



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

Blanton Elementary School

6400 54TH AVE N

St Petersburg, FL 33709

727-547-7820

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Blanton Elementary School is to inspire lifelong learning and to provide opportunities for students to gain knowledge, skills and develop character for success in our changing world. We believe that all students can learn, achieve learning gains, make good choices and act responsibly.

Provide the school's vision statement

Aligned to 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 fullest potential.

School Environment

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

The process that Blanton utilizes to learn about their students' cultures and builds relationships between teachers begins with the parents/guardians completion of the Home Survey Document. Additionally, Classroom teachers have both parents and students complete informational documents specifically pertaining to each student.

Blanton's Multicultural Program provides students an opportunity to learn about each other's cultures providing them the opportunity to learn about each other individually. Our Mentor Program is also part of the process that enables the school to learn about students' cultures. Teachers mentor students throughout the school year meeting regularly to provide support.

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

Blanton Elementary creates an environment where students feel safe and respected before, during and after school through our programs of good character and anti-bullying.

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

Blanton Elementary uses a school-wide behavioral system called "Clip It" which is a step-up program (CHAMPS) and data is collected through our Class DoJo Program. This program helps to minimize distractions and increase overall engagement and compliance with school wide expectations, as well as serves as a basis for implementing the school based reward.

This provides us with a response to behavior intervention, Tier I and Tier II data collection for accurate and continual behavioral data. These programs are further supported with a Bucket filling program which promotes random acts of kindness, also known as "Dolphin Deeds." This Bucket filling program is implemented under the leadership of our PMAC, Staff sponsors and student ambassadors.

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

A fulltime Guidance Counselor is on staff at Blanton Elementary. The counselor provides counseling to meet the social-emotional needs of all students. Groups are established at the beginning of the year through parent and teacher recommendation. Additionally, students demonstrating a need academically and or behaviorally are provided with an adult mentor who meets with the student each morning and afternoon in our "High Five", Check-In-Check-Out Program.

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

Early warning indicators used in Blanton's early warning system include attendance below 90%, regardless of whether the absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or Mathematics; deficient and substantially deficient performance on Florida Assessment in Reading and Pinellas County School Common Assessments, as well as a students' performance of less than proficient on statewide assessments.

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	Students
Attendance below 90 percent	K	6
Attendance below 90 percent	1	8
Attendance below 90 percent	2	6
Attendance below 90 percent	3	4
Attendance below 90 percent	4	4
Attendance below 90 percent	5	4
	Total	32
One or more suspensions	K	7
One or more suspensions	1	24
One or more suspensions	2	21
One or more suspensions	3	23
One or more suspensions	4	6
One or more suspensions	5	5
	Total	86
Course failure in ELA or Math	3	14
Course failure in ELA or Math	4	1
Course failure in ELA or Math	5	2
	Total	17
Level 1 on statewide assessment	3	42
Level 1 on statewide assessment	4	18
Level 1 on statewide assessment	5	23
	Total	83

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

Indicator	Grade	Students
Students exhibiting two or more indicators	3	28
Students exhibiting two or more indicators	4	15
Students exhibiting two or more indicators	5	22
Total		65

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Intervention strategies that are employed by the school to improve the academic performance of students identified by the early warning system begin with our increased school day. Additionally, students identified by the early warning system receive support through our guidance department, social services and the Child Study Team, as well as an opportunity to participate in the Connect to Success Program (availability of computers for use at home) and Promise Time (an extended learning program). An additional intervention strategy employed by Blanton is Students Targeted for Educational Performance program (S.T.E.P.) which is comprised of minority students who maintain a cumulative 2.5 or higher GPA and FCAT scores that fall within level 3 in reading and /or math. The S.T.E.P. program will provide a school-based supportive structure for minority students in order to optimize academic achievement through encouragement, support, and guidance. S.T.E.P. is a preventive strategy utilized to reduce students with early warning indicators.

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

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Blanton Elementary currently has 30% of the parent population involved in their students activities at Blanton Elementary School.

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

Our Family and Community Liason begins 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. This individual contacts area businesses to sponser and support the school and students.

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	Email
Maggio, Cheryl Ann	Principal	maggioc@pcsb.org
Carey, David W.	Assistant Principal	careyd@pcsb.org
Carson, Shirley	Teacher, K-12	carsonsh@pcsb.org

Duties

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

Cheryl A. Maggio, Principal/David W. Carey, Assistant Principal - Provides a common vision for the use of data-based, decision-making and ensures that the school-based team is implementing the RtI process accordingly.

Shirley A. Carson, RtI Coach and Curriculum Specialist - Participates in student data collection, and collaborates with general education teachers, ESE and ESOL teachers about the appropriate interventions available at the school site. Assists teachers in communicating the type and frequency of instruction and interventions provided to students through parent/teacher/student conferences. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Provides guidance on K-5 math and science plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Debbie Holland, Guidance Counselor/RtI Coordinator - ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Janelle Willitt, School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Karen Riess, Diagnostician - Provides academic interventions and data analysis; Participates in collection, interpretations and analysis of academic data; facilitates development of academic interventions plans; provides support for intervention fidelity and documentation; provides assistance for problem-solving activities including data collection, data analysis and intervention planning.

Melissa Watson, Social Worker - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing

interventions, Blanton's social worker continues to link child serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

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

Data-based problem solving for the implementation and monitoring of the SIP and MTSS structures begins in grade-level Professional Learning Communities. Current classroom data is reviewed to address the effectiveness of the core instruction. Additionally, review of the data allows each teacher to ascertain the Tiered level of each student. A need for additional support is documented on the Professional Learning Communities form which is provided to the School-based Leadership team and serves as a first alert.

The role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan is to assess the alignment of school practices in implementing student acceleration and performance in meeting grade level expectations. Data is reviewed and analyzed and an action plan is put in place for students not academically or behaviorally performing successfully. The Team helps set clear expectations for instruction keeping in mind the need for rigor, relevance, and relationship in all teaching.

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. District Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs. Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Blanton coordinates with staff from different preschool programs to prepare students for a successful start to school. A portion of the Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy. Blanton's 3 year old classroom cross articulates with our 4 year old classroom teacher, as well as Kindergarten teachers to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisette Lopez	Parent
Cheryl A. Maggio	Principal
Shirley A. Carson	Teacher
Hieu Nguyen	Teacher
Bao Hoang	Parent
Chernika Wilkerson	Parent
Daniel Ricottilli	Parent
Dee Williams	Business/Community
Kelli Johnson	Parent

Duties

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

Evaluation of last year's school improvement plan

Blanton's SAC's involvement in the evaluation of last year's school improvement plan was provided through review, input and suggestions for any needed changes and or supports. The School Advisory Council culminates its review by a final vote of approval/disapproval of the School Improvement Plan.

Development of this school improvement plan

Blanton Elementary School believes in involving parents in all aspects of its programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the various school level plans including the School Improvement Plan. More than 50 percent of the members of the SAC are parents (non-employee) representatives. In addition, all parents are given the opportunity to review this plan and offer their input prior to approval.

Preparation of the school's annual budget and plan

Blanton Elementary's annual budget and plan is completed with alignment of Pinellas County Schools, the SAC membership and the staff of the school. Blanton's School Advisory Council reviews and approves all line expenditures of the school's annual budget.

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

The projected use of school improvement funds in the amount of \$2,725.65 will be spent on instructional materials and staff development to further the goals of higher student achievement for Blanton Elementary School.

Verify that the school is in compliance with section 1001.452, F.S., 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

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

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

Name	Title	Email
Maggio, Cheryl Ann	Principal	maggioc@pcsb.org
Carey, David W.	Assistant Principal	careyd@pcsb.org
Carson, Shirley	Instructional Coach	carsonsh@pcsb.org
Harris, Richard Jay	Instructional Media	harrisri@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to increase student proficiency in reading as measured by the FSA to include students achieving proficiency, as well as overall learning gains in reading.

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Additionally this year, we will promote student reading through Reading Counts, IStation, IReady and the Leveled Literacy Intervention Program, Repeated Readings, Nemours BrightStart and use of Jan Richardson's Guided Reading routine..

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

Blanton's teachers are provided a weekly collaborative planning and instruction time to promote a positive working relationship between teachers. Through Professional Learning Communities, Blanton's teachers review data results to collaboratively plan instruction to meet the needs of their students as indicated by data.

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

The Pinellas County School District has a procedure in place which assures that all schools recruit and retain high-quality, highly qualified teachers. Only those that hold an elementary education degree from an accredited university are eligible to teach in our district's elementary schools. Pinellas County has an aggressive recruitment initiative in other states. The district requires that all instructional personnel complete an application, be fingerprinted and have a college transcript sent to the county's personnel office. After all documents have been reviewed, qualified applicants are placed on our district website. Principals may then choose to interview teachers from this list.

All teachers and administrators utilize the Deliberate Practice to identify needed training and support. They are also involved in classroom observations with administrative feedback. All teachers are required to participate in a PLC (Professional Learning Community) weekly, where they are involved in discussing best practices, student needs, and assessment data. At Blanton Elementary, the Leadership Team provides support for teachers' ongoing training.

All of Blanton's teachers meet the highly qualified requirements and are assigned to the areas in which they are certified to teach.

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

The Pinellas County School District has a procedure in place which assures that all schools recruit and retain high-quality, highly qualified teachers. Only those that hold an elementary education degree from an accredited university are eligible to teach in our district's elementary schools. Pinellas County has an aggressive recruitment initiative in other states. The district requires that all instructional personnel complete an application, be fingerprinted and have a college transcript sent to the county's personnel office. After all documents have been reviewed, qualified applicants are placed on our district website. Principals may then choose to interview teachers from this list.

All teachers and administrators utilize the Deliberate Practice to identify needed training and support. They are also involved in classroom observations with administrative feedback. All teachers are required to participate in a PLC (Professional Learning Community) weekly, where they are involved in discussing best practices, student needs, and assessment data. At Blanton Elementary, the Leadership Team provides support for teachers' ongoing training.

All of Blanton's teachers meet the highly qualified requirements and are assigned to the areas in which they are certified to teach.

Teacher Mentors have received training through Pinellas County Schools on how to successfully mentor new teachers. Mentor training is continued through the school year to foster support and opportunities to collaborate with other Mentors.

Planned mentoring activities include but are not limited to observation of mentee's instruction and providing feedback; collaboratively planning lessons; connecting lesson activities to content standards; discussing student progress and analyzing student work; modeling and or co-teaching lessons.

Teacher mentors are paired with teacher mentees based on their experience as a teacher as well as their experience with the grade level curriculum content.

Kelly Roth, a 4th grade teacher and Meghan Stevens with Hieu Nguyen, 1st grade teachers at Blanton Elementary School have been paired with our new Primary and Intermediate teachers. They bring their classroom experience and mentor training to support our newest teachers at Blanton.

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

Blanton Elementary School ensures its core instructional programs and materials are aligned to Florida standards by following the District modules provided to all teachers for English Language Arts, Writing, Math and Science. Leadership reviews teacher lesson plans which are uploaded weekly to ensure that the modules and therefore, the Florida Standards are embedded in the lesson plans. Observations and frequent walkthroughs also support the alignment of Florida's standards through the core instructional program.

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***

Blanton Elementary uses data to provide and differentiate instruction to meet the diverse needs of their students through Professional Learning Communities and data chats. Data is analyzed to determine the specific areas of deficit and then as a result of what that data indicates is an area of deficit, interventions are provided to support the student. As an example, if a student's item analysis of assessments indicates a deficit in phonemic awareness, phonics, fluency and or comprehension, researched based programs are implemented in the area designated as deficit.

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 type: Extended School Day

Minutes added to school year: 10,800

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

The strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum is by beginning the school day thirty (30) minutes earlier each day, as well as extending the school day thirty (30) minutes longer, whereby both provide additional instructional time.

Strategy Rationale

Blanton Elementary believes that by providing an extended learning strategy to their students that are matched to the student's needs that student achievement will increase.

Person(s) responsible for monitoring implementation of the strategy

Maggio, Cheryl Ann, maggioc@pcsb.org

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

Pre and Post data is collected and analyzed to determine the effectiveness of this strategy.

Strategy type: After School Program

Minutes added to school year: 3,000

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

The strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum is by providing after school tutoring a minimum of two time weekly for 60 minutes each, thereby providing an additional 60 minutes of reading and 60 minutes of math support beyond the school day.

Strategy Rationale

Blanton Elementary believes that by providing an after school program strategy to their students that are matched to the student's needs that student achievement will increase.

Person(s) responsible for monitoring implementation of the strategy

Carson, Shirley, carsonsh@pcsb.org

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

Learning gain data collected at the end of the program as a result of Pinellas County Schools and State Assessments will determine the effectiveness of this strategy.

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

Kindergarten Teachers with school administrators and coaches, hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills are emphasized and good choices for academic and social characteristics are presented. Materials are available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

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), F.S

School Improvement Goals

Goals Summary

- G1.** As measured by the Alliance for a Healthier Generation, Blanton Elementary School will increase by one level Student Wellness.
- G2.** Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the Florida State Assessment in English Language Arts.
- G3.** Blanton Elementary will increase Mathematic scores to 75% of students achieving proficiency on the Florida State Assessment in Mathematics.
- G4.** Blanton Elementary will increase Science scores to 75% of students achieving a proficiency level of 3 and above on the Florida Comprehensive Assessment Test (FCAT) 2.0.
- G5.** Blanton Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2015 targets.
- G6.** Blanton Elementary School will close the achievement gap between Black and Non-Black students to our Math AMO 2015 targets.
- G7.** Blanton Elementary School will reduce the number and percent of discipline incidents for each student subgroup by 10%.
- G8.** Blanton Elementary School will increase parent involvement by 10% representing 50% of our parent population.
- G9.** Blanton Elementary School will increase writing scores to 75% of students achieving a proficiency level on the Florida State Assessment in Writing.

Goals Detail

G1. As measured by the Alliance for a Healthier Generation, Blanton Elementary School will increase by one level Student Wellness.

Targets Supported

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal

- Resources that Blanton Elementary has available are our Instructional Staff to include our Physical Education Department and Cafeteria Operations.

Targeted Barriers to Achieving the Goal

- A barrier that Blanton Elementary School could encounter would be student participation.

<i>Plan to Monitor Progress Toward the Goal</i>	
Data that will be collected will be based on student participation in activities that promote student wellness.	
Person Responsible	David W. Carey
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence that will be collected will be the student participation data of activities promoted by the Physical Education Department promoting student wellness.

G2. Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the Florida State Assessment in English Language Arts.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	71.0
Reading % making learning gains	65.0
FAA Reading % Proficient	95.0
Florida Standards Assessment (FSA) English Language Arts proficiency rate	75.0
Reading % making learning gains	60.0
Reading % in lowest 25% making learning gains	60.0

Resources Available to Support the Goal

- Resources that are available to support the goal is Blanton's SBLT, the Literacy Team, a Curriculum Specialist and Rtl Coach, a District embedded Reading Coach, Title I Hourly Teachers and the Child Study Team. Additional resources are researched based core curriculum strategies and interventions to include IStation, IReady, Scholastic Reading Counts and Voyager's Ticket to Read.

Targeted Barriers to Achieving the Goal

- A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.
- A barrier that could prevent Blanton Elementary students from achieving their goal is the lack of available time in the school day to provide sufficient remediation for a student's area of deficit.

Plan to Monitor Progress Toward the Goal	
Progress Monitoring will occur every two weeks and/or weekly to determine the effectiveness of the implemented intervention. DIBLES Next assessments will be administered to measure the effectiveness of the intervention.	
Person Responsible	Shirley Carson
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Implementation of weekly and or every other week assessments will be used to measure the effectiveness of the intervention. The type of assessment will be determined by the intervention implemented. As an example, if an intervention is used that will increase a student's reading fluency; an oral reading fluency probe will be administered and graphed to determine the progress occurring toward meeting the goal. The target will be set to proficiency at a student's grade level.

G3. Blanton Elementary will increase Mathematic scores to 75% of students achieving proficiency on the Florida State Assessment in Mathematics.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	70.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	75.0

Resources Available to Support the Goal

- Resources that are available to support the goal is Blanton's SBLT, Professional Learning Communities, a Curriculum Specialist and RtI Coach, a Math Coach and Title I Hourly Teachers. Additional resources are researched based core curriculum and interventions to include ST. MATH, Voyager's VMATHLive, FCAT Explorer and Go Math's Soar to Success.

Targeted Barriers to Achieving the Goal

- A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.
- A barrier that could prevent Blanton Elementary students from achieving their goal is insufficient instructional time during the school day.

Plan to Monitor Progress Toward the Goal	
The data to be collected to monitor the effectiveness of this strategy will be Teacher generated Formative Assessments and reports generated from the use of ST MATH, VMATH Live, FCAT Explorer and Go Math's Soar to Success. Additionally, Pinellas County Schools' Common Assessments will be used throughout the year to determine progress toward the goal and/or targets.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence that will be collected and used to demonstrate the goal is being monitored and whether progress is being made toward the selected targets will be the data generated from Formative Assessments, activities completed on ST MATH, VMATH Live, FCAT Explorer and Go Math's Soar to Success. Additionally, data from Pinellas County Schools' Common Assessments will also be used as collected evidence.

G4. Blanton Elementary will increase Science scores to 75% of students achieving a proficiency level of 3 and above on the Florida Comprehensive Assessment Test (FCAT) 2.0.

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	75.0

Resources Available to Support the Goal

- Resources that are available to support the goal is Blanton's SBLT, Professional Learning Communities, a Curriculum Specialist and RtI Coach, Title I Hourly Teachers and a District Embedded Science Coach. Additional resources are the fact that we are a Science Lab school and implementation of STEM with our students by our District embedded Science Coach.

Targeted Barriers to Achieving the Goal

- A barrier that could prevent Blanton Elementary from achieving their goal is students entering their assigned grade level nonproficient. The lack of proficiency may be associated with students not having retained previously learned instruction.

Plan to Monitor Progress Toward the Goal	
The data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets will be the scores obtained by students on assessments administered to include achievement scores on FCAT Explorer activities.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence that will be collected and used to demonstrate the goal is being monitored and whether progress is being made toward the goal will be the assessment scores of students obtained through administered assessments.

G5. Blanton Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2015 targets.

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	71.0

Resources Available to Support the Goal

- Resources that are available to support the goal is Blanton's SBLT, the Literacy Team, a Curriculum Specialist and Rtl Coach, and a District provided Reading Coach, Title I Hourly Teachers and Pi. Additional resources are researched based core curriculum and interventions to include Jan ichardson Guided Reading Routines, Repeated Readings, Leveled Literacy Intervention Program, IStation, FCAT Explorer and Scholastic's Reading Counts.

Targeted Barriers to Achieving the Goal

- A barrier that could prevent Blanton Elementary from closing the achievement between Black and non-black students to meet the Reading AMO 2015 target is students entering a current grade level below the appropriate proficiency level.

Plan to Monitor Progress Toward the Goal	
The data to be collected to monitor the effectiveness of this strategy will be the Progress Monitoring data from the probes administered in the student's deficit area in reading.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of completion of monitoring activities will be the collected and graphed data from the Progress Monitoring probes administered weekly or bi-monthly.

G6. Blanton Elementary School will close the achievement gap between Black and Non-Black students to our Math AMO 2015 targets.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	70.0

Resources Available to Support the Goal

- Resources that are available to support the goal is Blanton's SBLT, Professional Learning Communities, a Curriculum Specialist and RtI Coach, Title I Hourly Teachers and the District embedded Math Coach. Additional resources are researched based core curriculum and interventions to include ST MATH, Voyager's VMathLive, FCAT Explorer and Go Math's Soar to Success.

Targeted Barriers to Achieving the Goal

- A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

<i>Plan to Monitor Progress Toward the Goal</i>	
Progress Monitoring Probes will be ongoing based on the Tier Level of each student in the RtI process either every other week and or weekly. Additionally, observations of implementation of the research based intervention will be ongoing. In addition to Progress Monitoring probes, Pinellas County Schools' Assessments administered three times per year, as well as classroom teacher collected data will be used to determine the result of the implemented strategy.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of Completion will be considered when the student is meeting grade level proficiency as indicated by collected data.

G7. Blanton Elementary School will reduce the number and percent of discipline incidents for each student subgroup by 10%.

Targets Supported

Indicator	Annual Target
Students with one or more suspensions (in or out of school) - total	10.0

Resources Available to Support the Goal

- SBLT, Classroom Teachers, Mentors, Clip It system, Class DoJo, intrinsic rewards to include Certificates of Improvements, Pink and Blue Notes, BUGS Program (Building up Grades), Check In and Check Out Program, SPOT the Dog program and Individualized Behavior Plans with designated rewards as indicated by Interest Inventories are all resources available for implementation of the goal set on behaviors.

Targeted Barriers to Achieving the Goal

- A barrier that might be faced by Blanton Elementary in achieving its reductions of discipline incidents could be a lack of student engagement.

Plan to Monitor Progress Toward the Goal	
Administrators will review the data collected on discipline referrals and provide the information to grade level PLCs. Additionally, feedback on any lesson plans to be found lacking in details of differentiation of instruction will be provided to the individual teachers. Walkthrough observation details will also be provided to the instructional staff who undergo a walkthrough in their classroom so that fidelity of implementation is appropriate and adjustments to instruction can be made if evidence suggests same is needed.	
Person Responsible	Cheryl Ann Maggio
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of completion will be evident with appropriate lesson plans, positive student engagement observed in walkthroughs resulting in the reduction of discipline incidents for each student subgroup.

G8. Blanton Elementary School will increase parent involvement by 10% representing 50% of our parent population.

Targets Supported

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal

- All Blanton Elementary Staff, Title I District Office, ESOL District Office, Chorus, Multicultural Club, SAC and PTA.

Targeted Barriers to Achieving the Goal

- Blanton Elementary's parents have difficulty in attending school events during the daytime because of their employment.

Plan to Monitor Progress Toward the Goal	
The final collected count of parents in attendance of the evening events will determine if progress toward the goal is satisfactory. Comparisons of data from day and evening events will provide information whether the selected barrier was accurate and if increased attendance occurs. It would be reasonable to expect an even greater result with more evening events for parents.	
Person Responsible	David W. Carey
Schedule	Every 2 Months, from 08/18/2014 to 06/03/2015
Evidence of Completion	An increase of parent attendance as set by the goal will be evidence for completion of monitoring for progress toward the goal.

G9. Blanton Elementary School will increase writing scores to 75% of students achieving a proficiency level on the Florida State Assessment in Writing.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	50.0

Resources Available to Support the Goal

- Classroom Teachers, Professional Learning Communities, SBLT, Curriculum Specialist/Rti Coach, Literacy Team and District embedded Reading Coach

Targeted Barriers to Achieving the Goal

- Students enter the grade level at a below level proficiency in writing. They have not had enough opportunities to write throughout the academic day.

Plan to Monitor Progress Toward the Goal	
The criteria that will be used for monitoring the progress toward the goal will be the increased student achievement on Pinellas County Schools' Writing assessments administered during assessment period two and the increased level of performance on monthly writing probes.	
Person Responsible	Cheryl Ann Maggio
Schedule	Every 6 Weeks, from 09/08/2014 to 06/03/2015
Evidence of Completion	Evidence of completion of monitoring activities will occur when journals have been reviewed and data compiled and analyzed from the monthly writing rubrics which will be supported by an increased writing score for the student on Pinellas County Schools Writing Assessment for assessment period 2.

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. As measured by the Alliance for a Healthier Generation, Blanton Elementary School will increase by one level Student Wellness.

G1.B1 A barrier that Blanton Elementary School could encounter would be student participation.

G1.B1.S1 Blanton Elementary through it's Physical Education Department will increase student wellness as measured by the Alliance for a Healthier Generation from a Level to Silver to a Level Gold. Implementation of a Student Mileage Club in which students earn "toe tokens" for every five (5) miles run.

Strategy Rationale

Students that participate in activities to increase their wellness perform better academically.

Action Step 1	
Students will participate in activities that increase Student Wellness through the Physical Education Department. A student Mileage Club will be started in which students will earn "toe tokens" for every five (5) miles run.	
Person Responsible	David W. Carey
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of student participation will be collected and uploaded to the Alliance for a Healthier Generation. Additionally, the miles walked by students will be collected and recorded to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Data will be collected for student participation in physical activities contributing to student wellness.	
Person Responsible	David W. Carey
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Data from student activities will be collected with each activity promoting student wellness as measured by the Alliance for a Healthier Generation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Periodic reviews will transpire with the Physical Education Department to measure the rate of compliance in achieving the goal.	
Person Responsible	David W. Carey
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Data will be collected showing student participation in activities for Student Wellness.

G2. Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the Florida State Assessment in English Language Arts.

G2.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G2.B1.S1 Researched based reading interventions will be implemented to increase the student's knowledge level to an appropriate grade level proficiency.

Strategy Rationale

Research supports that when the correct intervention is put in place for a student's area of deficit, reading skills can be remediated and increased.

Action Step 1	
Reading interventions will be provided during a designated period of time (60 minutes) by trained individuals in the program implemented.	
Person Responsible	Shirley Carson
Schedule	Daily, from 08/25/2014 to 06/08/2015
Evidence of Completion	Data will be collected as the result of progress monitoring to review the success of the implemented intervention.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/20/2014 to 06/04/2015
Evidence of Completion	Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Progress Monitoring of Implemented Intervention	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/20/2014 to 06/04/2015
Evidence of Completion	Data will be collected for the implemented intervention (i.e. phonemic awareness, phonics developments, fluency, vocabulary, comprehension).

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G2.B5 A barrier that could prevent Blanton Elementary students from achieving their goal is the lack of available time in the school day to provide sufficient remediation for a student's area of deficit.

G2.B5.S1 The school day will be increased and after school tutoring will be offered to provide additional time to implement interventions to remediate a student's area of deficit.

Strategy Rationale

Blanton Elementary School believes that by extending the school day and providing after school tutoring, time that will be devoted to increase a student's reading skills, that student achievement will increase to proficiency.

Action Step 1	
The school day will be increased by 60 minutes daily to provide additional instruction time to students showing a need for remediation and/or acceleration in reading. Additionally, after school tutoring will be offered to all students to enhance and support their learning in reading.	
Person Responsible	Cheryl Ann Maggio
Schedule	Daily, from 08/18/2014 to 06/03/2015
Evidence of Completion	Attendance will be taken daily to show a student's participation in the extended school day and after school tutoring program. Additionally, lesson plans will be reviewed to show the development of lessons to remediate and or accelerate a student's reading. Walkthroughs and Observations will occur to assure the implementation of instruction as it is designed for each student.

Plan to Monitor Fidelity of Implementation of G2.B5.S1	
Progress Monitoring will occur weekly and or every two weeks to monitor for fidelity and effectiveness of the implementation of an intervention during the tutoring time. In addition to the Progress Monitoring, observations and walkthroughs will also occur.	
Person Responsible	Cheryl Ann Maggio
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	The evidence that will be collected to demonstrate the action plan for the strategy being monitored will be DIBELS Next assessments that will measure the effectiveness of instruction and the appropriateness of the implemented intervention.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1	
The strategy will be monitored for effectiveness with DIBELS Next assessments. The assessment used will be designed to measure specifically the intended outcome of the implemented intervention.	
Person Responsible	Shirley Carson
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	DIBELS Next measurements will be selected for the appropriateness of the measure to the intervention. Graphed data will provide information that will enable review of the appropriateness of the intervention.

G3. Blanton Elementary will increase Mathematic scores to 75% of students achieving proficiency on the Florida State Assessment in Mathematics.

G3.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G3.B1.S1 Researched based mathematic interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency.

Strategy Rationale

Research supports that when a student is provided with interventions that address their specific area of deficit, student's increase proficiency.

Action Step 1	
A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments.	
Person Responsible	Shirley Carson
Schedule	Weekly, from 08/11/2014 to 06/03/2015
Evidence of Completion	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G3.B4 A barrier that could prevent Blanton Elementary students from achieving their goal is insufficient instructional time during the school day.

G3.B4.S1 A designated time will be implemented in Blanton's Master Schedule to implement an intervention to remediate any deficit area in Mathematics indicated by student data.

Strategy Rationale

Remediation of deficit areas in Mathematics will assist students in being math proficient.

Action Step 1	
A designated time period will be built into Blanton's Master Schedule to allow for appropriate student interventions in Mathematics.	
Person Responsible	David W. Carey
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	The Master Schedule will have an allocated Rtl time built in to remediate students deficit in mathematics.

Plan to Monitor Fidelity of Implementation of G3.B4.S1	
Lesson Plans, Observations and Walkthroughs will occur to assure that remediation is occurring during the Math Rtl designated time in the Master Schedule.	
Person Responsible	Cheryl Ann Maggio
Schedule	Weekly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Submitted Lesson Plans and documentation from Walkthroughs and Observations will serve as evidence that the strategy has been implemented.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1	
Weekly submitted Lesson Plan checks and documented walkthroughs and observations will occur to support the effectiveness of implementation.	
Person Responsible	Cheryl Ann Maggio
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Collection of submitted Lesson Plans and documentation of Walkthroughs and Observations will demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness.

G4. Blanton Elementary will increase Science scores to 75% of students achieving a proficiency level of 3 and above on the Florida Comprehensive Assessment Test (FCAT) 2.0.

G4.B1 A barrier that could prevent Blanton Elementary from achieving their goal is students entering their assigned grade level nonproficient. The lack of proficiency may be associated with students not having retained previously learned instruction.

G4.B1.S1 Research based interventions will be implemented to increase the student's knowledge level to the appropriate grade level.

Strategy Rationale

Providing student's with review, repetition and overlearning will assist students to retain taught information. The use of researched based interventions will remediate a student's lack of grade level proficiency.

Action Step 1	
The first Pinellas County School Science Assessment will measure previously taught science material that should have been retained. As a result of this assessment, teachers will be able to develop lessons to remediate areas of deficiency, providing hands-on learning experiences through Blanton's Science lab. Progress monitoring will determine if a student has relearned and retained information taught and necessary for proficiency at grade level.	
Person Responsible	Shirley Carson
Schedule	Every 6 Weeks, from 08/18/2014 to 06/03/2015
Evidence of Completion	Pinellas County Schools Science Assessment administered in December of 2014 will provide information as to the student's proficiency level in addition to Teacher created Formative Assessments and Science OCAS.

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Data collected will be reviewed and analyzed in PLCs each assessment period to determine whether the strategy has been implemented with fidelity. Additionally, Formative Assessments, Science OCAS and FCAT Explorer reports will be reviewed and analyzed to determine the effectiveness of learning.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of completion will be lesson plans, Teacher created Formative Assessments, Pinellas County Schools' Science Common Assessments and FCAT Science reports generated and reviewed will support that the strategy is being monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Data from assessments and FCAT Explorer will be collected with grade level proficiency set by Pinellas County Schools and the State of Florida. Additional data that will be collected will be from Focus-Achieves by the classroom teachers for review and debriefing with each student. In the event that progress is not realized from the implementation of the strategy, additional barriers will be explored and if not a factor, reteaching will occur to remediate.	
Person Responsible	Shirley Carson
Schedule	Every 6 Weeks, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of completion of the monitoring for effectiveness of this strategy will be completed with the determination of a student's proficiency level at the appropriate grade level.

G5. Blanton Elementary School will close the achievement gap between Black and Non-Black students to our Reading AMO 2015 targets.

G5.B1 A barrier that could prevent Blanton Elementary from closing the achievement between Black and non-black students to meet the Reading AMO 2015 target is students entering a current grade level below the appropriate proficiency level.

G5.B1.S1 Researched based interventions for Reading will be put in place to increase the student's knowledge level to an appropriate grade level proficiency.

Strategy Rationale

Researched based interventions implented with fidelity will increase a student's reading proficiency.

Action Step 1	
A researched based intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

Plan to Monitor Fidelity of Implementation of G5.B1.S1	
Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1	
The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G6. Blanton Elementary School will close the achievement gap between Black and Non-Black students to our Math AMO 2015 targets.

G6.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G6.B1.S1 Researched based mathematic interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency.

Strategy Rationale

Mathematic Interventions provided in a student's area of deficit will increase the student's math proficiency level.

Action Step 1	
A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

Plan to Monitor Fidelity of Implementation of G6.B1.S1	
Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1	
The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	
Person Responsible	Shirley Carson
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G7. Blanton Elementary School will reduce the number and percent of discipline incidents for each student subgroup by 10%.

G7.B1 A barrier that might be faced by Blanton Elementary in achieving its reductions of discipline incidents could be a lack of student engagement.

G7.B1.S1 Students that are not actively engaged in a school activity can frequently result in discipline incidents both in and out of the classroom. Students will be actively engaged in all activities to reduce the number of discipline incidents.

Strategy Rationale

Students that are not actively engaged in a school activity can frequently result in discipline incidents both in and out of the classroom.

Action Step 1	
All instructional staff will differentiate instruction to accommodate each student's learning to fully engage the student in curriculum activities. Lesson plans will detail the differentiation of instructional activities prior to implementation of lessons. Teachers will consistently implement the Clip It system and the use of Class DoJo to increase reinforcement of expectations using a minimum of a 5:1 ratio of positive to negative interactions.	
Person Responsible	Cheryl Ann Maggio
Schedule	Monthly, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence that will be collected for completion of the strategy will be lesson plans and walkthroughs by Administrators into classrooms and activities outside of the classroom. Additionally, data will be collected through Class DoJo to increase reinforcement of expectations using a minimum of a 5:1 ratio of positive to negative interactions.

<i>Plan to Monitor Fidelity of Implementation of G7.B1.S1</i>	
Lesson plan reviews and observations will be conducted to monitor the implementation of the strategy prior to the teacher's final evaluation. Additionally, Class DoJo data will be reviewed periodically to monitor and support the fidelity of implementation.	
<i>Person Responsible</i>	Cheryl Ann Maggio
<i>Schedule</i>	Monthly, from 08/18/2014 to 06/03/2015
<i>Evidence of Completion</i>	Evidence of completion of the activities will be lesson plans that have been adequately written to differentiate instruction and walkthrough observations indicating the implementation of differentiated instruction. Additionally, Class DoJo data will be collected to demonstrate the action plan for this strategy is monitored and implemented with fidelity.

<i>Plan to Monitor Effectiveness of Implementation of G7.B1.S1</i>	
Discipline data will be collected to indicate progress toward meeting the set discipline goal. A decrease of 1% per month of discipline incidents should be indicated by the collected data if the strategy is effective in producing the desired response.	
<i>Person Responsible</i>	Cheryl Ann Maggio
<i>Schedule</i>	Monthly, from 08/18/2014 to 06/03/2015
<i>Evidence of Completion</i>	Evidence of completion of monitoring activities will occur with review of data collected through a generated report indicating whether the incidents of discipline referrals has decreased.

G8. Blanton Elementary School will increase parent involvement by 10% representing 50% of our parent population.

G8.B1 Blanton Elementary's parents have difficulty in attending school events during the daytime because of their employment.

G8.B1.S1 A strategy that could reduce the difficulty that Blanton Elementary's parents experience in attending daytime school events is to hold more evening events to increase parent involvement. Both SAC and PTA times will be changed to 5:30 PM to better accommodate family schedules.

Strategy Rationale

By changing the time for SAC and PTA meetings to better accommodate family schedules, parent participation will increase.

Action Step 1	
Blanton will host more evening events to include our Title I Annual Meeting with their Open House and Grade Level Information Nights. The Title I Annual Meeting will provide parents with specific information regarding what Title I is and what it provides to their students. Full disclosure of funds received and spent will be provided. Teachers will host the Grade Level Information Night which will be offered to Blanton's parents to provide them an opportunity to understand the Florida Standards used to teach their students, as well as technology assistance that is provided to support instruction. Parent notification will be sent home in the Agenda Planners, Blanton Communication folders, School Newsletter, Website and Marque. Additionally, a School Messenger notification will transpire as a means of notification advising parents of both events. The time for both SAC and PTA meetings will be changed to better accommodate family schedules, thus increasing parent involvement.	
Person Responsible	David W. Carey
Schedule	Every 2 Months, from 08/18/2014 to 06/03/2015
Evidence of Completion	Parent sign in sheets will be used to monitor the evidence of completion to record the total number of parents that have attended the events.

Plan to Monitor Fidelity of Implementation of G8.B1.S1	
Administrators will provide an introduction to the Title I meeting which will be held in the evening and fully discuss information regarding Title I and Blanton through a PowerPoint presentation that will be televised in each classroom. Additionally, each teacher will be required to turn in the signature and/or sign-in sheets of the parents in attendance.	
Person Responsible	David W. Carey
Schedule	Every 2 Months, from 08/18/2014 to 06/03/2015
Evidence of Completion	Evidence that will be collected to demonstrate the action plan for the strategy was monitored and whether it is being implemented with fidelity will occur through a checklist of all teachers and the recording of the submission of the sign in sheet for the event.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1	
A count of each parent in attendance will transpire from the signature sheet that will be collected from the evening event. Copies of all communications of parent notification will be maintained to show that parents were aware of the event to occur. Poor or questionable implementation will not provide the desired affect and in the event this was to occur we will document more efficiently the parent involvement of the evening events ahead.	
Person Responsible	David W. Carey
Schedule	Every 2 Months, from 08/11/2014 to 06/03/2015
Evidence of Completion	Evidence of completion will occur with parent notification, the event, parent signatures on the sign in sheets and collection of the data measuring the attendance of parents at the event.

G9. Blanton Elementary School will increase writing scores to 75% of students achieving a proficiency level on the Florida State Assessment in Writing.

G9.B1 Students enter the grade level at a below level proficiency in writing. They have not had enough opportunities to write throughout the academic day.

G9.B1.S1 The strategy will be to increase the students writing time by providing more opportunities to write throughout the student's academic day.

Strategy Rationale

By extending the learning day and student's opportunities to write, Blanton's students who are proficient in writing will increase.

Action Step 1	
Classroom teachers will provide students with writing journals that will be used in all curricular activities. Students will be taught to write a response to reading, math and science activities in addition to responding to presented prompts. Students will regularly receive feedback and instruction on their writing to improve their responses. They will be provided not only the oppoprunities to write, edit and rewrite, but opportunities to celebrate and share their writings.	
Person Responsible	Shirley Carson
Schedule	Daily, from 08/18/2014 to 06/10/2015
Evidence of Completion	This task will be monitored through the use of a writing rubric aligned to state expecatations. Students will self-evaluate, receive a graded response and conference with their classroom teacher for improvements to their writing.

<i>Plan to Monitor Fidelity of Implementation of G9.B1.S1</i>	
Response Journals and monthly probes with their completed rubrics will be reviewed monthly to determine the effectiveness of the modeled instruction and increased writing opportunities.	
<i>Person Responsible</i>	Shirley Carson
<i>Schedule</i>	Monthly, from 09/01/2014 to 06/03/2015
<i>Evidence of Completion</i>	Response journals and monthly probes administered with completed rubrics will be collected monthly to monitor for fidelity of implementation evidence of completion.

<i>Plan to Monitor Effectiveness of Implementation of G9.B1.S1</i>	
The data to be collected will be based on the writings and rubrics generated by students to measure the successful progression towards the set goal. Poor Implementation will result in the lack of response journals and monthly probes to provide students with opportunities to increase the writing time. If needed, response journals will be provided and classroom support if needed will be provided.	
<i>Person Responsible</i>	Shirley Carson
<i>Schedule</i>	Monthly, from 09/01/2014 to 06/03/2015
<i>Evidence of Completion</i>	Evidence of completion of monitoring activities will be completed response journals and monthly writings of each student. An expectation if the strategy is working is an increased level of writing by students.

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon