



Executive Summary: Blanton Elementary School

School Improvement Plan for 2016-17

Blanton Elementary School has 587 students grades Prek to 5th, two administrators, 44 teachers, and 51 staff members. The mission of Blanton Elementary 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. Blanton Elementary has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

School Celebrations

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school. Those improvements include:

- 1) Our school is no longer designated as an L300 school.
- 2) Our school maintained a C rating missing a B by 7 points two years in a row, even with the new scoring standards.
- 3) Our school improved our science proficiency by 10 percent.
- 4) Our school reduced its total out-of-school suspensions from 105 to 18.
- 5) Our school was certified as an AVID Elementary school and we are implementing with greater fidelity the rigorous AVID (WICOR) strategies in grades K-5 this year.

Primary Goals

To accomplish our mission, Blanton Elementary has the following primary goals.

G1 - Increase by a minimum of 10% the level of parental engagement in the collaborative decision making process for educational support of higher student academic and behavioral achievement by May 2017, as measured by both the Title I Parent and AdvancED Parent Surveys when comparing the results of the 2016-2017 school year to the 2015-2016 school year.

G2 - Will close the discipline disparity gap (26% at the end of the 2015-2016 school year) by reducing the number and percentage of disciplinary referrals generated by each subgroup by 30% as measured by FOCUS & School Profiles by May 2017.

Further close the achievement gap between black and non-black students, we will increase the ELA learning gains made by black students by 5% when comparing the same ELA data generated by non-black students, as measured by the FSA results from the 2016-2017 school year to that of the 2015-2016 school year.

G3 - Increase ELA scores of students achieving proficiency on the 2017 Florida State Assessment in English Language Arts from 51% to 56% during the 2016-2017 school year, as measured by the Spring 2017 FSA.

G4 – Increase Mathematic scores from 56% to 61% of students achieving proficiency as measured by performance on the Florida State Assessment in Mathematics for the 2016-2017 school year.

G5 – Increase Science scores from 44% to 54% of students achieving a proficiency level of 3 or above on the State Science Assessment Test.

G6 - Improve one module to achieve a greater recognition level, thereby become eligible for national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.

G7 - Increase the ELA scores of black students from 32% to 52% of students achieving proficiency on the 2017 Florida State Assessment.

G8 - Increase ELA scores of ELL students from 45% to 50% of students achieving proficiency on the 2017 Florida State Assessment.

G9 - Increase ELA scores from 56% to 61% of ESE students achieving proficiency as measured by performance on the 2017 Florida State Assessment in ELA.

G10 - Increase “on time arrival” of students daily by 5% when comparing the number and percentage of tardies generated during the 2016-2017 school year to those from the 2015-2016 school.

G11 - Increase the number of students participating in the “Promise Time” extended learning programs from 22% of all students attending Blanton during the 2015-2016 school year to 32% during the 2016-2017 school year.

Key Strategies:

The core instructional and monitoring strategies included in our action plans are:

- Providing in-class modeling and coaching, as well as utilization of standards-based exemplars and learning scales to help students self-assess their progress towards meeting or exceeding grade level proficiency of standards.
- Collaboratively planning and thoughtfully preparing rigorous and engaging lessons for students that incorporate AVID / WICOR strategies, including Costa’s Level of Questioning.
- Analyze student work samples, using the Marzano Framework & EQuIP Protocol as a guide, in conjunction with instructional walkthroughs and observation cycles, as well as PLC discussions, as a means of conducting periodic “rigor” checks.
- Implementing research-based strategies in core instruction (e.g., 5Es, Gradual Release Model, Jan Richardson Guided Reading strategies, Gradual Release of Responsibility, Math Talk Moves, Text Dependent Questioning, Speaking and Listening protocols, etc.).
- Utilizing DBQ (Data Based Questioning) project-based learning experiences in appropriate settings to increase critical thinking
- Conducting data chats with students and Student-Led Conferences with family members, linked to the students’ AVID Success Binders, to support students with data-based goal-setting and achievement.
- Posting, referencing and utilizing scales and rubrics aligned to ELA, Math & Science learning goals to assess and inform instruction, as well as hold all students accountable for their own learning.
- Conduct STOIC Walkthroughs, and monitor documented behavioral incident data, including the restorative practices used to supportively reintegrate students into the classroom setting.
- Monitor feedback of stakeholders received from Title I Parent Survey & AdvancED Surveys obtained from students, staff and families.

Professional Development

Ongoing professional development efforts include the continued utilization of PD Tuesdays to provide timely, targeted learning opportunities to instructional personnel based on data and schoolwide trends. The topics selected for those PD sessions include the on going implementation of the Marzano Growth model and the AVID / WICOR strategies, particularly as they relate to the alignment of learning tasks matched to the rigor of the standards taught at each grade level. We are especially focused on increasing teacher fidelity to the implementation of those strategies for the purpose of preparing students for college, career and life. Both formative and summative data measures, including student work samples, will be analyzed at weekly PLCs and in cyclical data chats for the purpose of reflectively informing instruction, while they too will serve as a basis for students to monitor their own progress by setting goals, writing specific action steps, and reflecting on next steps through their AVID Success Binder. Student-Led conferencing components will also be linked to the AVID Success Binder, thereby encouraging family engagement. To support this work, staff members will continue to receive follow-up support on the Marzano Framework and the AVID Crosswalk, with an emphasis on goal

setting and standards alignment. Classroom application of this learning will be followed by timely and specific feedback from Administrative, ISM and AVID Walkthroughs, Informal and Formal observations, planning and coaching sessions with embedded content specific staff, and the support of the AVID site-based facilitators. This PD is intended to support teachers, as they develop thoughtful lessons where tasks are aligned and meet the rigor of the standard(s) being taught. In doing so, this will increase student engagement and accountability, higher achievement, as well as further reduce incidents of behavior. In conjunction with the above outlined professional development opportunities, PD will also be geared towards raising awareness of and increasing empathy for students with diverse backgrounds. These training strategies will equip both instructional and support staff with a variety of techniques to promote culturally competency and positive working relationships with students, staff and families.

Parent and Community Engagement

Parent involvement is one of the biggest predictors of student success and remains a challenge at Blanton. In an effort to increase parent and community involvement, the school has scheduled to host four major evening events that celebrate diversity and learning linked to the standards based curriculum being used in their child's classroom and incorporate a student-led conferencing component. These events include opportunities for families to increase their knowledge of the various grade level content standards and assessment measures linked to their child, as well as provide "hands on" learning experiences where they partner with their child to apply skills and strategies taught, and set goals for making gains and ultimately attaining proficiency linked to those standards. These evening functions will showcase student data and goal setting processes, community and volunteer activities benefiting students, as well as student led demonstrations and celebration of the Arts and Culture present at Blanton. To further family engagement, the school will continue to flex the time set for monthly SAC meetings, alternating between AM and PM times, to accommodate the work schedules of the families. This is to encourage attendance and involvement of families and community members in the decision-making processes aligned to improving the climate and learning at Blanton Elementary.

For more information about Blanton's School Improvement Plan, please go to our website at

<http://www.pcsb.org/blanton-es>