

Blackburn Elementary School

3904 17TH ST E, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
77%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Blackburn Elementary School is to educate all students and develop lifelong learners.

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 imbeds instructional best practices. This commitment will ensure the development of confidence socially and academically, promote risk-taking, encourage initiative, and meet the unique needs of all students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Blackburn's staff learns about the students' cultures in a variety of ways. Some of those ways would be through genuine conversations, student inventories, connections to pieces of literature in which students can relate, and established ways of parent-staff communication which includes events, workshops, formal and informal conferences, phone and email. In order to build relationships based upon this learning of our students' cultures, Blackburn staff works to build relationships as it would for all parents by providing ongoing communication, both in English and Spanish, due to our large Hispanic population, as well as including parents in the decision making process through SAC and survey opportunities to name a few.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The environment the school creates to help students feel safe and respected before, during, and after school is established by implementing a Positive Behavior System program. This behavioral program encourages mutual respect and rewards good behavior choices while minimizing and providing appropriate consequences for inappropriate behavioral choices. In addition, the students are introduced to all office staff, including the Guidance Counselor, and are made aware of who is who on campus so they can easily recognize the opportunities to receive help should they desire.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavioral plan that is in place was also described above. Again, our school utilized the Positive Behavior System. An explanation, as well as supporting documents are shared below:

Blackburn Bolts
Blackburn Elementary's
Positive Behavior Support
2014-2015
Four Critical Features of PBS:

1. CLEAR EXPECTATIONS

* commonly taught and defined: Be Safe, Be Respectful, Be Responsible

2. RECOGNITION & REWARD SYSTEM FOR STUDENTS AND STAFF

3. CORRECTIONS

* Behavior is taught, re-taught, and monitored.

4. DATA DRIVEN DECISIONS

* Frequent examining and monitoring of student behavioral data to make good decisions about school wide behavior and individual student behavior.

Positive Behavior Support- PBS

Blackburn Elementary is a PBS School. We use positive behavior support as a means to provide effective research-based methods of positive discipline to significantly reduce the occurrence of problem behavior in our school. PBS results in a more positive school climate and helps improve academic performance.

Character Words For Blackburn:

Sept- Respect

Oct. Responsibility

Nov. Citizenship

Dec.- Kindness

Jan.- Self- Control

Feb.- Tolerance

March- Cooperation

April- Honesty

May- Courage

* Character Words will be focused on weekly. PBS classroom lesson will be conducted as needed.

Student Rewards/Incentives

Bolts:

Bolts are our way of implementing the PBS system at Blackburn. The bolt is a token. When anyone at the school feels that a student has exemplified one or more of the features, or has gone out of their way to be safe, responsible or respectful, a token is given to the student. The students collect their bolts and can redeem them at the school store for items, or they can be turned into their classroom teacher for a class collection that can be redeemed for a special treat from the Principal. The class bolts can be placed in the Guidance Counselor's box in an envelope or plastic zip top bag once 100 bolts are collected.

Bolt Pride Awards:

Each month a teacher will nominate and email to the Guidance Counselor one student who has shown the character trait of the corresponding character word of the month. The Principal will recognize these students at a luncheon. They will also be named in the school newsletter, and their pictures will be displayed in the entrance of the cafeteria.

Honor Roll Assembly & Recognition:

During each quarter, students in grades K-5 are recognized at an assembly for academic achievement. Parents are invited to attend, and all teachers in grades K-5 attend.

The awards are as follows:

Principal's Honor Roll: All A's and all S's

Honor Roll: A's and B's in all subjects, at least one A in any subject area, no U's

Responsible Learner: All S's in behavior

Blackburn is currently participating in District PBS training through this year, even though many staff members have been through PBS training two years ago. There is also a PBS committee made up of staff members that have agreed to volunteer time to be retrained, write and implement the PBS school-wide plan, and monitor it's progress throughout this year,

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school works to ensure the social-emotional needs of the students by providing all students the opportunity to meet with the school Guidance Counselor as needed, and the Guidance Counselor also provides classroom lessons. The School Counselor will meet with individual students, as well as have counseling groups to address the needs of the students and school. The school creates, provides, and supports a learning community through PBS (Positive Behavioral Support). The School Counselor will ensure access to community agencies and resources as needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	5	4	7	2	2	22
One or more suspensions	3	17	7	16	18	12	73
Course failure in ELA or Math	28	46	45	56	42	47	264
Level 1 on statewide assessment	0	0	0	34	7	15	56

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	10	6	11	9	13	52

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are monitored quarterly for attendance. The school Counselor and Social Worker will make home visits to address needs the families may have in order to improve student attendance. Students with multiple suspensions are monitored through data and antecedents, documented on the Behavior Tracking forms, and tracked by the MTSS team through conference notes and by communicating with parents as a part of the Problem Solving Process. This is all in an effort to improve behavior and decrease behaviors that lead to suspension. The students are also provided Tier 3 strategies to promote positive behavior in an individualized manner, on an as needed basis. Standards based instruction is monitored for fidelity to Tier 1, 2, and 3. In addition, Tier 2 instruction is based upon supporting data, and is implemented using research based strategies, again, with fidelity. Tier 3 also follows this model. The MTSS team reviews data indicating the need for support for students who experience Course Failure in either ELA or Math; however, this doesn't exclude looking at supporting data for any correlations between this data and data regarding a child's social/emotional needs. Finally, parents are notified and welcomed to be a part of the problem solving process. This process is also true for students scoring Level 1 on the statewide assessments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/217756>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Blackburn administration and a committed team made up of staff members deliberately and diligently reach out to our surrounding community through various means, such as establishing relationships with members of community organizations outside of school via phone, formal and informal presentations and discussions, and parent contacts. Many community business also reach out to Blackburn Elementary due to past experiences, professional relationships, and volunteer community goals and grants. The strategic process that sustains partnership is developed with purposeful tasks that prove to be effective with community partnerships. These tasks include established quarterly planned contact, two-way goals that benefit both organizations for the betterment of students in the community, and the committed activities that become a ritual to both organizations. These rituals include, but are limited to, reading buddies, providing opening school supplies, and Teacher Appreciation activities. This process is evaluated each year by the current committed Business chair and committee, and is sustained or improved each year through the fidelity of the tasks established. Blackburn Business Partners include, but are not limited to, our United Way Reading Pals, Walmart, Walgreens, Ellenton Pediatrics, and various surrounding churches.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Massi-Blackmore, Marla	Principal
Dixon, Connie	Assistant Principal
Lindsey, Amy	Other
Gonzalez, Jennifer	Other
Bloski, Kasey	Guidance Counselor
Francies, Krista	Administrative Support
Greathouse, Sally	Paraprofessional
Catlett, Sherry	Teacher, ESE
Agresta, Lacey	Teacher, K-12
Haun, Beth	Teacher, K-12
Uptegraff, Charlotte	Teacher, K-12
Voliva, Kimberly	Teacher, K-12
Sidnam, Janelle	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team will meet monthly and recap what we have been discussing in data teams. The team will also monitor the fidelity of the core reading instruction and acceleration. The Leadership Team will also conduct faculty book studies, lead committees, and lead school-wide professional development and/or any training related to effective instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team is formed from various staff members who lead smaller teams such as Data, LLT, MTSS/IST, Grade Level Teams, PBS, PI, etc. This team analyzes state, district, and school assessments and data that reflect the academic, social, and emotional needs of the students. Data that is also included in this analysis process is Parent Involvement data, the Title I Needs Assessment, and surveys that document input from all stakeholders. This team then proceeds through the 8 step process to ensure the problem solving process is implemented. This process forces all stakeholders to look deeper and examine all the surrounding factors that may not be considered without these steps being utilized. From there, it is presented to various stakeholders to gather input.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Leticia Pallares	Parent
Trudy Cohen	Parent
Sally Greathouse	Education Support Employee
Sandra Holmes	Business/Community
Marla Massi-Blackmore	Principal
Jennifer Gonzalez	Education Support Employee
Carlo Rodriquez	Education Support Employee
Lakeira Redding	Parent
Delian Rivas	Parent
Sarah Keiper	Parent
Dyanne Torres	Parent
Kaye Martin	Parent
Raquel Gonzalez	Education Support Employee
Tangie Shaw	Education Support Employee
Ivelisse Sanchez	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Due to a change in leadership, the documentation regarding evaluation is not available.

Development of this school improvement plan

Documentation of the last two SAC meetings reflect the analysis of the Needs Assessment from parents. 2013-2014 FCAT 2.0 and SAT 10 data was analyzed this summer by a volunteered group of staff members, Instruction Leadership Team and Data Team members. Blackburn parents were presented data and outlined goals and strategies for this year at Blackburn's Annual Title I meeting and were provided opportunities of input through discussion, face to face conversation and written feedback.

Preparation of the school's annual budget and plan

At Blackburn's Annual Title I meeting, parents were presented an outline of what, how, amount of funds to be planned and why for this year's budget. A flyer was provided with examples of options that these funds can provide in order to increase the academic and social successes.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year's administration utilized school improvement funds for a Parent Involvement Liaison (average paraprofessional wage), a Reading Coach (average teacher wage) and math materials to support the Florida State Standards.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC committee will be designing a strategic plan for recruitment on Tuesday, September 9, 2014. We have begun by having this first meeting before dismissal to accommodate family schedules. Within this plan, we will consider not only day and time of our meetings, but also the topics that are most meaningful to all our stakeholders and establish a systematic approach to deliver vital information in a timely manner for all stakeholders.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gonzalez, Jennifer	Instructional Coach
Lindsey, Amy	Instructional Coach
Dixon, Connie	Assistant Principal
Massi-Blackmore, Marla	Principal

Duties

Describe how the LLT promotes literacy within the school

LLT will meet weekly and recap student data from the Data and present to the monthly Leadership Team meetings. LLT along with the ILT will monitor the fidelity of the core reading instruction, small group acceleration, and individual instruction. The LLT will also conduct faculty book studies and any training related to effective literacy instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategies to encourage positive working relationships between teachers includes collaborative planning and instruction by providing Thursday mornings from 7:40 - 8:20 for additional team planning, which includes vertical planning, school committee commitment teams, and the opportunity for team building. In addition, activities are provided throughout the school year for staff to come together review and provide feedback on systems to improve the school beyond the SAC committee. If opportunities arise that may compromise positive working relationships, strategies are in place for facilitation of problem solving to mediate a positive outcome. Such a strategy would be by applying the "Seek First to Understand" strategy with both parties. Finally, among the many opportunities to encourage positive working relationships we work to provide a family atmosphere by often sharing motivational projects, celebrating the work of all, and by working to create an environment of trust.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Interviewing Committee; Strong Professional Development; Rigorous Screening; Providing opportunities to Clinical Education; Offer School-based leadership opportunities. In effort to recruit, develop and retain highly qualified, certified-in-field, and effective teachers to the school, we will continue to offer multiple Professional Development opportunities by also utilizing exemplar teachers, as resident experts, to share best practices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Conversations about teaching and learning are shaped by student work.
Mistakes are relished and accepted to be a part of continued learning.
Experimentation is encouraged and shared.
We commit to creating a culture that promotes a generosity of spirit.
We value dialogue and reflection as an opportunity to learn and grow.
Participants are respectful of the full commitment each member is making.
Time flexibility

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Blackburn Elementary will utilize both formal and informal student assessments to ensure core programs and materials are aligned to Florida's standards. Teachers and administrators will utilize FOCUS, PMRN and I-Ready, Running Records, DRA 2.0 scores, student work, district benchmark assessments, grade level common assessments, and previous FCAT2.0 and SAT10 scores. Each classroom teacher identifies students by tier in his/her lesson plan book for quick reference. Grade level teams meet on a weekly basis to analyze data (quantitative and qualitative) and make instructional decisions including tiered groups.

Teachers collaborate to plan instruction that uses the standard as the basis for lesson design. Instructional programs are used as a resource to support and enhance instruction. Teachers pull from a variety of resources to differentiate, remediate, and enrich students based on students' instructional levels or zone of proximal development.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Differentiated instruction is provided based on informal and formal fluent assessment. Based on a student's performance on the standards, students are provided small group instruction based on the need. For example, student work and observation is utilized daily to form small groups to reteach or enrich the standard being taught. Another example is how LLI groups were originated. These small groups have been established using standardized testing data and current reading levels. Students who are having difficulty reaching proficiency are instructed multiple times during the day in small groups. Again, small group instruction is a strategy based and designed to address, reteach and enrich the current standards being taught in class.

Teacher, instructional coaches, and administrators analyze data and develop strategies for students. Instructional coaches model instructional strategies and provide feedback to teachers through coaching cycles.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 60

After-school learning for the lowest 25% and students that data indicates a need for continuous strategies will be invited. Professional Development for staff after-school will also be provided after surveying staff needs and monthly student data reviews.

Strategy Rationale

Addition academic opportunities

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Massi-Blackmore, Marla, massim@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready, District assessments and grade level common assessments which include student writing in response to text.

Strategy: Weekend Program

Minutes added to school year: 30

Saturday student and adult learning

Strategy Rationale

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Massi-Blackmore, Marla, massim@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Professional Development schedule, Teacher Evaluation System (walkthroughs/Observations), I-Ready

Strategy: Weekend Program

Minutes added to school year: 30

Saturday Student and Adult Learning

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Massi-Blackmore, Marla, massim@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Professional Development schedule, Teacher Evaluation System (walkthroughs/Observations), I-Ready

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The strategies utilized for students in transition from early childhood programs to local elementary school programs are as follows:

The strategies employed to support new students entering Blackburn are as follows:

1. Families are provided a Blackburn brochure that describes fundamentals that are offered, Title I information and PBS news along with being given a Blackburn agenda and basic supplies.
2. The Principal, Assistant Principal, or school counselor will provide a school tour for families on the first day.
3. The student will be designated a peer mentor for his/her first week of school to orient the student socially and provide guidance on student expectations in his/her new class if entering after the first month of school.

The strategies utilized for students in transition from elementary school programs to middle school programs are as follows:

Early Winter

1. Fifth Grade General Education and ESE Teachers schedule to meet with our feeder Middle School (Sixth Grade Teachers) to vertically plan and collaborate in order to meet the expectations required from our students when entering sixth grade.

Early Spring

1. Students and parents are provided with flyers of various local middles which highlight offerings and dates to visit the various campuses.
2. Students are also presented information by various local middle school representatives through in-school informative presentations.
3. ESE students transition through a transition meeting where the ESE teacher along side wit the parent create a middle school schedule for the local middle school the student is projected to attend.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Blackburn will be a cohesive community of learners, increasing the achievement of students by 5 percentiles through delivering a consistent standard-based instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Blackburn will be a cohesive community of learners, increasing the achievement of students by 5 percentiles through delivering a consistent standard-based instruction. 1a

G036185

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - ED	60.0
AMO Reading - ELL	52.0
AMO Math - All Students	65.0
AMO Math - ED	62.0
AMO Math - ELL	65.0
FCAT 2.0 Science Proficiency	42.0
One or More Suspensions	50.0
Teacher attendance rate	95.0
Students in kindergarten exhibiting two or more EWS indicators	0.0
Non-proficient Reading by Grade 03	15.0

Resources Available to Support the Goal 2

- Professional Development for FSA standard-based instruction for all academic areas.
- Professional Development for the implementation of a researched-based instructional delivery framework (Tier I).
- Professional Development for strategic small group instruction and performance-based grouping (Differentiating/Tier II).
- Go Math; Number Talks; Think Central; CPALMS; FSA Portal for core and differentiating math instruction.
- Professional Development for Close reading utilizing the CIS lesson framework.
- Wonders from McGraw-Hill; Leveled Literacy Instruction; Leveled Readers; Word Sorts (Wonders); I-Ready; SRA 2.0; Classroom Libraries; Saxon Phonics; SRA Comprehension; Confering Groups for reading and writing.
- Response journaling and graphic organizer use for all academic areas.
- Scholastic (magazines, news,) used as classroom supplements and then sent home for review and home resource.
- Top Score Writing and Lucy Calkins' Writing Units of study for professional Development delivery and strategy instruction.
- Field trips to build schema and vocabulary.
- School-based Instructional Coach and ESOL Instructional Coach; District DA and Instructional Specialist
- Grade level text to be utilized for practice and assessment.
- Title I money for substitutes for teachers to attend data and collaborative planning meetings.
- Title I money for various types of teacher collaboration (grade level; vertical; integration with Fine Arts, etc.)
- Title I Parent Involvement

- Family Academic Events; Standard-based Workshops
- Title I funds after-school, Saturday and Summer acceleration programs.
- Community support including Pack-A-Sack 4 Kids; Walgreens; Walmart, and Reading Pal Volunteers associated with United Way

Targeted Barriers to Achieving the Goal **3**

- Lack of funds and out of classroom
- Lack of time to collaborate and for training on the Best Practices for analyzing FSA standards as a team, standard-based instructional delivery, Gradual Release Model, reading strategies for all learners, MTSS process and documentation, strategic and performance-based grouping, small group instruction, standard-based grading, text-based writing, CIS lessons (for close reading), analyzing of data from various sources, developing common assessments, etc.
- Time on task due to attendance/tardiness
- Lack of student organizational materials/supplies
- Lack of home support to reinforce reading strategies at home
- Lack of school-wide instructional cohesiveness
- Lack of school-wide cohesive consistent instructional Tier 2 and Tier 3 reading instruction
- Lack of understanding prescriptive reports for I-Ready, LLI and Tier III
- Students' lack of reading endurance
- Lack of teacher time for training
- Lack of spiral curriculum in grades second through fifth
- Lack of home exposure to literacy-rich math and science environment and reinforcement strategies for these academic areas at home
- Lack of writing across the curriculum
- Lack of translators at parent meetings, school-family events/workshops and for written communication
- Parents not understanding the importance of their children being in school everyday and being on time.
- Time and consistency with application of the Positive Behavior Support system
- Time and money for motivational materials and behavioral training and copies for school and home
- Lack of a comprehensive understanding of the Florida State Standards

Plan to Monitor Progress Toward G1. 8

Various sources of data will be collected and analyzed by various stakeholders in order to make the decisions that will increase student achievement. These sources include grade level common assessments, District assessments, I-Ready, PMRN (K), DRA 2.0, CPALM assessments, Acaletic data, Running Records, LLI, Parent Involvement data, attendance/tardiness data, PBS data and Tier III data.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/5/2015

Evidence of Completion

Grade level common assessments, District assessments, I-Ready, PMRN (K), DRA 2.0, CPALM assessments, Acaletic data, Running Records, LLI, attendance/tardiness data, PBS data, Professional Development attendance, Parent Involvement attendance and survey data and Tier III data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Blackburn will be a cohesive community of learners, increasing the achievement of students by 5 percentiles through delivering a consistent standard-based instruction. **1**

 G036185

G1.B1 Lack of funds and out of classroom **2**

 B086659

G1.B1.S1 Grade level Data Team meetings, MTSS/IST meetings, peer classroom observations, and professional collaboration will utilize staff and subs. Before/during/after/Saturday school Professional Development, book studies, analyzing student work and/or developing common assessments/plans will be implemented through grade level/vertical collaborative meetings and workshops **4**

 S097360

Strategy Rationale

Action Step 1 **5**

Staff will be provided coaching cycles, workshops, collaborative planning time, instructional discussions, data analysis meetings, and professional development from District and School-based Instructional Coaches based on quantitative and qualitative student data (GRR, ELL instruction, collaborative discussions, MTSS/IST, book studies, student journal responses, lesson planning, standard-based instruction).

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Teacher Evaluation System, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Established dates for grade level meetings facilitated by coaches and district and school-based administration, Data Team meeting to analyze various sources of student data, established professional development, and outlined coaching cycles based on student data

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/12/2014 to 6/30/2015

Evidence of Completion

Data gathered from: Professional Development schedule, Faculty attendance, Teacher Evaluation System, District benchmark assessments, DRA 2.0, Running Records, Tier II and III data, grade level assessments, unit assessments, lesson plans, student work, I-Ready, and FSA results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

ILT, Data Team, and Leadership Team meeting documents, Professional development schedule and agendas, walkthroughs, classroom observations, student work, various assessments

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Professional Development attendance, FSA data results

G1.B2 Lack of time to collaborate and for training on the Best Practices for analyzing FSA standards as a team, standard-based instructional delivery, Gradual Release Model, reading strategies for all learners, MTSS process and documentation, strategic and performance-based grouping, small group instruction, standard-based grading, text-based writing, CIS lessons (for close reading), analyzing of data from various sources, developing common assessments, etc. **2**

 B086660

G1.B2.S1 Hire one instructional coach specifically for the needs of our primary and intermediate teachers/students needs. Hire an ESOL Instructional coach/teacher for school-wide professional development and small group instruction for our ELL students and instruction for Tier II and III (District roadmaps) Both will support daily Grade level team data meeting discussions; Professional Development (FSA, GRR, Units of Study, differentiated instruction, etc.); (Before/During/After) MTSS/IST meetings; student work, assessments and lesson plans development **4**

 S113843

Strategy Rationale

Provides a instructional coaching model for Primary and Intermediate classrooms, an ESOL instructional coach/teacher for professional develop and small group instruction for our ELL students

Both provides teacher resources for grade level team data meeting discussions, Before/During/ After school Professional Development (FSA, GRR, Top Score Writing, Units of Study, the RTI documentation process, etc.) MTSS/IST meetings, student work, assessments, lesson plans, book studies, and journal responses to reading.

Action Step 1 **5**

Instructional coaching cycles, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and the writing and implementation of the standards will also be supported through coaching.

Person Responsible

Marla Massi-Blackmore

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Meeting with Administration regarding established coaching cycles, student work, various data sources, teacher questions, and collegial discussions.

Person Responsible

Marla Massi-Blackmore

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teacher Evaluation System, Professional Development schedule; faulty attendance, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, District Assessments grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA results

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

On-going collection of data from various sources, records of coaching cycles and team collaboration facilitated by coaches.

Person Responsible

Marla Massi-Blackmore

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Coaching documentation, I-Ready data, DRA 2.0, District Assessments, student work, running records, lesson plans, unit assessments, Tier data.

G1.B3 Time on task due to attendance/tardiness **2**

 B086661

G1.B3.S1 Utilize the school Guidance Counselor and Social Worker to make home visits to ensure family needs are met. In addition, the PBS school-wide plan and review attendance data from FOCUS reported by the District and school Progress monitoring of data will be utilized. The MTSS/IST and grade level members will meet and monitor grade level and individual students' attendance. **4**

 S113844

Strategy Rationale

Blackburn's attendance is below 90% (86%) and tardy data () indicates early warning signs that need to be addressed.

Action Step 1 **5**

Data Team will review attendance data from FOCUS reported by the District and school progress monitoring data. MTSS/IST members will also analyze attendance and tardiness to determine it as a factor. PBS Professional development and data, walkthroughs, observations and student work will also assist in monitoring this strategy.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/5/2015

Evidence of Completion

Attendance/tardiness data; Teacher Evaluation System, PBS data, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, Professional Development schedule, faulty attendance, FSA results

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review attendance data from FOCUS reported by the District and school progress monitoring of data- involvement in MTSS/IST grade level team data meeting discussions, School Guidance Counselor and Social Worker's documentation of home visits, monitor PBS data, walkthroughs, and student work

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Attendance/tardiness data, School Social Worker and Guidance Counselor documentation, District benchmark assessments, Behavioral Tracking forms/Referrals, grade level common assessments, unit assessments, I-Ready, PMRN (K), Running Records, DRA 2.0, Running Records, Faculty attendance, PBS data and FSA results

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monthly Data meetings, grade level meeting discussions for student work, weekly MTSS Meetings to review attendance and academic data.

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Attendance/tardy data, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, DRA 2.0, Running Records, PBS data

G1.B5 Lack of home support to reinforce reading strategies at home **2**

 B086663

G1.B5.S1 Standard-based parent workshops with provided childcare, and professional development for literacy, mathematics and science school/home resources and strategies Translator for workshops **4**

 S113845

Strategy Rationale

Needs assessments indicated that resources sent home was valued and was noted as wanted (%).

Action Step 1 **5**

A grade level team will volunteer to be trained and implement standard-based parent workshop. Lesson plans and resources will be constructed and best practices will be demonstrated for parents and students for the standard being mastered. Childcare and translation will be available.

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

District assessments, grade level common assessments, parent attendance and signatures, surveys

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Established parent workshop dates, parent attendance, Title I training for PI, and standard data

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Parent attendance, signatures and surveys; standard data

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monthly Parent Involvement committee meetings; Data Team Meetings, Parent feedback through feedback

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Parent attendance, signatures, and surveys; student work/data

G1.B6 Lack of school-wide instructional cohesiveness 2

 B086664

G1.B6.S1 Professional Development for Tier I instructional delivery that is based on best practices and research-based processes. 4

 S097687

Strategy Rationale

Action Step 1 5

Professional development from school-based instructional coaches, administrators, peer teachers, and District instructional coaches through various methods (modeling, workshops, collaborative planning, facilitating analyzation of student outcomes, etc).

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

School-based coaching logs, Data Meetings, Leadership Meetings

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

I-Ready, Running Records, Lesson Plans, Coaching logs, District Assessments, Attendance logs, students work, DRA 2.0, FSS assessments

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Data Meetings, Leadership Meetings, Coaching logs

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

I-Ready, Running Records, Lesson Plans, Coaching logs, District Assessments, Attendance logs, students work, DRA 2.0, FSS assessments

G1.B7 Lack of school-wide cohesive consistent instructional Tier 2 and Tier 3 reading instruction **2**

 B086665

G1.B7.S1 Professional Development for initial and follow up training for effective researched-based instruction that addresses student Tier 2 and Tier 3 reading needs (LLI, Saxon Phonics, CIS, etc.) **4**

 S116231

Strategy Rationale

Action Step 1 **5**

Professional Development will be implemented for small group (strategic grouping) instruction, performance-based instruction and differentiated instruction based on student data.

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Professional Development schedule; Teacher attendance; lesson plans, walkthroughs, observation, student data

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Established Professional Development dates; MTSS meetings; Data Team meetings to analyze Tier 2 and 3 students

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Professional development dates; Faculty Attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results

G1.B9 Lack of understanding prescriptive reports for I-Ready, LLI and Tier III **2**

 B101057

G1.B9.S1 Professional Development on how to analyze prescriptive reports and create instructional lesson plans to meet student needs that is provided by the data **4**

 S116247

Strategy Rationale

Action Step 1 **5**

Professional Development opportunities will be planned and implemented to understand how to interpret student data and plan instruction to increase the mastery of the standards being taught by various school-based teams (ILT, MTSS, Instructional Coaches and Data Team members).

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Professional Development schedule, agenda, faculty attendance, student data analysis graphs/charts/Excel sheets

Plan to Monitor Fidelity of Implementation of G1.B9.S1 **6**

Professional development schedule; student data analyzed through excel sheets, charts, graphs; lesson plans; walkthroughs/observations

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Professional Development schedule, faculty attendance, MTSS data, Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, PMRN (K), unit assessments, I-Ready, Running Records and FSA results

G1.B10 Students' lack of reading endurance **2**

 B101058

G1.B10.S1 Professional Development and collaborative planning for the Gradual Release Model, Instructional Best Practices, Student Interest Reading Inventories, Running Records, and motivational strategies. **4**

 S116233

Strategy Rationale

Action Step 1 **5**

Coaching cycles based on student data, observations, professional development of various best practices, grade level collaboration and meetings discussing and analyzing of student data

Person Responsible

Marla Massi-Blackmore

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B10.S1 **6**

Classroom observations, walkthroughs, lesson plans, Teacher Evaluation, student work

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, running records and FSA data

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Weekly team meetings, daily ILT meetings, Grade level/ILT collaboration, lesson plans, walkthroughs/Observations

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, FSA data

G1.B13 Lack of spiral curriculum in grades second through fifth 2

 B101062

G1.B13.S1 Professional Development, collaborative planning, and Mathematics and Science spiral curriculum such as Acaletics and Science Weekly 4

 S116235

Strategy Rationale

Action Step 1 5

Implementing Professional Development for spiral mathematical spiral curriculum and student spiral instruction based on performance-based grouping

Person Responsible

Marla Massi-Blackmore

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Established timeline assessment for analyzing and regrouping based on the performance

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Established assessment and analyzing dates for grades second through fifth; Data Team Meetings

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Spiral curriculum assessments, grade level common assessments, District assessments, unit assessments, I-Ready, FSA data

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Analyzation of spiral assessment data, monthly Data meetings, weekly grade level meetings

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Spiral assessment data, grade level common assessments, unit assessments, District assessments, I-Ready

G1.B17 Parents not understanding the importance of their children being in school everyday and being on time. 2

 B101066

G1.B17.S1 Parent Standard-Based workshops; Research discussions 4

 S116245

Strategy Rationale

Action Step 1 5

Title I District department will facilitate this process

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

District Assessment

G1.B18 Time and consistency with application of the Positive Behavior Support system **2**

 B101068

G1.B18.S1 Professional development and follow up activities addressing PBS goals and expectations, specific behavioral positive feedback, and motivational materials **4**

 S116240

Strategy Rationale

Action Step 1 **5**

The Blackburn initiative to effectively implement PBS is to establish scheduled professional development of PBS, clear collaborative school-wide committed plan, planned dates and strategies to honor students, and provide follow-up professional development based on student and staff data. The data and MTSS team will monitor and report out the the leadership team. This initiative is supported by a school-based PBS committee who is participating in District training throughout the year.

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

PBS Professional Development schedule, faculty attendance, PBS, MTSS and student attendance/tardiness data, progress reports, report cards and student input

Plan to Monitor Fidelity of Implementation of G1.B18.S1 **6**

PBS Professional Development follow-ups based on student and teacher data, student attendance/tardiness, Behavioral Tracking forms/Referrals

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data

Plan to Monitor Effectiveness of Implementation of G1.B18.S1 7

Data Team, MTSS, and Leadership team meetings; collaborative committee work from PBS members; Professional Development PBS follow-ups based on student and teacher data

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data

G1.B19 Time and money for motivational materials and behavioral training and copies for school and home

2

 B101069

G1.B19.S1 Professional Development and follow up collaborative sessions for PBS and materials for school and home. 4

 S116241

Strategy Rationale

Parents appear to not understand the correlation between good attendance and minimal tardiness and academical success.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G1.B20 Lack of a comprehensive understanding of the Florida State Standards **2**

 B104988

G1.B20.S1 Professional Development, Professional Learning Communities, and collaborative planning to unpack and develop the Know, Understand, and Do, lesson and assessment analyzation of the Florida Standards; CPALMS, FSA Portal, book studies, **4**

 S116244

Strategy Rationale

New standards

Action Step 1 **5**

Professional Development sessions, PLCs, team and vertical planning,

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Manatee County Teacher Evaluation System, PMRN, District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA

Plan to Monitor Fidelity of Implementation of G1.B20.S1 **6**

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Professional Development schedule, Teacher Evaluation System (walkthroughs/ Observations), I-Ready

Plan to Monitor Effectiveness of Implementation of G1.B20.S1 7

Professional Development schedule, Teacher Evaluation System (walkthroughs/Observations), I-Ready

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Professional Development survey, Teacher Evaluation System (walkthroughs/Observations), I-Ready

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Staff will be provided coaching cycles, workshops, collaborative planning time, instructional discussions, data analysis meetings, and professional development from District and School-based Instructional Coaches based on quantitative and qualitative student data (GRR, ELL instruction, collaborative discussions, MTSS/IST, book studies, student journal responses, lesson planning, standard-based instruction).	Massi-Blackmore, Marla	8/12/2014	Teacher Evaluation System, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA data	6/30/2015 weekly
G1.B20.S1.A1	Professional Development sessions, PLCs, team and vertical planning,	Massi-Blackmore, Marla	8/12/2014	Manatee County Teacher Evaluation System, PMRN, District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA	6/5/2015 weekly
G1.B2.S1.A1	Instructional coaching cycles, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analysis of student work, and the writing and implementation of the standards will also be supported through coaching.	Massi-Blackmore, Marla	8/18/2014		6/5/2015 daily
G1.B3.S1.A1	Data Team will review attendance data from FOCUS reported by the District and school progress monitoring data. MTSS/IST members will also analyze attendance and tardiness to determine it as a factor. PBS Professional development and data, walkthroughs, observations and student work will also assist in monitoring this strategy.	Massi-Blackmore, Marla	8/12/2014	Attendance/tardiness data; Teacher Evaluation System, PBS data, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, Professional Development schedule, faulty attendance, FSA results	6/5/2015 one-time
G1.B19.S1.A1	[no content entered]			one-time	

Manatee - 0541 - Blackburn Elementary School - 2014-15 SIP
Blackburn Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B13.S1.A1	Implementing Professional Development for spiral mathematical spiral curriculum and student spiral instruction based on performance-based grouping	Massi-Blackmore, Marla	9/8/2014	Established timeline assessment for analyzing and regrouping based on the performance	6/5/2015 daily
G1.B10.S1.A1	Coaching cycles based on student data, observations, professional development of various best practices, grade level collaboration and meetings discussing and analyzing of student data	Massi-Blackmore, Marla	8/18/2014		6/5/2015 daily
G1.B5.S1.A1	A grade level team will volunteer to be trained and implement standard-based parent workshop. Lesson plans and resources will be constructed and best practices will be demonstrated for parents and students for the standard being mastered. Childcare and translation will be available.	Massi-Blackmore, Marla	8/12/2014	District assessments, grade level common assessments, parent attendance and signatures, surveys	6/5/2015 quarterly
G1.B7.S1.A1	Professional Development will be implemented for small group (strategic grouping) instruction, performance-based instruction and differentiated instruction based on student data.	Massi-Blackmore, Marla	8/12/2014	Professional Development schedule; Teacher attendance; lesson plans, walkthroughs, observation, student data	6/5/2015 monthly
G1.B9.S1.A1	Professional Development opportunities will be planned and implemented to understand how to interpret student data and plan instruction to increase the mastery of the standards being taught by various school-based teams (ILT, MTSS, Instructional Coaches and Data Team members).	Massi-Blackmore, Marla	8/12/2014	Professional Development schedule, agenda, faculty attendance, student data analysis graphs/charts/Excel sheets	6/5/2015 monthly
G1.B18.S1.A1	The Blackburn initiative to effectively implement PBS is to establish scheduled professional development of PBS, clear collaborative school-wide committed plan, planned dates and strategies to honor students, and provide follow-up professional development based on student and staff data. The data and MTSS team will monitor and report out the the leadership team. This initiative is supported by a school-based PBS committee who is participating in District training throughout the year.	Massi-Blackmore, Marla	8/12/2014	PBS Professional Development schedule, faculty attendance, PBS, MTSS and student attendance/tardiness data, progress reports, report cards and student input	6/5/2015 quarterly
G1.B17.S1.A1	Title I District department will facilitate this process	Massi-Blackmore, Marla	8/12/2014	District Assessment	6/5/2015 quarterly
G1.B6.S1.A1	Professional development from school-based instructional coaches, administrators, peer teachers, and District instructional coaches through various methods (modeling, workshops, collaborative planning, facilitating analyzation of student outcomes, etc).	Massi-Blackmore, Marla	8/18/2014		6/5/2015 monthly
G1.MA1	Various sources of data will be collected and analyzed by various stakeholders in order to make the decisions that will increase student achievement. These sources include grade level common assessments, District assessments, I-Ready, PMRN (K), DRA 2.0, CPALM assessments, Acaletic data, Running Records, LLI, Parent Involvement data,	Massi-Blackmore, Marla	8/12/2014	Grade level common assessments, District assessments, I-Ready, PMRN (K), DRA 2.0, CPALM assessments, Acaletic data, Running Records, LLI, attendance/tardiness data, PBS data, Professional Development attendance, Parent Involvement attendance and survey data and Tier III data.	6/5/2015 one-time

Manatee - 0541 - Blackburn Elementary School - 2014-15 SIP
Blackburn Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	attendance/tardiness data, PBS data and Tier III data.				
G1.B1.S1.MA1	ILT, Data Team, and Leadership Team meeting documents, Professional development schedule and agendas, walkthroughs, classroom observations, student work, various assessments	Massi-Blackmore, Marla	8/12/2014	Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Professional Development attendance, FSA data results	6/5/2015 monthly
G1.B1.S1.MA1	Established dates for grade level meetings facilitated by coaches and district and school-based administration, Data Team meeting to analyze various sources of student data, established professional development, and outlined coaching cycles based on student data	Massi-Blackmore, Marla	8/12/2014	Data gathered from: Professional Development schedule, Faculty attendance, Teacher Evaluation System, District benchmark assessments, DRA 2.0, Running Records, Tier II and III data, grade level assessments, unit assessments, lesson plans, student work, I-Ready, and FSA results	6/30/2015 weekly
G1.B6.S1.MA1	Data Meetings, Leadership Meetings, Coaching logs	Massi-Blackmore, Marla	8/18/2014	I-Ready, Running Records, Lesson Plans, Coaching logs, District Assessments, Attendance logs, students work, DRA 2.0, FSS assessments	6/5/2015 monthly
G1.B6.S1.MA1	School-based coaching logs, Data Meetings, Leadership Meetings	Massi-Blackmore, Marla	8/18/2014	I-Ready, Running Records, Lesson Plans, Coaching logs, District Assessments, Attendance logs, students work, DRA 2.0, FSS assessments	6/5/2015 monthly
G1.B2.S1.MA1	On-going collection of data from various sources, records of coaching cycles and team collaboration facilitated by coaches.	Massi-Blackmore, Marla	8/12/2014	Coaching documentation, I-Ready data, DRA 2.0, District Assessments, student work, running records, lesson plans, unit assessments, Tier data.	6/5/2015 daily
G1.B2.S1.MA1	Meeting with Administration regarding established coaching cycles, student work, various data sources, teacher questions, and collegial discussions.	Massi-Blackmore, Marla	8/12/2014	Teacher Evaluation System, Professional Development schedule; faculty attendance, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, District Assessments grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA results	6/5/2015 daily
G1.B3.S1.MA1	Monthly Data meetings, grade level meeting discussions for student work, weekly MTSS Meetings to review attendance and academic data.	Massi-Blackmore, Marla	8/12/2014	Attendance/tardy data, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, DRA 2.0, Running Records, PBS data	6/5/2015 monthly
G1.B3.S1.MA1	Review attendance data from FOCUS reported by the District and school progress monitoring of data-involvement in MTSS/IST grade level team data meeting discussions, School Guidance Counselor and Social Worker's documentation of home visits, monitor PBS data, walkthroughs, and student work	Massi-Blackmore, Marla	8/12/2014	Attendance/tardiness data, School Social Worker and Guidance Counselor documentation, District benchmark assessments, Behavioral Tracking forms/Referrals, grade level common assessments, unit assessments, I-Ready, PMRN (K), Running Records, DRA 2.0, Running Records, Faculty attendance, PBS data and FSA results	6/5/2015 weekly
G1.B5.S1.MA1	Monthly Parent Involvement committee meetings; Data Team Meetings, Parent feedback through feedback	Massi-Blackmore, Marla	9/8/2014	Parent attendance, signatures, and surveys; student work/data	6/5/2015 quarterly
G1.B5.S1.MA1	Established parent workshop dates, parent attendance, Title I training for PI, and standard data	Massi-Blackmore, Marla	8/12/2014	Parent attendance, signatures and surveys; standard data	6/5/2015 quarterly
G1.B7.S1.MA1	Established Professional Development dates; MTSS meetings; Data Team meetings to analyze Tier 2 and 3 students	Massi-Blackmore, Marla	8/12/2014	Professional development dates; Faculty Attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results	
G1.B10.S1.MA1	Weekly team meetings, daily ILT meetings, Grade level/ILT collaboration, lesson plans, walkthroughs/ Observations	Massi-Blackmore, Marla	8/12/2014	Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, FSA data	6/5/2015 weekly
G1.B10.S1.MA1	Classroom observations, walkthroughs, lesson plans, Teacher Evaluation, student work	Massi-Blackmore, Marla	8/12/2014	Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, running records and FSA data	6/5/2015 weekly
G1.B13.S1.MA1	Analyzation of spiral assessment data, monthly Data meetings, weekly grade level meetings	Massi-Blackmore, Marla	9/8/2014	Spiral assessment data, grade level common assessments, unit assessments, District assessments, I-Ready	6/5/2015 monthly
G1.B13.S1.MA1	Established assessment and analyzing dates for grades second through fifth; Data Team Meetings	Massi-Blackmore, Marla	9/8/2014	Spiral curriculum assessments, grade level common assessments, District assessments, unit assessments, I-Ready, FSA data	6/5/2015 monthly
G1.B18.S1.MA1	Data Team, MTSS, and Leadership team meetings; collaborative committee work from PBS members; Professional Development PBS follow-ups based on student and teacher data	Massi-Blackmore, Marla	8/12/2014	Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data	6/5/2015 quarterly
G1.B18.S1.MA1	PBS Professional Development follow-ups based on student and teacher data, student attendance/tardiness, Behavioral Tracking forms/Referrals	Massi-Blackmore, Marla	8/12/2014	Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data	6/5/2015 quarterly
G1.B20.S1.MA1	Professional Development schedule, Teacher Evaluation System (walkthroughs/Observations), I-Ready	Massi-Blackmore, Marla	8/12/2014	Professional Development survey, Teacher Evaluation System (walkthroughs/Observations), I-Ready	6/5/2015 monthly
G1.B20.S1.MA1	[no content entered]	Massi-Blackmore, Marla	8/12/2014	Professional Development schedule, Teacher Evaluation System (walkthroughs/Observations), I-Ready	6/5/2015 monthly
G1.B9.S1.MA1	Professional development schedule; student data analyzed through excel sheets, charts, graphs; lesson plans; walkthroughs/observations	Massi-Blackmore, Marla	8/12/2014	Professional Development schedule, faculty attendance, MTSS data, Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, PMRN (K), unit assessments, I-Ready, Running Records and FSA results	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Blackburn will be a cohesive community of learners, increasing the achievement of students by 5 percentiles through delivering a consistent standard-based instruction.

G1.B1 Lack of funds and out of classroom

G1.B1.S1 Grade level Data Team meetings, MTSS/IST meetings, peer classroom observations, and professional collaboration will utilize staff and subs. Before/during/after/Saturday school Professional Development, book studies, analyzing student work and/or developing common assessments/plans will be implemented through grade level/vertical collaborative meetings and workshops

PD Opportunity 1

Staff will be provided coaching cycles, workshops, collaborative planning time, instructional discussions, data analysis meetings, and professional development from District and School-based Instructional Coaches based on quantitative and qualitative student data (GRR, ELL instruction, collaborative discussions, MTSS/IST, book studies, student journal responses, lesson planning, standard-based instruction).

Facilitator

Administration, School-based and District Instructional Coaches, MTSS/IST Chairs and Committee Members.

Participants

Faculty

Schedule

Weekly, from 8/12/2014 to 6/30/2015

G1.B2 Lack of time to collaborate and for training on the Best Practices for analyzing FSA standards as a team, standard-based instructional delivery, Gradual Release Model, reading strategies for all learners, MTSS process and documentation, strategic and performance-based grouping, small group instruction, standard-based grading, text-based writing, CIS lessons (for close reading), analyzing of data from various sources, developing common assessments, etc.

G1.B2.S1 Hire one instructional coach specifically for the needs of our primary and intermediate teachers/students needs. Hire an ESOL Instructional coach/teacher for school-wide professional development and small group instruction for our ELL students and instruction for Tier II and III (District roadmaps) Both will support daily Grade level team data meeting discussions; Professional Development (FSA, GRR, Units of Study, differentiated instruction, etc.); (Before/During/After) MTSS/IST meetings; student work, assessments and lesson plans development

PD Opportunity 1

Instructional coaching cycles, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and the writing and implementation of the standards will also be supported through coaching.

Facilitator

Jennifer Gonzalez, Amy Lindsey, Marla Massi-Blackmore and Connie Dixon

Participants

Faculty

Schedule

Daily, from 8/18/2014 to 6/5/2015

G1.B3 Time on task due to attendance/tardiness

G1.B3.S1 Utilize the school Guidance Counselor and Social Worker to make home visits to ensure family needs are met. In addition, the PBS school-wide plan and review attendance data from FOCUS reported by the District and school Progress monitoring of data will be utilized. The MTSS/IST and grade level members will meet and monitor grade level and individual students' attendance.

PD Opportunity 1

Data Team will review attendance data from FOCUS reported by the District and school progress monitoring data. MTSS/IST members will also analyze attendance and tardiness to determine it as a factor. PBS Professional development and data, walkthroughs, observations and student work will also assist in monitoring this strategy.

Facilitator

Data Team, MTSS, PBS Team (Committee), school-based Social Worker, Guidance Counselor and Administration

Participants

Faculty

Schedule

On 6/5/2015

G1.B5 Lack of home support to reinforce reading strategies at home

G1.B5.S1 Standard-based parent workshops with provided childcare, and professional development for literacy, mathematics and science school/home resources and strategies Translator for workshops

PD Opportunity 1

A grade level team will volunteer to be trained and implement standard-based parent workshop. Lesson plans and resources will be constructed and best practices will be demonstrated for parents and students for the standard being mastered. Childcare and translation will be available.

Facilitator

Volunteered grade level team; Title I Representative; Administration

Participants

Blackburn grade level parents

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

G1.B6 Lack of school-wide instructional cohesiveness

G1.B6.S1 Professional Development for Tier I instructional delivery that is based on best practices and research-based processes.

PD Opportunity 1

Professional development from school-based instructional coaches, administrators, peer teachers, and District instructional coaches through various methods (modeling, workshops, collaborative planning, facilitating analyzation of student outcomes, etc).

Facilitator

Administration, School-based Instructional and District coaches

Participants

Staff

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B7 Lack of school-wide cohesive consistent instructional Tier 2 and Tier 3 reading instruction

G1.B7.S1 Professional Development for initial and follow up training for effective researched-based instruction that addresses student Tier 2 and Tier 3 reading needs (LLI, Saxon Phonics, CIS, etc.)

PD Opportunity 1

Professional Development will be implemented for small group (strategic grouping) instruction, performance-based instruction and differentiated instruction based on student data.

Facilitator

School-based and District coaches; Committee staff members; Administration

Participants

Faculty

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G1.B9 Lack of understanding prescriptive reports for I-Ready, LLI and Tier III

G1.B9.S1 Professional Development on how to analyze prescriptive reports and create instructional lesson plans to meet student needs that is provided by the data

PD Opportunity 1

Professional Development opportunities will be planned and implemented to understand how to interpret student data and plan instruction to increase the mastery of the standards being taught by various school-based teams (ILT, MTSS, Instructional Coaches and Data Team members).

Facilitator

ILT, MTSS, Instructional Coaches, Data Team members, and Administration

Participants

Faculty

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G1.B10 Students' lack of reading endurance

G1.B10.S1 Professional Development and collaborative planning for the Gradual Release Model, Instructional Best Practices, Student Interest Reading Inventories, Running Records, and motivational strategies.

PD Opportunity 1

Coaching cycles based on student data, observations, professional development of various best practices, grade level collaboration and meetings discussing and analyzing of student data

Facilitator

Administration, School-based Instructional Coaches

Participants

Faculty

Schedule

Daily, from 8/18/2014 to 6/5/2015

G1.B13 Lack of spiral curriculum in grades second through fifth

G1.B13.S1 Professional Development, collaborative planning, and Mathematics and Science spiral curriculum such as Acaletics and Science Weekly

PD Opportunity 1

Implementing Professional Development for spiral mathematical spiral curriculum and student spiral instruction based on performance-based grouping

Facilitator

Administration

Participants

Second through Fifth grade General and ESE teachers

Schedule

Daily, from 9/8/2014 to 6/5/2015

G1.B18 Time and consistency with application of the Positive Behavior Support system

G1.B18.S1 Professional development and follow up activities addressing PBS goals and expectations, specific behavioral positive feedback, and motivational materials

PD Opportunity 1

The Blackburn initiative to effectively implement PBS is to establish scheduled professional development of PBS, clear collaborative school-wide committed plan, planned dates and strategies to honor students, and provide follow-up professional development based on student and staff data. The data and MTSS team will monitor and report out the the leadership team. This initiative is supported by a school-based PBS committee who is participating in District training throughout the year.

Facilitator

PBS school-based committee

Participants

Faculty

Schedule

Quarterly, from 8/12/2014 to 6/5/2015

G1.B20 Lack of a comprehensive understanding of the Florida State Standards

G1.B20.S1 Professional Development, Professional Learning Communities, and collaborative planning to unpack and develop the Know, Understand, and Do, lesson and assessment analyzation of the Florida Standards; CPALMS, FSA Portal, book studies,

PD Opportunity 1

Professional Development sessions, PLCs, team and vertical planning,

Facilitator

Leadership Team

Participants

Faculty

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Blackburn will be a cohesive community of learners, increasing the achievement of students by 5 percentiles through delivering a consistent standard-based instruction.	200,000
Grand Total	200,000

Goal 1: Blackburn will be a cohesive community of learners, increasing the achievement of students by 5 percentiles through delivering a consistent standard-based instruction.

Description	Source	Total
B1.S1.A1 - Professional Development/Collaborative Planning/Materials	Title I Part A	0
B2.S1.A1 - Professional Development/Collaborative Planning	Title I Part A	20,000
B3.S1.A1 - Data and PBS Professional Development	Title I Part A	3,000
B5.S1.A1 - Childcare; Translation; Take-Home materials	Title I Part A	7,000
B7.S1.A1 - After-school/Saturday Professional Development	Title I Part A	50,000
B9.S1.A1 - Professional Development		0
B10.S1.A1 - Instructional Coach		70,000
B13.S1.A1 - Acaletics/Scholastic Weekly		8,000
B18.S1.A1 - PBS Professional Development; PBS materials; student motivational materials/supplies; copies; awards	Title I Part A	10,000
B20.S1.A1 - School Improvement Books, videos, and conferences		32,000
Total Goal 1		200,000