Blackburn Elementary School

2022-23 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: 11/1/2020

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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: B (60%) 2017-18: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 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.](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	75%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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 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
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
Delk, Danielle	Principal	*Teacher Evaluation School Improvement Lead Office and Support Staff Evaluator ILT/Data Team chair/5th Grade Data/Instructional Coaching Discipline Community Outreach/United Way Facilities FTE Administrator Lesson Plans MTSS Member Roster Verification SAC Facilitator/Member
Baker, Bryan	Assistant Principal	Teacher Evaluation Paraprofessional Supervision and Evaluation Chair of Safe & Orderly Schools Committee Discipline ILT/Data Team member/4th grade Professional Development Coordinator Data/Instructional Coaching Roster Verification(Back-up) Testing Administrator (FAST, District Benchmark Assess, ESOL-Coordinator With ESOL Resource Teacher Lesson Plans Report Cards/Progress Reports Textbook Administrator
Linton, Lisa	Reading Coach	*MTSS coordinator (Tier 2 and Tier 3 interventions) *Coordinator of teacher professional learning materials *ILT / 2nd Grade *Coordinator of Extended hour K-5 *Modeling and coaching of all instructional practices (Gen Ed and ESE) *Curriculum resources (Benchmark Advance, small group instruction, electronic resources, etc) *Data Team Member across Content Areas *L25 / Bubble Small Group Instruction *Literacy Committee Chair *AICE representative 1st grade
Matazinski, Lillian	Dean	*Discipline *Classroom CHAMPS Coaching *PBIS Chair and Coordinator *MTSS B *ILT *Data Team Member *ESE Liaison

Name	Position Title	Job Duties and Responsibilities
		*Bullying Contact Testing Coordinator: • FAST • District Benchmark Assess • STAR * Title I Crate * Student of the Month- Lifeksills *School Mentor
Haun, Sarah	Curriculum Resource Teacher	*K-2 Interventions, Instructional Support *National School Holidays *ILT K and 1st grade *Student Assemblies Coordinator *Push in support for K-2 *Reading Pals / Learning Pals Coordinator (United Way) *Kindergarten Transition Meetings
Jefferson, Theresa	School Counselor	*Individual and Group Counseling *Coordinator of Monthly Character Ed *504 Coordinator *Gifted Liaison *PBS Team Member *Check In Check Out Coordinator * ILT * MTSS Chair *Liaison for: Project Heart, Family Resources, Tidewell, and Hospice

Demographic Information

Principal start date
Sunday 11/1/2020, Adrienne Vos

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.*
3

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.*
8

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
548

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	87	68	85	91	77	70	0	0	0	0	0	0	0	478
Attendance below 90 percent	0	48	30	36	33	23	0	0	0	0	0	0	0	170
One or more suspensions	0	4	2	2	4	6	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	18	35	0	0	0	0	0	0	0	66
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	16	11	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	26	26	30	16	11	0	0	0	0	0	0	0	109

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	13	0	0	0	0	0	0	0	0	0	13
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
Tuesday 8/23/2022

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	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	

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	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	

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	40%	55%	56%				43%	52%	57%
ELA Learning Gains	51%						55%	57%	58%
ELA Lowest 25th Percentile	44%						66%	55%	53%
Math Achievement	64%	50%	50%				68%	63%	63%
Math Learning Gains	67%						72%	68%	62%
Math Lowest 25th Percentile	56%						73%	53%	51%
Science Achievement	39%	65%	59%				41%	48%	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	40%	51%	-11%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	48%	56%	-8%	58%	-10%
Cohort Comparison		-40%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	52%	-10%	56%	-14%
Cohort Comparison		-48%				

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	67%	60%	7%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	76%	65%	11%	64%	12%
Cohort Comparison		-67%				
05	2022					
	2019	64%	60%	4%	60%	4%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	48%	-7%	53%	-12%
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	31	34	18	45	68	50	41				
ELL	36	49	25	56	69	55	27				
BLK	31	50		57	83		42				
HSP	43	53	35	63	63	53	36				
WHT	44	52		70	66		43				
FRL	38	50	43	63	64	44	38				

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				
WHT	59	67		74	74		67				
FRL	44	51	62	66	68	69	36				

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)	ATSI
OVERALL Federal Index – All Students	52
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	58
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	51
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	55
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	50
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?

While growth has occurred over the past few years, ELA continues to be an area of difficulty for students, including SWD. Based on FSA data, ELA proficiency was 40% while students with disabilities performed at 31% satisfactory. Students with disabilities are also underperforming their peers in the area of math.

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

Based on 2022 state assessments, ELA proficiency was 40% when the target was 50%. In the learning gains category, Blackburn earned 51% with the target being 62%. ELA lowest quartile was 44% when the goal was to meet 65%. Based on these three components of ELA areas not met, ELA is the greatest area of need.

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

Contributing factors include lack of foundational skills and vocabulary needed to support reading comprehension.

In order to address the need for improvement, focus need to be strong foundational skills in primary grades to build the skills needed for student achievement in intermediate grades in the area of vocabulary and comprehension.

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

Based on 2022 state assessments Math continuous to show the most improvement and strength to the school. Student achievement was 64% and learning and lowest quartile gains were 67% and 56%, respectively.

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

Contributing factors to continuous math improvement include strong Acaletics block implemented with fidelity and remediation groups are implemented as needed for any student not meeting proficiency.

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

In order to accelerate learning in the area of Math, students are grouped into Accelerated Acaletics math groups as well as Acceleration for core instruction in grades 3 and 4. In the area of ELA, the main instructional focus will be targeted small group instruction.

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.

Professional Development opportunities will be provided to the staff based on their specific areas of need in addition to facilitated PD by the reading coach and District Instructional Specialists to target small group instruction needs.

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

In order to ensure sustainability of improvement, Blackburn maintains a low staff turnover over the past few years which builds teacher capacity. In addition, Blackburn's AICE program develops the skills of research, analysis, evaluation, reflection, collaboration and communication to strength knowledge in the core content areas.

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on standardized scores, students were lacking foundational and comprehension skills needed in ELA to meet proficiency. In order to close the achievement gap and increase proficiency, teachers will create instructional groups and strategically pull small groups to focus on deficits and areas of need.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May of 2023, 50% or more of students will meet proficiency in ELA as evidenced on the FAST Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student data will be continuously monitored using: Data analysis based on each FAST assessment, both by individual teachers and grade level teams Teachers will also analyze student work samples during collaborative planning to norm expectations throughout grade levels to close deficits. Analyze running records to determine miscues and next steps instructionally.
Person responsible for monitoring outcome:	Danielle Delk (delkd@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Utilizing small group instruction with targeted interventions (Tier 2 and Tier 3) including Benchmark Advance Intervention Kits for Tier 3 (Response to Intervention) Integrating Prior Knowledge to help comprehend complex texts Transfer of Knowledge (applying what you have learned to new text)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	All three strategies are high yield strategies for instruction. Based in student data, focused, small group instruction is needed to close the achievement gap specifically students with disabilities.

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.

Yearlong professional development and coaching support from Instructional Specialists for delivery practices for small group instruction. Yearlong grade level collaborative data meetings and instructional planning facilitated by an Instructional Leadership Team member to plan for responsive teaching.

Person Responsible	Danielle Delk (delkd@manateeschools.net)

#2. 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.**	Critical needs based on prior school student data include a lack of student comprehensive understanding of academic math and science vocabulary.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May of 2023, students will score 67% proficient in math and 45% in Science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Walkthroughs with administration and Reading Coach to monitor use of evidence of preplanned turn and talk higher order thinking questions focused on content specific math and science vocabulary acquisition, as well as write pair share responses using key vocabulary recorded in weekly lesson plans. Walk throughs will focus on monitoring implementation of math best standards. We will monitor student performance on summative and formative assessments including Acaletics as well as all district and state assessments. Acaletics walk throughs, regrouping of students, support from Acaletics personnel, and coaching cycles for instructors of Acaletics. Administration and instructional coach will conduct science based instructional walk throughs focused on the science instructional framework in fifth grade.
Person responsible for monitoring outcome:	Danielle Delk (delkd@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence based strategies include summarizing, DBQ and Inquiry text in acceleration program, teacher clarity through year long collaborative planning and professional development facilitated by instructional specialists and instructional leadership team members.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	All three evidence based strategies are high yield strategies to support students with academic vocabulary growth in the areas of math and science.

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. Professional Development and support from Instructional Specialists focused on content specific vocabulary in both math and science.
2. Collaboration with Instructional Specialist to focus on grade level, rigorous instruction to meet Science standards including content vocabulary using the science instructional framework.
3. Grade level collaborative data meetings facilitated by an Instructional Leadership Team member to plan for responsive teaching.

Person Responsible   Danielle Delk (delkd@manateeschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Looking at our ESSA subgroup of students with disabilities, our students scored below the 41% benchmark, scoring 40% this instructional practices for SWD to increase proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, SWD will Increase of proficiency in all content areas including 10% in ELA, 7% in Math and 5% in Science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	SWD data will be monitored through the following: Intervention data (Tier 2 and Tier 3) Benchmark Advanced Unit Assessment Running Records FAST
Person responsible for monitoring outcome:	Danielle Delk (delkd@manateeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Blackburn will focus on Response to Intervention during extended hours will all SWD students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Based on Hattie's High Yield Strategies, Response to Intervention has the highest high yield effect size. This will allow for targeted instruction for all students K-5 to close academic deficits and increase achievement.

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.

Professional Development with follow up coaching support from ESE Instructional Specialists as well as school Reading Coach.

Person Responsible   Danielle Delk (delkd@manateeschools.net)

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

Students in grades K-2 will receive direct and explicit instruction on the B.E.S.T. standards of all areas of reading and writing aligned to the benchmarks of expected student outcomes for their grade level. Additional opportunities for targeted small group instruction and tiered support interventions will be provided based on progress monitoring and running records data. Teachers will integrate writing across all content areas to strengthen early literacy development.

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

Students in grades 3-5 will receive instruction on the B.E.S.T. standards for all areas of literacy in reading and writing aligned to benchmarks of expected student outcomes for their grade level. Opportunities for targeted small group instruction and tiered support interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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)

By May 2023, at least 50% of students in K-2 will score proficiency in ELA as measured by state progress monitoring assessment aligned to B.E.S.T.

Grades 3-5: Measureable Outcome(s)

By May 2023, at least 50% of students in 3-5 will score proficiency in ELA as measured by state progress monitoring assessment aligned to B.E.S.T.

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.

Instructional practices will be monitored through the review of collaborative planning notes, lesson plans, and grade level alignment of standards, tasks, and formative assessments in reading and writing. A yearlong calendar of Data Chats and PD will support implementation of B.E.S.T. and new Benchmark Advance. MTSS is the systemic evaluation of instructional efficacy across all Tiers. Regularly scheduled walkthroughs will promote feedback practices and build teacher capacity for standards-based instruction and effective use of instructional materials.

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

Delk, Danielle, delkd@manateeschools.net

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?

Grade-level teams will plan collaboratively using a consistent planning protocol that supports instructional alignment. Teachers will use district-provided materials of Benchmark Advance for CORE reading and writing instruction aligned to B.E.S.T. Tiered intervention support will be provided using guided reading materials, and additional programs will be used to provide direct and explicit systematic instruction for more intense interventions. All learning will be progress-monitored through DIBELS for tier 2 and tier 3 interventions, and CORE instruction will be monitored through writing formative assessments and unit assessments aligned to the grade level benchmarks.

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 purpose of planning, implementing, and monitoring responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered intervention instruction will support Tier I literacy learning toward grade level mastery. The Decision-Trees from the Comprehensive Evidenced-based Reading Plan ensure that practices/programs address the identified need.

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
All action steps for the B.E.S.T ELA implementation Area of Focus also apply to the RAISE Area of Focus: Implement grade-level collaborative planning and provide professional development for Benchmark Advance, MTSS - A, FAST, running records, and the new writing rubrics. Provide ongoing coaching based upon student data, classroom observations, and teacher evaluation. School leadership will ensure the implementation of district curriculum/pacing guides and assessment calendars. Participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction. Implement the Decision-Trees from the Comprehensive Evidenced-based Reading Plan for reading intervention instruction. The instructional coach will participate in the monthly coaches' academy for ongoing PD on coaching for impact.	Delk, Danielle, delkd@manateeschools.net

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.

A positive school culture and environment focuses on the students, staff, families, and our community. Our staff strives to create a welcoming and positive environment for all. Our staff respond to the needs of the students wherever they are to improve their achievement. Our staff focuses on creating positive relationships with families using dojo and parent phone calls. Blackburn has a passionate staff with stakeholders willing to be flexible to meet all of the needs of our students. We have developed business and community partnerships to not only support our students but our staff as well. This year we have incorporated CHAMPS and Spark throughout the disciplines to ensure the focus is not only on the learning environment but througout the campus as well. Our Instructional Leadership Team has created goals to ensure that our mission and vision is established and supported throughout the school year.

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

Our attendance liason Mrs. Sanches takes an active daily role in supporting student attendance. Mrs. Sanches is also our business partnership leader that brings supports together from throughout the community. Mrs. Matazinksi supports our CHAMP's initiative that supports students being in the classroom to meet their educational needs with supports in place for the classroom environment. Dr. Jefferson our guidance Counselor, Mrs. Gangi another counselor and Mrs. Linton our reading coach take active roles in supporting a positive culture throughout the campus and community. Mr. Baker supports all students in staff with a priority on helping everyone grow into stronger students eductionally and life skills wise. Mrs. Delk our principal guides our foundation of having a caring and supporting family environment here at Blackburn Elementary.