lisa Roth (rothli@pcsb.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

42 percent of Kindergarten students earned within the red or orange bands on the Spring 2022 Reading MAP.
57 percent of First Grade students earned within the red or orange bands on the Spring 2022 Reading MAP.
48 percent of Second Grade students earned within the red or orange bands on the Spring 2022 Reading MAP.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

66 percent of students earned below a Level 3 on the Third Grade 2022 FSA ELA.
54 percent of students earned below a Level 3 on the Fourth Grade 2022 FSA ELA.
54 percent of students earned below a Level 3 on the Fifth Grade 2022 FSA ELA.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Last year, 49% of students in grade K - 2 scored within the red or orange bands on Spring Reading MAP.
Our goal is for 55% of students in grades K - 2 to be on track to pass the ELA FAST.

Grades 3-5: Measureable Outcome(s)

Last year, 44% of students in grade 3 - 5 scored proficient on the Spring FSA ELA. Our goal is for 55% of students in grades 3 - 5 to achieve proficiency on the ELA FAST.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring will occur through involvement by the administrative team and the Reading Coach in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Roth, Lisa, rothli@pcsb.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will implement the district provided module curriculum in grades K through 5. The curriculum is aligned to the BEST ELA Standards.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The district provided module curriculum addresses areas of identified literacy needs.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Ensure teachers have a clear understanding of the K-5 B.E.S.T. ELA Standards	Roth, Lisa, rothli@pcsb.org
Increase teacher knowledge of the science of reading & evidence-based practices.	Roth, Lisa, rothli@pcsb.org
Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.	Roth, Lisa, rothli@pcsb.org
Engage in ongoing professional development on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback.	Roth, Lisa, rothli@pcsb.org
Implement RAP Tutoring in grades K and 1	Paetzold, Shannen, paetzolds@pcsb.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

For the 2020 - 2021 school year, Blanton earned the PBIS Resilience Award. For the 2019-2020 school year, Blanton was a Gold Level PBIS Model School. During the 2021 - 2022, the PBIS Team engaged in monthly trainings provided by the FLPBIS Project. During the 2020-2021 school year, the PBIS Team was fully re-trained by the FLPBIS Project. Blanton incorporates Restorative Practices, Positive Behavior Intervention Systems, Social-Emotional Learning, Equitable Instructional and Grading Practices, and Olweus Bullying Prevention. Our four Guidelines for Success are Believe, Engage, Self-Motivate, and

Teamwork. They are introduced and explicitly taught to students during the first week of school and refreshers are provided on an as-needed basis. Families and Community Members are taught the Guidelines during Back to School Night and the first SAC and PTA Meetings for the year. The Guidelines are also posted on the school website, Dojo, and PTA Facebook page. Staff members are reminded of the Guidelines and provided with lesson plans during pre-school each year and are provided with reminders from administration throughout the year to keep them at the forefront of culture and climate discussions and instruction. Several staff members are AVID trained and Olweus Bullying Prevention trained. We plan to increase the number of staff trained. The PBIS/Olweus Committee meets monthly to discuss our plan and make revisions. We will continue to research and implement unique ways to engage stakeholders throughout the school year.

Goal: Our number of Office Discipline Referrals at the end of the 21-22 school year was 68, as evidenced in School Profiles. We expect our number of ODRs to decrease to 60 or less at the end of the 22-23 school year.

Our action steps related to this goal are:
1. The PBIS Team will train new staff on Blanton's PBIS Plan and provide a refresher to returning staff.
2. Teachers will utilize the PBIS Lesson Plans to explicitly teach the expectations to students.
3. Monitor call logs to identify students in need of behavior intervention.
4. Assign intervention/interventionist to students in need of support based on identified behavior.

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

Staff promote a positive culture and environment via the implementation of Restorative Practices, Positive Behavior Intervention Systems, Social-Emotional Learning, Equitable Instructional and Grading Practices, and Olweus Bullying Prevention.

Students promote a positive culture and environment by following the schoolwide Guidelines for Success and engaging in Restorative Practices.

Families promote a positive culture and environment by discussing their children's academic and behavioral progress with them at home as well as during check-in's and/or conferences with the teachers.

Community Members promote a positive culture and environment by engaging with students as mentors and discussing their academic and behavioral progress with them.