Blanton Elementary School

leadership

analysis

students

Florida

college and career

mission

ambitious

school improvement

family and community involvement

striving

achievement

teaching

relationships

needs assessment

success

resources

areas of focus

supportive environment

instruction

strategic planning

collaboration

vision

learning

growth

2019-20 School Improvement Plan

Table of Contents

Blanton Elementary School

6400 54TH AVE N, St Petersburg, FL 33709

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

Demographics

Principal: Lisa Roth K

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C
	2016-17: C
	2015-16: C
	2014-15: C
	2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Our mission is to inspire lifelong learning and to provide opportunities for students to gain knowledge, skills, and develop character for success in our changing world. Blanton's belief is that all students can learn, achieve learning gains, make good choices, and act responsibly.

Provide the school's vision statement

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Roth, Lisa	Principal	Principal
Piland, Cody	Assistant Principal	Assistant Principal
Holland, Debbie	Guidance Counselor	Guidance Counselor
Nguyen, Hieu	Instructional Coach	MTSS Coach

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	99	84	86	83	70	0	0	0	0	0	0	0	482
Attendance below 90 percent	3	15	11	18	11	12	0	0	0	0	0	0	0	70
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	11	8	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	6	22	19	0	0	0	0	0	0	0	47

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	1	10	12	8	0	0	0	0	0	0	0	34

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	7	9	3	8	9	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	1	0	1	0	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
41

Date this data was collected or last updated
Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	20	12	19	17	20	0	0	0	0	0	0	0	111
One or more suspensions	0	2	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	11	8	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	21	29	27	0	0	0	0	0	0	0	77

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	3	1	13	13	8	0	0	0	0	0	0	0	39

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	54%	57%	39%	50%	56%
ELA Learning Gains	53%	59%	58%	37%	47%	55%
ELA Lowest 25th Percentile	44%	54%	53%	33%	40%	48%
Math Achievement	56%	61%	63%	54%	61%	62%
Math Learning Gains	54%	61%	62%	53%	56%	59%
Math Lowest 25th Percentile	46%	48%	51%	43%	42%	47%
Science Achievement	42%	53%	53%	51%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	60 (0)	99 (0)	84 (0)	86 (0)	83 (0)	70 (0)	482 (0)
Attendance below 90 percent	3 ()	15 ()	11 ()	18 ()	11 ()	12 ()	70 (0)
One or more suspensions	0 ()	2 (0)	1 (0)	0 (0)	0 (0)	0 (0)	3 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	11 (0)	8 (0)	2 (0)	21 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	22 (0)	19 (0)	47 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	56%	0%	58%	-2%
	2018	40%	53%	-13%	57%	-17%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	41%	56%	-15%	58%	-17%
	2018	31%	51%	-20%	56%	-25%
Same Grade Comparison		10%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		1%				
05	2019	42%	54%	-12%	56%	-14%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		4%				
Cohort Comparison		11%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	61%	62%	-1%	62%	-1%
	2018	56%	62%	-6%	62%	-6%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	57%	64%	-7%	64%	-7%
	2018	57%	62%	-5%	62%	-5%
Same Grade Comparison		0%				
Cohort Comparison		1%				
05	2019	42%	60%	-18%	60%	-18%
	2018	51%	61%	-10%	61%	-10%
Same Grade Comparison		-9%				
Cohort Comparison		-15%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	42%	54%	-12%	53%	-11%
	2018	46%	57%	-11%	55%	-9%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

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 2016-17**	**C & C Accel 2016-17**
SWD	41	69		43	50	17	43				
ELL	37	64	60	58	57		42				
ASN	43			57							
BLK	31	42		33	42		36				
HSP	48	53		64	55		47				
MUL	69			69							
WHT	53	60	40	57	58	40	40				
FRL	47	53	52	57	54	43	42				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	37	17	32	37	23	39				
ELL	36	42		56	67						
ASN	67	80		83	60						
BLK	20	17	29	41	44	35	22				
HSP	39	50		56	68		60				
WHT	42	32	24	54	50	50	50				
FRL	39	40	36	54	58	47	48				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
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	62
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	50
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	50
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

African American Students performed the lowest of all subgroups. 37% of students within this subgroup earned a proficient score Spring 2019 FSA ELA. Our African American students are lacking knowledge of academic language/content-based vocabulary, in conjunction with the foundational and critical thinking skills required to grapple with the demands of the standards at their current grade levels, thus often scoring in the lowest 25%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Fifth grade math scores showed the greatest decline from the prior year. The same grade decline was -9% and the cohort comparison was -15%. Many of our students are lacking basic number sense, automaticity of fact knowledge, and a deeper conceptual understanding of mathematical processes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Fifth grade math scores had the greatest gap when compared to the state average (-18%). Many of our students are lacking basic number sense, automaticity of fact knowledge, and a deeper conceptual understanding of mathematical processes. Students also need more opportunities to practice gridding their responses on assessments. While proficiency increased by 3% from 2017 to 2018, it decreased 9% from 2018 to 2019.

Which data component showed the most improvement? What new actions did your school take in this area?

Third grade ELA scores showed the most improvement when looking at the same grade comparison (+16%). Teachers attended ELA collaborative planning hubs. They worked very well as a team. They also put a large focus on data analysis and tackling deficits in small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Fourth grade had the greatest amount of students with a Level 1 score on FSA (22). Third grade had the greatest amount of students with YTD attendance below 90% (18).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. African American Student Achievement
2. Students with Disabilities Achievement
3. 5th Grade Science Proficiency

Part III: Planning for Improvement

Areas of Focus:	

#1	
Title	Bridging the Gap
Rationale	Our current level of performance is 37%, as evidenced in Spring 2019 FSA ELA. We expect our performance level to be 60% proficiency by Spring 2020.

State the measureable outcome the school plans to achieve	The percent of African American students achieving ELA proficiency will increase from 37% to 60%, as measured by Spring 2020 FSA ELA.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1. Ensure equitable representation of black learners in school awards/ recognition ceremonies updated quarterly by instructional staff. 2. Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. 3. Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. 4. Ensure black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 5. Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.
Rationale for Evidence-based Strategy	The problem/gap is occurring because our African American students are lacking knowledge of academic language/content-based vocabulary, in conjunction with the foundational and critical thinking skills required to grapple with the demands of the standards at their current grade levels, thus scoring in the lowest 25%. If appropriate, targeted small group interventions would occur, the problem would be reduced by 13% as measured by the Spring 2020 FSA ELA.

Action Step	
Description	1. Focused participation of black students in the STEP program 2. Decrease in documented "Low Level" Disciplinary Incidents and ODRs, resulting in increased student engagement in core instruction. 3. Embed AVID CRT Strategies within pre-school trainings, PD, and PLCs throughout the school year. 4. Implement Equity/RP/SEL strategies within pre-school trainings, SBLT, and PLCs throughout the school year. 5. Facilitate conversations with African American students and their families to ensure continued learning gains and academic success on assessments.
Person Responsible	Cody Piland (pilandc@pcsb.org)

#2	
Title	ELA
Rationale	Our current level of performance is 48% proficiency, as evidenced in Spring 2019 FSA ELA. We expect our performance level to be 60% proficiency by Spring 2020.

State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 48% to 60%, as measured by Spring 2020 FSA ELA.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1. Enhance staff capacity to identify critical content from the standards in alignment with district resources. 2. Strengthen staff ability to engage students in complex tasks. 3. Strengthen staff practice of utilizing questions and instructional methods to help students elaborate on content.
Rationale for Evidence-based Strategy	The problem/gap is occurring because students lack the basic phonics/ phonemic awareness skills necessary to decode words in the primary grades and lack understanding of both academic and content-based vocabulary. If students are provided targeted instruction that supports phonemic awareness, as well as the development of both academic and content-based vocabulary, the problem would be reduced by 12%.

Action Step	
Description	1. Implement the use of Pinellas Vocabulary Project in grades 1-5 as evidenced weekly through lesson plans. 2. Implement use of Jan Richardson Reading strategies in K-5 as evidenced weekly through small group plans. 3. Implement Phonics Routine – Grades K - 2 as evidenced weekly through lesson plans. 4. Plan for use of grade level complex text and differentiate lessons and supports, as needed within the ELA core.
Person Responsible	Francine Harvey (harveyf@pcsb.org)

#3	
Title	Math
Rationale	Our current level of performance is 56%, as evidenced in Spring 2019 FSA Mathematics. We expect our school wide performance level for all students to be 70% proficiency by Spring 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieving Mathematics proficiency will increase from 56% to 70%, as measured by Spring 2020 FSA Mathematics.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1. Strengthen staff ability to engage students in complex tasks. 2. Support staff in the utilization of data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 3. Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	The problem/gap is occurring because students are lacking basic number sense, automaticity of fact knowledge, and a deeper conceptual understanding of mathematical processes. If students are provided with strong core instruction combined with daily opportunities to engage in rigorous mathematical tasks and rich mathematical discourse at the appropriate taxonomy level, the problem would be reduced by 14%.
Action Step	
Description	1. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning, and Number Routines. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video. 2. Utilize multiple forms of assessment to inform instruction, including MAP, Unit Assessments, Digital Comprehension Checks and/or Lesson Quizzes, Exit Tickets, MFAS and Illustrative Mathematics tasks, and/or "in the moment" student work analysis. Use student work to guide analysis of student learning in grade level PLCs. 3. Implement new curriculum with fidelity.
Person Responsible	Francine Harvey (harveyf@pcsb.org)

#4	
Title	Science
Rationale	Our current level of performance is 42%, as evidenced in Spring 2019 SSA. We expect our performance level to be 55% proficiency by Spring 2020.

State the measureable outcome the school plans to achieve	The percent of fifth grade students achieving Science proficiency will increase from 42% to 55%, as measured by Spring 2020 SSA.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. 2. Strengthen staff practice of utilizing questions to help students elaborate on content. 3. Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	The problem/gap is occurring because students lack knowledge of complex science academic vocabulary and the foundations of the nature of science. If students are provided with standards-based, targeted instruction with built-in circular review of vocabulary and "What's the Evidence?" lessons aligned with students' proficiency gaps, the problem would be reduced by 13%.
Action Step	
Description	1. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards. 2. Teach Science specific content vocabulary aligned to each grade level and regularly assess to include previously taught vocabulary using Quizlet tool (in English and Spanish) to progress monitor. 3. Collaboratively plan and monitor timely progress through grade level Modules to ensure lessons remain on pace and students engage in hands-on Science Lab experiences as scheduled. 4. Implement Science Lab Grades K - 5 and utilize diagnostic data to further drive instruction. 5. Continue implementation of K – 5th Grade Science Labs, along with pre and post lab assessments, and utilize diagnostic data to further drive instruction, particularly the implementation of Gr. 3 and 4 standards based on gaps evident. 3rd - 5th grade will implement the What's the Evidence? Booklets. Implement unit assessments for 4th and 5th grade. Add low performing standards to 5th grade review plan. 6. Participate in school-wide Science Fair in spring 2019 and sending the top three grade 5 projects selected to the district Science Showcase In April. 7. Utilize Florida Standards Weekly – Science to reinforce concepts and vocabulary aligned with grade level standards

8. Science Lab Training by District Science coach on coaches rotation.
9. Offer STEM Academies to students in grades 4 and 5.

Person Responsible   Cody Piland (pilandc@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	Our number of ODRs at the end of the 18-19 school year was 102, as evidenced in School Profiles. We expect our number of ODRs to decrease to 75 or less at the end of the 19-20 school year.
State the measureable outcome the school plans to achieve	The number of ODRs will decrease from 102 to 75 or less, as measured by schoolwide behavior data documented as ODRs in FOCUS and reported on School Profiles in May 2020, when compared to that from the 18-19 school year.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1. Strengthen the implementation of research-based practices that communicate high expectations for each student. 2. Support the implementation engagement strategies that support the development of social and instructional teaching practices. 3. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	The problem/gap in behavior performance is occurring because inadequate behavioral management strategies are implemented by individual teachers and students have difficulty applying social emotional learning skills. If high leverage strategies for behavioral management, including PBIS/RP/SEL, as well as AVID CRT strategies to increase student engagement would occur, the problem would be reduced by 27 ODRs or more.

Action Step	
Description	1. Attend district-led, one-day team training for Restorative Approaches and Equity. 2. Develop school-wide roll-out and development plan of Restorative Practices, Equity, and Growth Mind Set . 3. Conduct learning opportunities. Training with district created resource: Improving School Climate and Culture: Restorative Practices Implementation Guide and Toolkit for Educators 2018-2020. 4. Monitor and support staff for implementation with fidelity. 5. CPI 1 / CPI 1 & 2 (for Crisis Team Members only) 6. Restorative Practices 7. AVID Foundational Training Strategies for all new staff. 8. Safe Teams PD with staff follow-up (Active Assailant). 9. PCS Mental Health Training (Kognito Training) required for all staff completion will be monitored by Lisa Roth. 10. Use Growth Mindset strategies in order to promote perseverance and grit by instructional staff. 11. Spirit Days once per week
Person Responsible	Debbie Holland (hollandd@pcsb.org)

#6	
Title	Attendance
Rationale	Our current level of performance is 19% of students exhibited attendance below 90% for the 18-19 school year, as evidenced in School Profiles. We expect our performance level to decrease to 10% or less of students exhibiting attendance below 90% at the end of the 19-20 school year.
State the measureable outcome the school plans to achieve	The percentage of students exhibiting attendance below 90% will decrease from 19% to 10% or less, as evidenced in School Profiles in May 2020.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1. Strengthen the implementation of Tier I interventions to address and support the needs of students. 2. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
Rationale for Evidence-based Strategy	The problem/gap is occurring because many of our families have transportation issues or work conflicts that prevent them from getting their child/children to school daily and on time. If greater bussing and affordable child care options were available and would occur, the problem would be reduced by 9% or more.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff during preschool by the school social worker. 2. Continue to implement attendance incentive programs and competitions. 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance through newsletters, School Messenger Calls by administration. 4. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis as part of the Child Study Team. 5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis as a part of the Child Study Team. 6. Incorporate the utilization of Dolphin Bucks for students to use in the school store. 7. Contact families with a history or prior attendance issues within the first two weeks of school.
Person Responsible	Debbie Holland (hollandd@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Our current level of performance is no families attend SAC or PTA meetings on a regular basis, as evidenced in 18-19 meeting sign-in sheets. We expect our level of performance to increase to 5 or more families attending SAC or PTA meetings on a regular basis by the end of the 19-20 school year.
State the measureable outcome the school plans to achieve	The number of families attending SAC or PTA meetings on a regular basis will increase from 0 to 5 or more as measured by meeting sign-in sheets.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners through communication with parents.
Rationale for Evidence-based Strategy	The problem/gap is occurring because many of our families have transportation issues or work conflicts that do not allow them to participate in our SAC/PTA meetings. If the time and day of the meetings was consistent, and held right after school, the number of families attending the meetings regularly would increase to 5 or more.
Action Step	
Description	1. Implement AVID family engagement nights annually that culminate in an Education Celebrations. Parents will be made aware of ways to support their children's learning at home and will have the opportunity to practice some of those skills. 2. Implement "Connect 2 Success" Laptop Initiative to connect students who do not have access. 3. Communicate with parents using Student Agenda, Blanton Communication folder, phone, in-person parent teacher conferences, school website, digital marquee, and email communication by teachers regularly. 4. Invite parents to be members of SAC and PTA through person to person, school newsletters, marquee, and/or school messenger. 5. Beginning and end of the year interest inventory for parents to complete regarding their children to help teachers get to know their students better. 6. Invite parents and community members to be part of the Great American Teach In to be scheduled by the school's Family and Community Liaison.
Person Responsible	Hieu Nguyen (nguyenhi@pcsb.org)

#8	
Title	Healthy Schools
Rationale	Our current level of performance is 3 out of 6 modules eligible for bronze, silver, or gold, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect our performance to be 6 out of 6 modules eligible for bronze, silver, or gold by the end of the 19-20 school year.
State the measureable outcome the school plans to achieve	The number of modules eligible for bronze, silver, or gold, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework will increase from 3 to 6, as measured by the Framework at the end of the 19-20 school year.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	1: Implement School Health Policies that include the elimination of PTA Fundraising options that offer food items (ie. Cookie dough, candy, etc) that do not align with wellness guidelines set forth by the Alliance for a Healthier Generation. 2: Enhance staff capacity to support students through purposeful activation and transfer strategies that include, but are not limited to the hosting of a Wellness Fair for students and their families.
Rationale for Evidence-based Strategy	The problem/gap is occurring because of school health policies, including PTA fundraising options, health promotion for staff including vending machine options, and family and community involvement such as hosting a Wellness Fair for students and their families. If our Health and Wellness School Team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition and the problem would be reduced by gaining baseline bronze status or higher.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student by September 2019. 2. The Wellness Champion will attend district-supported professional development as scheduled by the district. 3. The Wellness Champion will Complete Healthy Schools Program Assessment when it becomes available and develop action plan. 4. The Wellness Champion will update Healthy Schools Program Assessment and apply for recognition. 5. Completion of the SMART Snacks in School Documentation by the Cafeteria Manager in September of 2019. 6. All instructional and support staff members will complete the 1hr Kognito online training to teach educators and school personnel to be the effective eyes and ears of student mental health.
Person Responsible	Hieu Nguyen (nguyenhi@pcsb.org)

#9	
Title	College and Career Readiness
Rationale	Our current level of performance is 26 AVID Certified instructional/administrative staff members implementing/monitoring WICOR strategies in the classroom, as evidenced in the AVID Elementary Annual Certification Data Collection Tool. Our expected level of performance is 32 or more AVID Certified instructional/administrative staff members by May 2020.

State the measureable outcome the school plans to achieve	The number of instructional/administrative staff members who are AVID Certified, will increase from 26 to 32 or more as measured by the AVID Elementary Annual Certification Data Collection Tool.
Person responsible for monitoring outcome	Lisa Roth (rothli@pcsb.org)
Evidence-based Strategy	Provide students with increased opportunities for collaboratively grappling with more rigorous tasks with the goal of increasing critical thinking. Strengthen implementation of career academies to support student engagement, learning and project-based instruction.
Rationale for Evidence-based Strategy	The problem/gap is occurring due to a lack of training and/or fidelity with regard to teacher implementation of the AVID strategies that provide students with the necessary skills for organization, inquiry, and collaboration which are imperative for rigorous, student-centered learning to take place in all content areas and across grade levels. If training and implementation of AVID WICOR strategies would occur with fidelity, the problem would be reduced by at least 25% and in turn, the students they impact.

Action Step	
Description	1. Utilize AVID strategies across the board K-5 in all content areas. 2. Provide AVID Foundations and Culturally Relevant Teacher PD to instructional/administrative staff members through AVID Summer Institute and District Pathway Training. 3. Offer industry certification (IC3 Spark) to students in fifth grade as part of ELP enrichment. 4. Embed modeling and coaching of AVID WICOR strategies during Staff Meetings, PLCs, and PD.
Person Responsible	Hieu Nguyen (nguyenhi@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

None

Part V: Budget

1	III.A	Areas of Focus: Bridging the Gap				$0.00
2	III.A	Areas of Focus: ELA				$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	0391 - Blanton Elementary School	School Improvement Funds		$2,600.00
			Notes: Substitute Teachers for TDE's for all content areas.			
3	III.A	Areas of Focus: Math				$0.00
4	III.A	Areas of Focus: Science				$0.00
5	III.A	Areas of Focus: Conditions for Learning				$0.00
6	III.A	Areas of Focus: Attendance				$0.00
7	III.A	Areas of Focus: Family and Community Engagement				$0.00
8	III.A	Areas of Focus: Healthy Schools				$0.00
9	III.A	Areas of Focus: College and Career Readiness				$0.00
					Total:	$2,600.00