



School Improvement Plan 2017-18

Blanton Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Cheryl A. Maggio	SAC Chair:
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School Vision	Aligned with 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.
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School Mission	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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	6.1	22.4	21.1	5.9	44.4	0.1

School Grade	2017: C	2016: C	2015: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	47	51	54	56	46	44						
Learning Gains All	44	50	55	50								
Learning Gains L25%	32	43	49	34								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Cheryl	Maggio	FT	4-10 years
Assistant Principal	Michele	Maiorana	FT	1-3 years
Counselor	Debra	Holland	FT	11-20 years
MTSS Coach	Hieu	Nguyen	FT	4-10 years
Kindergarten Team Leader	Pam	Dillard	FT	11-20 years
First Grade Team Leader	Jen	Lyon-Wardlow	FT	11-20 years
Second Grade Team Leader	Angel	Connell	FT	4-10 years
Third Grade Team Leader	Nicole	Sackett	FT	1-3 years
Fourth Grade Team Leader	Kim	Bellan	FT	11-20 years

Fifth Grade Team Leader	Amy	Eslick	FT	1-3 years
ESE Team Leader	Kathy	Tussey- Hehn	FT	11-20 years
Specialists' Team Leader	Wendy	Seslowsky	FT	1-3 years
ALPHA Manager	Althea	Hudson	FT	Less than 1 year
Psychologist	Kristopher	Kraul	PT	Less than 1 year
Social Worker	Sarah	Bleattler	PT	1-3 years
Total Instructional Staff:	58	Total Support Staff:	31	



School Culture for Learning

Connections:

District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Blanton Elementary creates an environment where students feel welcomed, safe and respected before, during and after school through our programs focused on good character, Bucket-filling and on Olweus Bully Prevention.

The Bucket-filling philosophy implemented with students and staff teaches that all of us as human beings carry an invisible bucket. This bucket contains our feelings. When our bucket is full, we feel happy and confident. When it is empty, we feel empty. A bucketfiller is someone who says or does nice things for other people. Hence why we promote the sharing of random “dolphin deeds of kindness” on our campus and in our own corner of the world. By doing this, we are filling other people’s buckets, as well as our own at the same time. On the other hand, when a bucket dipper says or does something unkind it causes others to feel badly, while also taking away from the bucket dipper’s own bucket. Each classroom teacher has a set of grade-level appropriate Bucketfilling literature to use when establishing this program each year. Additionally, Bucketfillers are awarded monthly with Bucketfilling “brag tags” to celebrate the on-going care they demonstrate daily. This simple, but profound philosophy applies to every aspect of life and reinforces the anti-bullying messages of reporting and defending a friend, as well as restorative circle conversations related to how our words and actions impact others. Demonstration of the positive character traits of Respect, Responsibility, Honesty and Self-Motivation serve as the foundation of Blanton’s Guidelines for Success and our schoolwide rules. Beginning with the upcoming 2017-2018 school year, Restorative Circles will be implemented with staff and families, as well as daily in the Kindergarten through Grade 5 classrooms with the goal of building a positive classroom culture founded on responsive relationships and collaborative problem solving. To further reinforce the implementation of Restorative Practice processes across the campus, staff members will receive IIRP cards with guiding questions, be provided with lessons and reflective questions, THINK sheets for both the primary and intermediate levels to use with individuals as needed, and both revised Low-level Incident forms and ODRs that reflect the use of Restorative Practices and Reintegration strategies.

To address the behavioral and mental health needs and management of students, staff members are encouraged to participate in CPI 1 training for certification, as well as CHAMPS, Trauma Informed Care and Youth Mental Health professional development. Currently, 58% of our staff is CPI 1 trained and six key members of the Blanton Leadership Team form Blanton’s Crisis Response Team maintaining both CPI 1 and

2 Certification through the Crisis Prevention Institute. To further support the safety of all, both First Aid and CPR training is also encouraged, with a team of 3 currently holding certification. The School Based Leadership Team (SBLT) meets weekly to explore additional interventions as specific Multi-Tiered Student Supports (MTSS) and crisis planning for those students with FBA's and PBIPs. As an MTSS team, we meet monthly with Primary and Intermediate representatives to review data related to core instruction and engage in the problem solving process to address schoolwide needs.

Teachers explicitly teach lessons aligned to the Guidelines for Success and behavioral expectations in the classroom and common areas during the first 10 days of school. Lessons are revisited after extended breaks from school in order to ensure fidelity of implementation. The Behavior/Discipline Committee meets once a month to review infraction and office discipline referral data pulled from School Profiles to identify trends in discipline areas and problem solve ways to improve discipline schoolwide.

By monitoring walkthrough and informal observation data with meaningful feedback provided to teachers regarding implementation of our schoolwide behavior system, fidelity of implementation is ensured. All staff members have participated in Restorative Practice Overview and have been provided with IIRP cards outlining the Restorative Practice questions to guide conversations when handling low level behavior incidents within the classroom. The goal of implementing this process is to decrease the number of lost instructional minutes for all students. For higher level behavior incidents which require administrative assistance, restorative practices have been put in place for students to have a voice and articulate their perception of the incident, as well as be able to determine what the student can do to repair the relationships with the involved individuals.

Blanton's Safety Committee meets monthly to discuss potential safety concerns, review data from regularly scheduled drills, and to further develop plans for correcting deficiencies, addressing concerns that arise, and making improvements to the processes identified and outlined in the Blanton Elementary School Safety and Crisis Plan.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers whose data reflects issues with behavior management have had CHAMPS training added to their DPP and must enroll in district training.

As an AVID Elementary focused on increasing student engagement through positive relationships and the implementation of rigorous, culturally relevant teaching practices, the instructional staff has engaged in ongoing Professional Development linked to the crosswalk between AVID (Advancement Via Individual Determination) WICOR and Marzano's High Yield Instructional Strategies, while incorporating the philosophy and practices outlined in Carol Dweck's work around Growth Mindset. Seeking to become more culturally responsive as a Blanton School family, throughout the 2016-2017 school year, the instructional staff engaged in "Courageous Conversations," as a Leadership Team, through grade level PLCs and as an SBLT. Aligned with one of the more reflective components of the staff book study facilitated using Carol Dweck's work: Mindset, a Privilege Walk was conducted with a follow-up reflective discussion. In conjunction with this schoolwide work, Proactive Restorative Justice measures were implemented, so that consequences better reflected what was done WITH all parties, versus what was done TO or FOR them, and to ensure that the loss of instructional time could be reduced. To further make this cultural shift as a school, while implementing strategies already gained through participation in Trauma Informed Care and Youth Mental Health First Aid trainings geared at better recognizing, understanding, and responding to the impact of trauma on our students and families, a team consisting of administrators and teacher leaders participated

in a 3-day Restorative Practice training in June to develop a plan to rollout this way of work to the staff, parents, and students over the course of the next two years. A timeline and calendar is being developed to provide professional development opportunities to staff throughout the year, beginning with our Opening Day Staff Meeting. The focus of this training is to not only introduce the restorative practice philosophy and provide staff members with an opportunity to experience it first hand, but to review the utilization of our low-level incident reports, Office Discipline Referrals, introduce the Reintegration checklist, and guide the staff through the process of facilitating the implementation of restorative circles in the classroom daily. Part of the gradual release of the implementation process will include the provision of time to debrief with team members and administration the strategies and practices that are working and not working. Additionally, an increased number of participating staff members are joining the original Restorative Practice Site Team to engage in districtwide Equity of Excellence training and serve as a teacher leader team at Blanton Elementary.

Data is and will continue to be reviewed monthly to explore and determine alternative consequences with members of the Discipline/Olweus Bully Prevention Committee. In response to staff survey data, the RP Site Team is tasked to develop a behavior matrix to ensure consistency and equity throughout the campus. Literacy-based lessons and activities are being developed using AVID Weekly, Read Works, Florida Standards Weekly, etc. to build schema for discussion points and will be provided to classroom teachers to implement restorative circles for building and maintaining a positive community culture throughout the school year.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Our School has an extensive multi-tiered support system in place for all students. Through the use of the "Blanton Vision" News program, "Character Counts" and Bully Prevention Lessons / Videos and reflective journaling questions provided by our Discipline / Olweus Bully Prevention Committees, all students are provided with Tier 1 core instruction related to the character traits of Honesty, Respect, Responsibility and Self-Motivation, encouraged to make positive choices, use appropriate social skills, etc. Some of the topics also covered are related to understanding what bullying is and is not, differentiating between tattling/snitching versus reporting, what a bystander is and providing skills for responding to such actions, by walking away, defending a friend etc., using web-based videos and mini-lessons. To increase awareness, ensure a clear understanding of what bullying is and is not, as well as reinforce reporting processes and prevention strategies, an educational evening event will be presented to families in late September 2017.

These messages are further reinforced by the Principal's morning message and by reading aloud via "Blanton Vision," providing discussion questions aligned with our schoolwide PBS-based Behavior Plan, and referencing posted Guidelines for Success and Olweus Bully Prevention Strategies. To further strengthen the positive climate on campus, all teachers have been provided a complete set of "Bucket filling" books to read aloud and reference in class to reinforce the campus wide "Bucket filling" Program, whereby students are recognized for their "Dolphin Deeds of Kindness." To ensure fidelity to the processes we have in place for educating students and building a positive school culture, administrators conduct daily walkthroughs and monitor the consistent use of the "Character Counts" reflection journals, posted "Bucket fillers" in classrooms, and award Bucket-filling brag tags for "Dolphin Deeds of Kindness", while the School Counselor recognizes Citizens of the Month and "Terrific Kids."

These schoolwide Positive Behavior Strategies are further reinforced daily through the use of the "Clip It" color coded scale and the implementation of Class Dojo, as a means for tracking, reinforcing and communicating to families student's positive choices regardless of their setting or school related campus event, by sharing live data updates electronically with parents / guardians as our partners, as well as through notations made in the daily agenda planners. These positive choices are reinforced with Pink

“Dynamic Dolphin Pride” and Blue “SPLASH Salute” notes daily that result in treasure box incentive type awards provided by Administration. As a means of increasing student accountability, students also individually complete behavioral goal reflection sheets and action steps, which they bring home nightly and update monthly in their AVID Success binders. These goals and action steps are directly aligned with the roles and responsibilities of “Blanton’s BEST” AVID Scholars as defined in our 2017-2018 Title I Compact.

The data generated by the use of our schoolwide low level documented Incident forms recorded under FOCUS Parent Contacts, as well as Office Disciplinary Referrals (ODRs), is further reinforced by daily, weekly and monthly Class Dojo data that visibly reflects those students who require additional Tier 2 or 3 supplemental support. These data sources serve as initial data collection tools when looked at more closely by SBLT members weekly, as an MTSS group monthly, and when determining justification for beginning the PSW (Problem Solving Worksheet) process. The accuracy of data generated classroom to classroom, as well as in specialists and general campus areas, is monitored through daily walkthroughs and observations made by Student Service personnel, as well as Admin Team members. Students whose data demonstrates a need for more individualized, Tier 3 support, as reflected by Class Dojo and compiled Infraction forms and/or ODRs, as well as based on severity of offense, are provided with additional interventions, such as individual behavioral star charts, “spot the dog” sticker books, and small group counseling support as documented in PBIPs or FBAs, IEP goals, etc. These interventions are progress monitored regularly to determine if they are appropriate or need to be varied or intensified. The frequency and intensity of the interventions, as outlined in students’ PBIPs and FBAs, are determined by the SBLT/MTSS members working jointly with family members and impacted staff to include timely data reviews and ongoing progress monitoring to determine if the interventions are appropriate, as well as to ensure that the plans in place are supporting the child’s overall success. If and when it becomes necessary, administration seeks out further support from the districtwide TnT (Triage and Training) team and/or the Area 4 IDEA coordinator. Blanton’s MTSS/SBLT and Discipline / Bully Prevention Committee will continue to monitor data related to discipline and incidents of reported bullying monthly, while professional development will be provided to the entire staff that is linked to increasing cultural competence, promoting sensitivity to the trauma many of our students face, as well as promoting restorative practices in the classroom.

To enhance the skill set of all in our response to rising behavioral challenges, the staff will engage in a facilitated professional development training focused on “Effectively Dealing with Disruptive Students” Additionally, this year Blanton Elementary is adding a Restorative Practice Site Team comprised of administrators, teachers, support personnel and parents to develop a plan of action to implement restorative practice strategies schoolwide in order to build and maintain a culturally relevant teaching and learning community for all. Every staff member has participated in a Restorative Practice Overview and has been given and instructed in the use of Restorative Question cards to diffuse low level behavior incidents and allow students the opportunity to articulate their perception of the incident and share their thinking in how they can repair the relationship damaged due to the incident. Staff members will also engage in further professional development related to Restorative Practices with the support of the book: **Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management** by D. Smith, D. Fisher, and N. Frey.

Regarding academic support for students: Data is shared, analyzed and discussed weekly within grade level PLC teams, with the support of districtwide “Just in Time” and site-based MTSS coaching staff, on a vertical, cross-curricular team basis quarterly, and through more formalized data chats held following each cycle of testing. Data is also regularly reviewed with the student service team members at weekly MTSS/SBLT meetings in order to determine if interventions match the academic needs. Based on the ongoing progress monitoring data documented through AIMSweb, as well as through the grade level assessment data for ELA and mathematics, decisions are made as to who requires more intensive support. Once those students have been identified, the school psychologist works closely with the MTSS / Curriculum Coach and Title I

interventionists to further monitor academic progress, as well as determine if eligibility for more specialized educational services are necessary to further support overall student enhancement.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Supplemental / Intensive Intervention Support Members are comprised of the Administrative Team, ALPHA Program Manager, MTSS / Curriculum Coach, Guidance Counselor, School Psychologist, Social Worker, Varying Exceptionalities and ELL Resource teachers, ESE Therapists, and Title I Interventionists who provide academic interventions.

A fulltime school Guidance Counselor is on staff at Blanton Elementary. The school counselor provides Intensive Social Skills lessons to students in Kindergarten and Grade 1, and Skill-streaming lessons to our IVE Primary unit, during the first 6 weeks of school. These lessons are further supported throughout the year in monthly guidance lessons. All other grade levels receive monthly Guidance lessons linked to appropriate social skills and conflict resolution strategies to meet the social-emotional needs of all students. Small groups are formed for targeted counseling sessions. These are established at the beginning of the year, as well as after a mid-year review of needs evident, through parent input and teacher recommendation. Additionally, in alignment with the district “Bridging the Gap” plan, students demonstrating a need academically and/or behaviorally are provided with an adult staff mentor who meets with the student each morning and afternoon through our site-based "High Five Mentoring," Check-In/Check-Out Program.

Our Social Worker is currently assigned to Blanton two days a week. In conjunction with our assigned School Psychologist, she is responsible for writing and monitoring the fidelity of implemented PBIPs and FBAs. She provides counseling support where needed, over and above that which is provided by our School Guidance Counselor, when time permits. She has assisted with home visits and delivery of paperwork when needed, and facilitates our bi-weekly Child Study Team meetings with the goal of increasing attendance and timely arrival to school to ensure each child receives grade level appropriate core instruction, as well as targeted intervention(s).

Intervention strategies that are employed by the school to improve the academic performance of students identified by the early warning system begin with our extended school day in which classrooms are opened 30 minutes before our official start time to provide additional minutes for implementing differentiated interventions to meet the needs of all participating students, while increasing the opportunity for on time, bell to bell instructional time. Title I Interventionists will continue to push into the core instructional blocks to provide additional layering of targeted interventions over and above teachers’ small group instruction. Another strategy we began implementing, during the 2015-2016 school year, and will continue implementing are the AVID success structures, led by our growing team of site based facilitators. For the third consecutive summer, we have sent a team to the AVID Summer Institute. This year 16 staff members attended. Additionally, 11 classroom teachers attended the 2-day district-based AVID Foundations training offered in May and July 2017. Therefore, we currently have 26 instructional / administrative staff members AVID trained. As a third year AVID elementary, we are continuing with the foundation set for schoolwide use of AVID Success binders and color-coded journals at all grade levels. With the goal of increasing student **Achievement Via Individual Determination**, a variety of AVID strategies are being used schoolwide, Kindergarten through Grade 5. These include: accountability measures that reflect schoolwide alignment of AVID resources and WICOR strategies with fidelity across all grade levels, the implementation of common data collection tools utilized for tracking, goal setting and action steps, the timely use of the AVID assessment checklist by instructional staff to improve organizational skills, and the engagement of families through the purposeful planning of a variety of academic, behavioral and assessment nights. These focused nights also include the use of Student Led Conferencing three times a year for initial goal setting, mid-year

reflective review of goal accomplishment, and end of year celebration of student success. These Student-Led Conference Nights will continue to include hands on learning opportunities in which parents as our educational partners will work side-by-side with their child to learn and practice skills related to their child's specific grade level expectations. The schoolwide implementation of color-coded, reflective journals linked to the academic areas of Reading, Writing, Math, and Science, as well as "Character Counts" will continue to be in use with more AVID Interactive Note-taking Strategies evident. Specific "Growth Mindset" focused feedback will be provided to our AVID scholars, to better incorporate the use of researched, brain-based strategies.

The instructional staff will further increase fidelity of the AVID WICOR strategies and Growth Mindset philosophy utilizing Marzano research-based best practices school-wide through purposeful and collaborative lesson planning across all grade levels and academic subject areas. Lesson Plans as outlined on Planbook.com and reflected in walkthrough data will demonstrate an increased implementation of AVID WICOR strategies and embedded Costa's Level of Questioning that align with Marzano's Taxonomy of Educational Objectives. An increased usage of AVID Weekly articles and lessons, along with Florida Standards Weekly periodicals will also be evident across all grade levels.

Students identified by the early warning system will continue to be monitored and receive additional support through targeted interventions provided by schoolwide interventionists, our guidance / student services department, MTSS and the Child Study Team, including but not limited to participation in the Title I "Connect to Success" Laptop Program (availability of computers for use at home) and "Promise Time" Extended Learning Program where both tutorial remediation (iReady for Reading and Math) and enrichment (Crazy 8, STEM, Sunshine State Literacy circles) opportunities are provided to students based on need and availability of service providers. Both initiatives provide academic support "Beyond the Classroom."

S.T.E.P. (Students Targeted for Educational Performance) students are primarily comprised of minority students who maintain a cumulative 2.5 or higher GPA and FSA scores that fall within level 3 in reading and /or math. As an additional intervention strategy employed by Blanton Elementary for those students targeted by the S.T.E.P. program, a school-based supportive structure is implemented for these minority students in order to optimize academic achievement through encouragement, support, and guidance. Our S.T.E.P. Program is a preventive strategy utilized to reduce the number of students with early warning indicators. S.T.E.P. students meet regularly with the Guidance Counselor for monthly "team" meetings, participate in the B.U.G.S ("Bringing up Grades" Incentive Program) and work side-by-side with our PMAC Ambassadors as school role models who put on plays and conduct service projects that model the Character Traits, Bucket-filling and Bully Prevention actions. The goal is to create a supportive bond between the students, under the leadership of our school counselor, and create a stronger community of learners and leaders as AVID scholars working towards success in a safe learning environment.

Award ceremonies that occur each grading period, provide students the opportunity to be recognized for their efforts in attaining perfect attendance, as well as academic and behavioral achievement, with staff and family members in attendance to celebrate each student's accomplishments. In addition to receiving certificates, special pencils, and "brag tags" acknowledging their accomplishment, each scholar celebrated receives additional rewards from our community business partners that include free meals, laser tag, bowling, etc.

Ongoing Progress Monitoring (OPM) data for students identified as needing Tier 2 interventions is administered biweekly. Data points and graphs are reviewed a minimum of every 8 weeks to determine success of the intervention and to make any changes deemed necessary based on the data and input from the MTSS / SBLT teams. Twice a month, once with the focus on primary students and once with a focus on intermediate students, overall data is reviewed based on assessments such as FSA, MAP, Module / Unit

Tests, iStation, ST-Math, etc. to identify grade level trends as well as classroom trends. The data-based problem solving process has been reviewed by the MTSS team and will be followed during these meetings in order to make decisions based on data analysis and student needs. OPM data for Tier 3 students is collected weekly. The review occurs during PSW (Problem-Solving Worksheet) meetings, which typically are scheduled every 6-8 weeks.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

A number of data collection sources are utilized to regularly track and analyze student progress. In addition to MAP assessments which will be administered in Grades K-5 during the 2017-2018 school year, these include FLKRS and Nemours (3x – Pre/Post and optional Midyear) in Kindergarten, Running Records (monthly in the Primary grades/ Beginning-Middle-End of Year in the Intermediate grades), monthly Istation, ST Math & VMath Live data reports, Beginning-Middle-End of Year Think Central Math Summative Assessments, 5th grade Science Diagnostic (Fall and Spring), as well as the nationally norm-referenced HMH/Reading Counts Inventory Program. For those students receiving additional Tier 2 & 3 supports, Title I Interventionists collect progress-monitoring academic data on a weekly or bi-weekly basis using DIBELS Next and AIMSweb. Data is aggregated by grade level, ethnicity, exceptionality and gender to determine trends. Student progress is monitored in each area to determine if interventions are successful or adjustments are needed. The data generated is analyzed in weekly PLCs and used to drive instruction, as well as serves as a basis for discussion at weekly MTSS/SBLT meetings for the creation & updating of Academic and Behavioral “Hot Lists” by our Psychologist and Social Worker.

In addition, this year we will rotationally be adding grade-level team leaders / teacher leader representatives to our MTSS/SBLT Team in order to increase fidelity of data collection and sharing between grade levels and administration to ensure students are supported through a continuum of services both in and outside of the classroom.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Professional Development is provided to staff monthly. PD topics have included: “Courageous Conversations” about Cultural Responsiveness, Trauma Informed Care; Youth Mental Health; Rigor (in the form of a book study: Rigor is not a 4-Letter word); AVID strategies (interactive note-taking, note-taking, discussion strategies, and levels of questioning) for increasing student-centered learning and accountability; Bully Prevention; Growth Mindset (in the form of a book study); and Math strategies (13 Mathematical Myths that have Expired), and the Marzano Framework. Administration looks for evidence of PD strategies during classroom walkthroughs and provides feedback to teachers on the level of implementation observed. This year we are adding the topics of Restorative Practices, Math strategies for building math concepts (particularly as it relates to Place Value, Measurement, Data and Geometry), and Vocabulary Development and Writing support (particularly as it relates to the Integration of Knowledge and Ideas) in response to our review of assessment data, survey results, and Pinellas County School Board’s “Bridging the Gap” district plan. PD will also encompass opportunities for cross grade level and cross-curricular teams to collaboratively plan, analyze formative assessment results and debrief lessons; thereby making instructional decisions that will best move all of our students forward towards meeting grade level expectations and beyond.

During weekly grade level PLCs, teams analyze formative assessment results, student journal samples, and student work samples in order to make instructional decisions to meet the needs of all students and to ensure best instructional practices are in place. Feedback and decisions are documented on the PLC meeting forms and submitted to administration each week to share decisions and notify of any needs or support the

grade level may need to implement the decisions made in the problem solving process. The focus for assessment data and student work is to ensure the tasks the students are asked to complete meet the level and complexity of the grade level standard being assessed.

The Child Study Team (CST) meets twice a month to review attendance data. Determinations for why students are not in school are made based on attendance codes, teacher input, and parent communication. Parents are contacted and offered support by the school social worker and Principal to ensure students are attending school. Both attendance and on time arrival are discussed and plans for investigation and support are assigned during CST meetings. Attendance incentives continue to be in place for students that have perfect attendance each month or have 2 days of late arrival and/or early release.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Blanton Elementary School will increase by a minimum of 10% the level of parent engagement in the decision making process for educational support of higher student academic and behavioral achievement by May 2018, when comparing participation data from the 2017-2018 school year to the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>The process that Blanton utilizes to learn about their students' cultures and builds relationships between teachers begins with the parents/guardians completion of the Parent / Student / Staff Member Title I Compact and the Home Survey Document. Additionally, Classroom teachers have both parents and students complete informational documents specifically pertaining to each student.</p> <p>Blanton's PMAC (Multicultural Program) provides students an opportunity to learn about each other's cultures, providing them the opportunity to learn about each other individually. Our "High Five" Mentoring Program is also part of the process that enables school relationships to be fostered between teachers and students. Teachers mentor students throughout the school year, meeting regularly to provide support and motivation for attendance, as well as academic and behavioral success.</p> <p>Blanton Elementary uses a proactive and positive approach to classroom management through its PBS aligned, school-wide behavioral system. The "Clip-It" system aligns to the CHAMPS system endorsed by Safe and Civil Schools, but with additional color-coded steps by which students may "clip-up or down" based on student choices. This system incorporates a Universal signal and is further reinforced using Class Dojo as a motivational tool and system for electronically providing parents with live updates communicated throughout the school day. This program helps to minimize distractions and increase overall engagement and compliance with school wide expectations, as well as serving as a basis for implementing the school based reward system. Using Class Dojo provides members of the SBLT with live behavioral data and monthly graphs that serve as documentation of Tier I, Tier II and Tier III intervention data, with a focus on the proactive STOIC components of Structure/Organize, Teach, Observe, Interact positively, and Correct, which is a CHAMPS research-based strategy</p>	<p>Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP</p> <p>Family & Community Liaison & Engagement Team members: Michele Killam, Family & Community Involvement Coordinator; Hieu Nguyen, MTSS Coach; Keisa Thornton, Shannen Paetzold, and Angel Connell, Classroom Teachers</p> <p>AVID Leadership Team Members: Hieu Nguyen, MTSS / Curriculum Coach Angel Connell (Gr. 2) Amy Eslick (Gr. 5) Barbie Paetzold (Gr. 5) Kelly Roth (Gr. 4) Meagan Wright (Gr. 4) Shannon Moore (Gr. 3) Nicole Sackett (Gr. 3) Meghan Stevens (Gr. 3) Rachelle Davis (Gr. 3) Christina Platt (ESE)</p>

published by Pacific Northwest Publishing. STOIC walkthroughs will be conducted monthly in 5-8 classrooms at varying grade levels. These PBS aligned programs are further supported with the Energy Bus & a Bucket filling program, which promotes random acts of kindness, also known as "Dolphin Deeds of Kindness." The Bucket filling program is implemented under the leadership of our PMAC Staff sponsors and student ambassadors, and proactively further supports those positive words and actions we wish to reinforce as an Olweus Bully Prevention school. This year we will be implementing a 20 minute block of time daily, per grade-level that will focus on culturally relevant and restorative practice focused lessons with an embedded restorative circle reflective question during this time. The primary purpose of implementing restorative circles in the classroom, during the 2017-2018 school year, is to build and maintain a positive community culture throughout our campus.

During the 2016-2017 school year we implemented 4 multi-faceted, schoolwide events that incorporated a learning component for students and parents, as well as a Student-Led Partnership piece for goal setting, goal reflection and goal celebration. These events were well received by our families, and we will continue to offer and promote these focused evening events during the 2017-2018 school year. In order to provide more opportunities for families to participate in school related events with their children we are scheduling additional evening events linked to academics, data review, and topics suggested through feedback provided from parent surveys such as Bullying Prevention, Drug Awareness, etc. Alternately, classroom teachers will facilitate academic events while specialists and instructional support personnel will facilitate events focused on culture, wellness, etc.

Planned events to increase family engagement:

- Meet the Teacher**, August 8th, 5-7pm (tentative); August 9th, 1:30-3pm
- Annual Title I Meeting / "Back to School" Open House with AVID Goal Setting for Scholars**, August 17th, 6-8pm
- Restorative Practices Parent Overview Workshop**, September 7th, 5:30-7:30 pm (tentative); September 16th, 11 am – 1 pm (tentative / Avesta Apartment Complex) – *To be re-scheduled following Hurricane Irma*
- Bully Prevention / Say NO to Drugs / K-9 Unit**, September 28th, 6-8 pm (PTA sponsored)
- Fall Festival & Book Fair**, October 27th, 5:30-8 pm (PTA Sponsored)
- "Dive Into Success" Assessment Information Parent Workshop**, November 9th, 6-8pm
- Winter Solstice - Holidays Around the World / AVID "Scholarly Success" Mid-year Goal Review**, December 21, 6-8pm
- Kindergarten Round-up**, January 11th, 6:00-7 pm
- "Fall in Love" with Reading & Life Wellness Fair**, February 15th, 6-8pm
- Education Celebration – "Scholarly Success" Showcase**, May 17, 6-8 pm (** PK to K Transition Night @ 5:30 pm)

AVID Site Team Members:

- Amy Collins (K)
- Pam Dillard (K)
- Aimee Neverline (Gr. 1)
- Valerie Cannon (Gr. 2)
- Marcia Caldwell (Gr. 2)
- Fred Harmon (Gr. 3)
- Kim Bellan (Gr. 4)
- Christine Wheeler (Gr. 4)
- Jen Smith (Gr. 5)
- Jocelyn Mitchell (Gr. 5)
- Kathy Tussey-Hehn (ESE)
- Carolien Goossens (Gifted)
- Kim Nimphius (ELL)
- Ann Preus (ELL)
- Pam Norton (K-5 Interventionist)

Student Services Personnel:

- Debbie Holland, Guidance
- Sara Bleattler, Social Worker
- Kristofer Kraul, School Psychologist
- Lisa Porter, Diagnostician
- Brenda Dennis, Compliance Educational Diagnostician (CED)

PMAC Advisors:

- Kim Nimphius
- Ann Preus
- Kim Bellan

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Blanton Elementary School will close the disparity gap by reducing by 10% the number of disciplinary referrals generated by black students by May 2018, when comparing data to non-black students from the 2016-2017 school year to that of the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>Blanton successfully decreased the number of disciplinary referrals generated by black students by more than 10% during the 2016-2017 school year.</p> <p>PBS/RtI Team members will continue to provide support and training related to Positive Behavior Systems (STOIC), CHAMPS and Traumatic Care Strategies. To further enhance the establishment of positive connections with our families, faculty and staff members will continue to build rapport by making sure all families receive a positive phone call home during the first month of school, as well as at the beginning of second semester.</p> <p>Schoolwide, to build a sense of community, our AVID scholars will be greeted each morning with a smile and a choice of 3 H's (Hug, Handshake, or High 5) or Fist bump. We too will continue to make every effort to honor our families' home language by ensuring they either receive materials in their native language or have access to an interpreter.</p> <p>This school year we will embed literacy-based (culturally relevant classroom libraries) and culturally relevant teaching strategies (teachers will create meaning through intentional connections to students' individual, community, national, or global identities, and implement the conscious inclusion of the 6 M's – Meaning, Model, Monitor, Mouth, Movement and Music into instruction) and restorative practice lessons / implementation of circles into our Master Schedule with the focus being on collaborative structures and culture building in the classrooms and school-wide. Lessons will be tailored to classroom needs and grade-level appropriate to reinforce student learning in the areas of social and emotional well-being.</p> <p>Fidelity of implementation will be administratively monitored through observations during walkthroughs and with the use of a restorative practice checklist. Teachers will be provided with feedback after data is collected and reviewed in order to improve practices and ensure full implementation of the use of restorative circles to build community and problem-solving throughout the campus.</p>	<p>Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP</p> <p>Restorative Practices Site Team Members: Angel Connell Hieu Nguyen, MTSS Coach Nicole Sackett, Teacher Leader/Site-based Mentor</p> <p>ELL Team: Kim Nimphius, Resource Teacher Ann Preus, Resource Teacher Yasminda Bernstein, Spanish Bilingual Associate</p> <p>** Hieu Nguyen, MTSS Coach (Vietnamese Bilingual Translator, if needed)</p>
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

As an AVID Elementary, we have sought to increase academic achievement and close learning gaps through close analysis of various data sources and purposeful planning for rigorous, cross-curricular, differentiated instruction with fidelity; strengthen core instruction and positive engagement through ongoing, targeted PD and coaching that includes, but is not limited to the implementation of Marzano Performance Scales and high-yield strategies, as well as fidelity to the implementation of AVID WICOR strategies and student-led collaborative structures that align to the 6 M’s of Culturally Responsive Instruction (Meaning, Models, Monitoring, using Mouth, Movement and Music). This process begins with collaboratively engaging in purposeful, backward designed lesson planning that fosters critical thinking, a growth mindset, cooperative learning, and the alignment of projects and activities that match the rigor of the standard(s) being taught. Lesson Plans will reflect this thoughtful planning process by incorporating Performance Scales, the integration of ELL strategies as “best practices,” and include the conscious, documented use of Costa’s Level of Questioning that moves from the lower retrieval and comprehension levels to the higher thinking analysis and knowledge utilization levels aligned with Marzano’s Taxonomy of Educational Objectives as a guide. Administrators will provide specific feedback to instructional staff members regarding lesson planning as it relates to the alignment and implementation of strong, standards-based instruction with rigorous, student-centered learning opportunities and accountability.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in these conclusions?

Writing - (as it relates to Vocabulary Development, etymology of words, Integration of Knowledge and Ideas, Craft & Structure, as well as Language & Editing); ELA B and D data; Data Chats, PLC’s, AVID Assessment tools, FSA data, ACCESS 2.0

Reading – (as it relates to Vocabulary Acquisition, Key Ideas and Details) ELA B and D data; Data Chats, PLC’s, AVID Assessment tools, FSA data, MAP testing, ACCESS 2.0 - Identifying key ideas and details LAFS.RL.1.1 and LAFS.RI.1.2

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers will post, reference and utilize Performance Scales (ELA & Math) and rubrics aligned to the standard(s) being taught. They will serve as the basis for exemplar lessons and the students’ daily reflective, self-assessment.

Ongoing, formative assessment measures will be utilized by teachers to determine student understanding towards achieving understanding and application of each grade level standard through bi-weekly formative assessments developed and administered by grade level teams in the areas of reading and math to inform instruction, as well as for ongoing monitoring of student achievement. Results will be aggregated and analyzed during grade level PLCs to drive collaborative planning and overall instructional decisions.

Beg-Mid-End of year Jan Richardson Guided Reading (Grades K-2) and Teacher’s College (Grades 3-5) Running Records, Module Assessments, Istation and HMH Reading Inventory data will inform ELA instruction and the use of MAP, the Think Central Summative Math Assessment, ST Math Progress, and VMATH Live data

will inform Math instruction. Utilizing the “Success Criteria” embedded in the Science SLAGs, along with Lab assessments, will inform the Science instruction that occurs.

Students will maintain “Success Data Binders” to track and monitor their own progress towards meeting grade level goals and will confer with their teacher for data reviews after each assessment cycle. These conferences / “data chats” will serve as the basis for setting/revising goals and action steps based on data, both with teacher guidance and parental support on one of the four schoolwide Student Led Conference nights.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Instructional and Support Staff foster success by enthusiastically conveying clear expectations for what constitutes success, explicitly modeling success strategies, conveying a positive “growth mindset” for achievement of goals set through embracing the “Journey of YET” as capable, determined and persevering “risk-takers,” lifelong learners and scholars, and by employing scaffolded instructional techniques that inspire curiosity, promote collaborative problem-solving, and engage students in tasks that empower and move them towards independent application of knowledge and skills, and self-reflection with a focus on continuous improvement.

As an AVID Elementary school, Blanton will continue to implement AVID WICOR strategies, Quality tools and practices from “Crayons to College” across all grade levels, including the use of Success Binders and Student-Led Conferences for students monitoring themselves as it relates to their learning progress / organization strategies, behavioral choices, etc. 3x yearly.

Interventions will be focused on specific skills with fidelity to timely, bi-weekly progress monitoring. OPM data will be reviewed with MTSS/SBLT team, as well as in grade level PLCs, to make data driven instructional decisions that targets and addresses specific student needs.

With purposeful planning, the embedding of culturally relevant materials that reflect the diversity of our student population, the use of restorative practices, and the continued implementation of the AVID Elementary philosophy and strategies schoolwide, we will provide culturally relevant instruction for all students using assignments aligned to grade-level appropriate state standards, incorporate WICOR engagement strategies, and student centered learning practices.

Extended Learning Programs (ELP) are in place both before and after school in order to provide academic supports to targeted students to assist them closing gaps in learning and achieve academic proficiency.

After school STEM Academy, Crazy 8's Math Club, and the “Battle of the Books” Literacy Club provide opportunities for enriching student progress.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

Establish classroom and targeted intervention schedules focused on providing uninterrupted time for core and differentiated instruction. Classroom schedules will reflect time for PLCs, collaborative team planning and academic coaching with grade level peers.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<p>As Blanton prepares for the 2017-2018 school year, data is gathered and analyzed using a variety of different sources. The process of carefully analyzing all data sources are utilized to determine the specific needs of the school, the staff, the students and the parents as we work towards 100% academic success by all students. The data sources that are used in determining the needs of Blanton’s students include the Florida Standards Assessments (FSA) in English Language Arts (ELA), Writing and Mathematics, and the Florida Statewide Science Assessment Test (FSSA) in Science. To support our ELL students, we use the data collected from ACCESS 2.0, running records and classroom performance data. FLKRS data will be used to monitor Kindergarten progress during the first semester. Additionally, SAT-10 data from the 2016-2017 school year is used to make initial instructional decisions for students entering grades 2 and 3. MAP assessment and Istation data will be used throughout the 2017-2018 school year for continuous improvement in the delivery of instruction in grades K-5, in conjunction with various Formative and Summative Assessments, such as those available on Think Central, along with Running Records and Lexile levels as measured by the HMH Reading Inventory (SRI). All are examples of the supportive data utilized to provide a clear picture of student achievement that transpires on an ongoing basis at Blanton. Additionally, Progress Monitoring data is regularly collected on a bi-weekly and/or weekly (AIMSweb and DIBELS Next) to measure the effectiveness of interventions put into place as a result of student deficits evident in regards to grade level performance.</p> <p>The instructional staff will further increase the rigor of their lessons by purposefully embedding AVID and Marzano’s High Yield strategies:</p> <ol style="list-style-type: none"> 1) Provide thoughtfully planned opportunities for students to collaborate and problem solve cooperatively. 2) Increase the types and ways of differentiating instructional opportunities for all students by embedding AVID WICOR instructional practices that incorporate reading, writing, speaking, and listening. 3) Use AVID Weekly and Florida Standards Weekly articles, to expose students to content-rich vocabulary, build schema, and provide them practice grappling with reading more rigorous non-fiction texts and responding to the texts by using Interactive Note-booking Strategies. 4) Thoughtfully preparing in advance questions that align with Costa and Marzano’s Taxonomy of Educational Objectives and incorporating them into daily lessons. <p>Administrative monitoring of lesson plans and core instruction via Planbook.com, along with the provision of timely and specific feedback on walkthroughs, as well as formal and informal observations, will ensure fidelity to the implementation of instructional strategies and continued best practices.</p>	<p>MTSS Coach: Hieu Nguyen</p> <p>School Psychologist: Kristopher Kraul</p> <p>Educational Diagnostician: Lisa Porter</p> <p>Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP</p> <p>AVID Staff Developer: Judith Vigue Kristy Bench ** Kerrale Prince (mentor teacher)</p> <p>Grade level PLCs (weekly & in cyclical data chats)</p>

Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Establish positive classroom routines and structures for high engagement & student success that include the implementation of schoolwide weekly motivational strategies for encouraging positive student choices: for academic work (Components of “Blanton Builds Skills & Stamina for Success” 2016-17 St. Pete Promise Grant that incorporates an incentive based program, that promotes reading independently for a required number of minutes per grade level on a daily basis, as well as encourages automaticity of basic fact fluency for math) and behavior (daily integration of restorative circles and culturally relevant lessons; weekly incentive program, i.e. “Spirit Days” tied to monthly themes, as well as SWBP incentives in place).	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<p>Walkthroughs, informal and formal observations, STOIC walkthroughs by school guidance counselor, observation feedback & notes.</p> <p>Observed participation of eligible students in the thematic Incentive T-shirt Fridays, as well as students awarded with academic “brag tags” for their assessed accomplishments linked to Reading and Math Grant goals.</p> <p>Aggregation of data collected utilizing the restorative circles checklist and behavior data (low-level incident forms and ODRs) with members of the RP Site Team and SBLT to identify trends and assist classrooms in establishing strong routines and increasing student engagement in all classroom tasks.</p>	<p>Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP</p> <p>STOIC: Debbie Holland, School Guidance Counselor Social Worker, Sarah Bleattler</p> <p>Coaching staff: Hieu Nguyen, MTSS Coach</p> <p>Restorative Practices Site-Team Members: Angel Connell</p>
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Embed the use of technology and standards-based / AVID resources available to promote and support student learning (i.e., myON, Ticket to Read, Istation, ST Math resources, Vmath Live, “Brainology” for a Growth Mindset, AVID Weekly and Florida Standards Weekly for Daily 5 Cross-curricular journaling in all subject areas). Continue “Connect 2 Success” laptop program for students to extend their learning opportunities “Beyond the Classroom” and outside of the school day.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<p>Walkthroughs, informal and formal observations with detailed feedback, AVID assessment (Beg-mid-end of year), Istation/ST Math/myON usage reports.</p>	<p>MTSS Coach: Hieu Nguyen</p> <p>Administrative Team: Cheryl A. Maggio, Principal Michele Maiorana, AP</p> <p>Connect 2 Success Site Team: Jay Harris Meghan Stevens</p> <p>Grade level PLCs (weekly & cyclical data chats)</p>



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Based on the review of our school’s AdvancED climate survey we will continue to support teachers in the area of professional practice. The administrative team will continue to provide timely and specific feedback after all walkthroughs, informal, and formal observations. Data chats facilitated by the MTSS Coach will occur every 8 weeks to discuss data points and trends. PLCs and Collaborative Team Planning sessions will continue to occur once a week to support instructional practice and ensure standards-based lesson planning. New teachers and teachers new to Blanton will be assigned a mentor in our “Lifeguards” Mentoring program. They will meet monthly to share ideas, problem-solve any issues new teachers may be facing, etc. By partnering a new teacher with a veteran teacher, positive relationships are built among staff within and across grade-levels, allowing for improved professionalism and growth in instructional practices.

Targeted and timely professional development sessions will be presented on PD Tuesdays and will be facilitated by administrators and teacher leaders. These site-based, professional learning opportunities will focus on the areas of the Marzano Framework, Restorative Practices, AVID Strategies, Growth Mindset, and Student Led Learning. By utilizing teacher leaders to facilitate trainings, they provide a “teacher lens” through which information is delivered. Instructional staff members have a better understanding of the strategies needed and how each can be implemented in their own classrooms when presented by their peers.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Time is scheduled within the Master Schedule for classroom teachers to meet with grade level peers during the time students attend Specials (Art, Music, PE) block each day. The expectation is that grade level teams meet a minimum of one time per week to collaboratively plan instruction, review student data, and discuss student needs. Team Leaders will attend SBLT meetings on a rotating basis to communicate student needs and any changes in interventions.

In an effort to increase collaboration of effective AVID implementation, a process will be created for staff to communicate with other AVID elementary schools, as well as open a line of communication with AVID feeder middle and high schools.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Continue AVID Strategies implementation; Marzano Framework for Instructional Strategies; Restorative Practices and Culturally Relevant training to increase student engagement in their learning processes and increase social awareness school-wide; ESE book study for raising teacher expectations and student accountability for learning. Continue practice of Growth Mindset for both students and staff members with

the understanding that all students can and will learn. Provide content specific and technology training as needed.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
CPI	2017-2018 School Year	All	Better & more consistent use of de-escalation strategies
AVID Strategies	PD Tuesdays	Instructional Staff	Increased implementation of the use of data / success binders, interactive notebooks, and note-taking school-wide
Marzano Framework & Taxonomy	PD Tuesdays	Instructional Staff	Consistency in standards based planning, use of common language throughout campus, increased rigor in instructional tasks.
Restorative Practices	PD Tuesdays	All	Improved student-staff relationships; continued reduction of disparity rates by intentional narrowing of the racial discipline gap; stronger sense of collaboration and community school-wide
AVID Culturally Relevant Teaching for Teachers and Students	PD Tuesdays	Instructional Staff	Empowering teachers and students by implementing strategies that focus on meeting the needs of our culturally diverse population to ensure equity for all.
Restorative Practice Site Team	June 2017	C. Maggio, M. Maiorana, A. Connell H. Nguyen	Develop site plan for implementation of Restorative Practices (reintegration, restorative circles, parent involvement).
AVID Summer Institute	June 2017	C. Maggio, M. Maiorana, A. Connell, K. Bellan, K. Roth, B. Paetzold, C. Goossens, A. Eslick,	Empowering teachers and students by implementing culturally relevant strategies that focus on meeting the needs of our diverse population, ensuring equity for all.

		C. Platt, S. Moore, F. Harmon, V. Cannon, N. Sackett, H. Nguyen, R. Davis, M. Wright	
AVID Foundations	May & July 2017	A. Collins, P. Dillard, A. Neverline, M. Caldwell, C. Wheeler, J. Smith, J. Mitchell, K. Tussey- Hehn, K. Nimphius, A. Preus, P. Norton	Implementation of organizational tools and student engagement strategies to prepare for college, career and life.
Ms. Math	August 2017	All Instructional Staff	Implementation of 8 Math practices consistently within all K- 5 classrooms.
Restorative Practices Overview	August 2017	All Instructional and Support Staff	
Classroom Management: Effectively Dealing with Disruptive Students (Dr. Thomas Glanton @ The Education Company)	October 2017 <i>(Re-scheduled date TBD due to Hurricane Make-up Day)</i>	All Instructional and Support Staff	Reducing discipline problems in the instructional setting by fostering responsibility and a positive learning environment.
Mindset works: Carol Dweck's Growth Mindset "Brainology" software	TBD	All Instructional Staff	Supporting the implementation of the "growth mindset" philosophy, utilizing relevant student topics and technology.



Family and Community Engagement

Connections:

District Strategic Plan ● Goals 1,3,6,7
Marzano Leadership ● Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED

climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Building on the Dual Capacity Framework for Family-School Partnerships (Dr. Karen Mapp), as an AVID Elementary, we will continue implementing thematic, educationally-based AVID information nights and schoolwide family events focused on providing academic, behavioral, technological, and safety focused support. In addition to providing tools linked to the various academic subject areas, standardized (MAP & FSA) assessment, data tracking / goal setting utilizing Student-Led Conferences, "Connect 2 Success" Laptops for "Beyond the Classroom," Bully Prevention and Transition to the next grade events, etc., which were well received and attended by our families, these events will continue to be linked to student performances/activities (i.e. Book Fair, Night of the Arts, Multicultural Celebration, Wellness, etc.).

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

AVID "hands on" instructional learning experiences, handouts and provision of reading and math materials for use at home, student-led data sharing, and monthly data reviews at SAC meetings, distribution of "Connect to Success" laptops, increasing communication of info in primary native languages represented at Blanton via newsletters, school messenger calls and bi-lingual support at in person conferences.

Families will be provided a mini Year-at-a-Glance Calendar sticker which includes grade level assessment criteria and expectations for families to reference when monitoring their child’s progress. This sticker document will be placed inside the cover of each student’s agenda planner, which is brought to and from school daily. Teachers will review this document at the “Back to School” Open House to discuss ways families can remain involved in their child’s learning. After every assessment cycle, students will update their data and review it with their family members. Teachers will refer to this document during cyclical AVID student-led and ongoing parent / teacher conferences.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

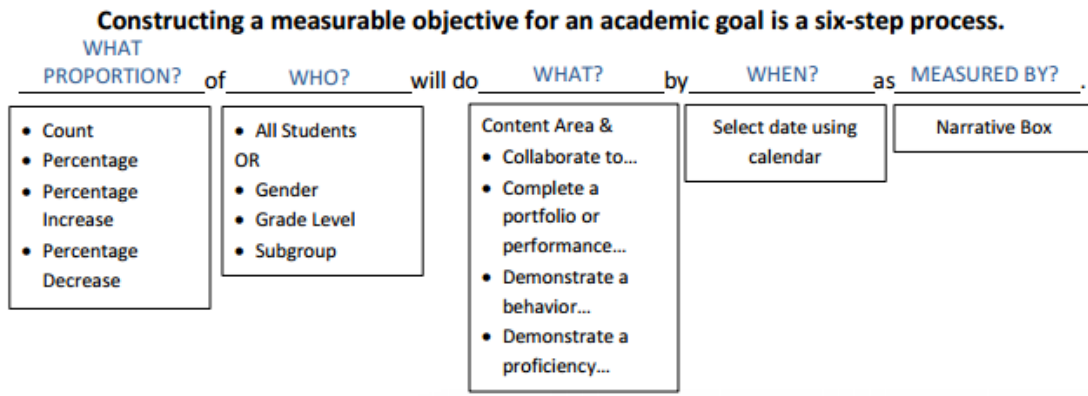
*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Blanton Elementary School will 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 2017-2018 school year to that of the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue to incorporate parental training aspect and student-led goal setting and review of learning component for each of our family nights, while also including a musical performance or art exhibit.	Administrators: Cheryl A. Maggio (Principal), Michele Maiorana (AP), AVID site-based Facilitators, classroom teachers
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Blanton Elementary School will increase by a minimum of 10% the level of school’s involvement in the Community through our ongoing staff and family participation in monthly McTeacher Nights, the number of participants taking part in the annual International Walk Your Child to School Day, the number of businesses participating in the Great American Teach-In, and the number of staff working at the Harley-Davidson Toy-Run, etc. when comparing the data collected by our Family & Community Liaison for the 2017-2018 school year to that of the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
To promote increased participation of staff and families in various community events, we will utilize emails, the Marquee, School Messenger, the School Newsletter, School Website, use of flyers and reminder stickers, SAC and PTA Agenda topics, etc. to notify all stakeholders.	Administrators: Cheryl A. Maggio (Principal), Michele Maiorana (AP), Althea Hudson (ALPHA Manager)
F & C Involvement will continue to promote and recruit business partners and other members of the community to serve as student tutors and mentors.	Michele Killam, F & C Involvement Coordinator
Administration will continue to work with district personnel to initiate chapters of the 5000 Role Models and Girlfriends of Pinellas programs at Blanton Elementary.	Kathy Weller, PTA President
To further increase our involvement in the community, we will continue to set-up home visits / conferences on an as needed basis, as well as again approach the management from the nearby Apartment complexes’ (Avesta, Briar Hill, & Shady Oaks), that provide low-income housing to many of our families, to offer information meetings to be held at one of their locations.	Valerie Brimm, PCS Director of Strategic Partnerships
	Hillary Van Dyke, PCS Coordinator for Equity and Excellence
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Hieu Nguyen
Blanton Elementary will increase ELA scores of students achieving proficiency on the Florida State Assessment in English Language Arts by 47% to 57% and increase the percentage of our L25 students making learning gains to at least 50% during the 2017-2018 school year, as measured by the Spring 2018 FSA when compared to 2016-2017 assessment results.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>Teachers employ instructional methods including shared reading, read-aloud, explicit instruction, multi-media analysis and (new to our school this year) restorative circles to introduce new content, build schema, review, practice, and deepen knowledge from varied perspectives.</p> <p>Teachers are given time in the Master Schedule to intentionally plan instruction aligned with a high level of rigor using Webb’s Depths of Knowledge/Marzano’s Taxonomy/Costa’s Level of Questioning and adjust instruction through the use of talk, task, text, and student needs. They plan the first 60 seconds of instruction with a hook that not only states the learning target, but engages the senses (especially visuals), tells a story, connects the learning to the real world or something relevant to students, as something already known and/or appeals to the emotions knowing that the more robust the initial moments of new learning, the more likely learning will occur. Teachers use repetition across the lesson and across days spiraling back to</p>	Walkthrough and observation data, as well as academic and behavioral data will be shared with SBLT/MTSS and Team Leaders to identify trends, areas of strength, and areas of improvement for continued refining of instructional practices. Individuals identified as needing additional support will be provided opportunities for professional development with our embedded MTSS/Curriculum coach, PCS district “Just in Time” coaching staff, and/or attending district training in the area of need. Implementation of weekly and/or biweekly assessments will be utilized 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

<p>the information/content to provide students with multiple exposures to help learning occur.</p> <p>Teachers provide multiple opportunities for students to grapple with vocabulary across the literacy block, in reading, writing, speaking and listening. To reinforce this concept, teachers will implement the newly revised Pinellas Vocabulary Project daily.</p> <p>Teachers intentionally plan opportunities for physical movement as a mode of delivering culturally responsive instruction and connect the movement to learning.</p> <p>Walkthroughs, informal and formal classroom observations will be conducted with timely feedback provided to ensure effective instructional practices are being implemented in the area of ELA. Teachers will attend district training (Core Connections) to maintain fidelity of content delivery. During the summer of 2017, more instructional staff members attended AVID training in order to expand the knowledge and full participation of all staff members across grade levels. This will increase the amount of AVID trained and certified staff members utilizing WICOR strategies that provide “voice, choice and accountability,” from 13 to 26.</p> <p>Progress Monitoring will occur every two weeks and/or weekly to determine the effectiveness of the implemented intervention/s. DIBELS Next assessments will be administered to measure the effectiveness of the intervention/s.</p> <p>Resources that are available to support the goal are Blanton's Administration, SBLT, MTSS Coach, Title I Interventionists and the Child Study Team. Additional resources are researched based core curriculum strategies and interventions utilized as a way to differentiate instruction and monitor student progress include Istation (web-based program, reports, recommended minutes), iReady, Scholastic HMH Reading Counts, and Voyager's Ticket to Read. Blanton Elementary School's teachers monitor student progress and their own instructional practices through their Collaborative Planning, formative assessments with analysis at PLCs, and utilization of Marzano's Instructional Framework (Learning Map & Taxonomy of Educational Objectives). The administrative team members serve as and provide additional supports and resources to the instructional staff. These include partnering the student and teacher in the learning process through specific standards-based feedback provided on walk-</p>	<p>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. The MTSS Coach and Interventionists will be responsible for providing the assessments and recording results to be later analyzed and discussed during data chats. Data chats will occur with grade level groups after each assessment cycle in order to identify trends in student performance and make recommendations for continued progress toward our goal. MAP Assessment data and unit assessment data within each ELA Module will be reviewed at grade level PLCs and during Collaborative Team Planning to continue to monitor progress toward the learning goals set for each grade level. During student practice, teachers will take notes, confer one-on-one with students, observe, and provide targeted, actionable feedback. Student responses to tasks are regularly reviewed within PLCs and plans for instruction are developed based on data.</p>
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<p>throughs, as well as informal, and formal observations of instructional practice.</p> <p>Teachers ensure student engagement is a top priority. Instruction is interactive, responsive, and students are provided ample time to apply what is being taught regardless of the differentiation or intervention provided.</p> <p>Work with the ELA department to identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspective as a way to increase student engagement. Ensure that all classroom libraries have culturally relevant books that represent the diverse make up of each classroom / school population, as well as gender specific literature, easily accessible to students for checkout for independent reading both at school and at home.</p>	
<p>Magic Hour, which is a 60-minute intervention block will continue to be implemented for the 2017-2018 school year. Each day will begin with this hour in which every student takes part in small group literacy instruction focused on student needs.</p> <p>Resources that are available to support interventions are primarily the use of Jan Richardson’s guided reading routine, LLI, Repeated Readings, and Nemours. Classroom Teachers, Title I Interventionists, and Specialists are all trained and utilize these research-based interventions during “Magic Hour,” with the goal of maximizing targeted, differentiated support by providing the most students with intensive literacy intervention strategies.</p> <p>AVID Weekly & Florida Studies Weekly for Social Studies and Science will be embedded into the ELA Core to support the “Daily 5” reading and writing on DBQ aligned topics using current non-fiction text.</p> <p>Each classroom has a set schedule indicated in the Master Schedule for ISIP assessments at the beginning of each month. iStation is assigned to students for a minimum of 90 minutes per week, with students needing additional support working on iStation for up to 120 minutes per week depending on need. Teachers review and analyze data from the iStation dashboard and utilize targeted lessons in the Toolbox to address gaps in student learning. Grade level and classroom iStation data is reviewed monthly at MTSS meetings and in grade level PLCs weekly to identify trends and plan for instruction to support all learners.</p>	<p>Progress monitoring will occur weekly or biweekly depending on student need and the monitoring tool used. Results will be recorded and graphed to monitor progress. The SBLT team meets weekly and will review Progress Monitoring data monthly to determine effectiveness of the intervention being implemented for each student. Review of district assessment cycle data will be used as an additional source of information to ensure that the most effective instructional practices are being provided for student success and achievement.</p>

Mathematics Goal	Goal Manager: Kelly Roth & Amy Eslick
<p>Blanton Elementary will increase Mathematic scores from 54% to 64% of students achieving proficiency as measured by performance on the Florida State Assessment in Mathematics for the 2017-2018 school year when compared to FSA results from the 2016-2017 school year.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Teacher generated Formative Assessments and the use of MFAS tasks, ST Math, VMath Live, and Go Math's "Soar to Success" will continue to be implemented in order to provide a variety of learning opportunities for students to learn, practice, and problem solve with mathematical concepts. Additionally, Pinellas County Schools' MAP Assessments will be used throughout the year, and the Think Central Summative assessment will be administered three times at the beginning, middle and end of the year, to determine progress toward the grade level appropriate, standards-based goal and/or targets.</p> <p>Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</p> <p>Teachers thoughtfully plan lessons that incorporate the routine use of "Number Talks" and the purposeful integration of mathematics tasks into science lessons to solve real world problems.</p> <p>Teachers use manipulatives, visuals, real world examples, and student discourse to develop conceptual understanding of math concepts, as well as promote their students' use of the classroom "Math Market" to select mathematical tools of choice for problem-solving.</p> <p>Resources that are available to support the goal of highest student achievement beyond the realm of strong core instruction provided by classroom teachers include Blanton's MTSS/SBLT, Professional Learning Communities (PLCs), district "Just in Time" coaching staff, site-based MTSS Coach, ESE, ELL, and Title I Interventionists. Teachers utilize systemic resources provided on the Elementary Mathematics e-Learn site (Curriculum Guides, Effective Planning Documents, Content Guides, Games Documents, rich Mathematical Tasks (MFAS), Learning Goals & Performance Scales).</p> <p>The administrative team members are additional supports and resources that partner with the student and teacher by providing specific, standards-based feedback on walk-</p>	<p>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 Team generated Formative Assessments, Think Central Summative assessments, activities completed on ST Math, VMath Live, and Go Math's "Soar to Success."</p> <p>Additionally, data from Pinellas County Schools' MAP Assessments will be used as collected evidence in November and February after each assessment cycle.</p> <p>During student practice, teachers take notes, confer one-on-one with students, observe, and provide targeted, actionable feedback. Student responses to tasks are regularly reviewed within PLCs and plans for instruction are developed based on data.</p> <p>Evidence of increased percentages of teachers scoring applying and innovating in Domain 1 will be tracked and reviewed.</p>

<p>throughs, informal, and formal observations of instructional practice.</p> <p>Walk-throughs are conducted for evidence of use of cooperative problem-solving with student-led learning tasks, manipulatives, white boards / clip boards, high quality strategy-based anchor charts, referencing and monitoring of performance scales, and rigorous, standards-based and aligned task selection. Targeted, actionable feedback is provided to teachers in a timely manner.</p>	

Science Goal	Goal Manager: Angel Connell & Meagan Wright	
<p>Blanton Elementary will increase Science scores by 46% to 64% when comparing results from 2016-2017 to the 2017-2018 of students achieving a proficiency level of 3 and above on the State Science Assessment Test.</p>		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p>Data reflecting the completion of the science SLAGs will be collected and reviewed in grade level PLCs to identify areas in need of remediation. Unit assessment quizzes, found in Unify will be administered and data analyzed in PLCs for teachers to identify areas that students need further instruction and support. The implementation of Science journals in grades 3-5 will be continued, but with more AVID Interactive Note-booking Strategies evident.</p> <p>Implementation of AVID Interactive Note-booking strategies will begin this year in 2nd grade to increase rigor and student engagement.</p> <p>Fifth grade classes will take the Science Diagnostic Assessment in August and a midyear assessment in January in order to identify gaps in 3rd and 4th grade content acquisition for our students. Teachers use item analysis strategies to review diagnostic data and identify lowest performing 3rd and 4th grade standards for Life, Physical, Earth, and Nature of Science strands. Once gaps are identified, groups will be formed and "What's the Evidence" and Science Studies Weekly will be used in small group instruction using Jan Richardson reading routines utilizing reading and writing strategies to increase student mastery of science benchmarks.</p> <p>All classrooms in grades 3-5 will continue to use the Science Lab rotating on a five-week basis. Science Lab pre and post lab assessments will be administered and data analyzed in order to continue to identify areas of need and trends in data for</p>	<p>Science SLAGs will be collected and reviewed during grade level PLCs to ensure instruction is on pace with district guidelines, and data will be shared with the Science Goal Managers, to determine next steps for instruction. 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 district MAP assessments and unit assessments given in the classroom. Science Lab assessment data will be gathered and reviewed during PLCs following the completion of the lab posttest. Data will be reviewed monthly in PLCs and after the November and February district assessment cycles.</p> <p>Increased levels of proficiency will be evident between the administration of the pretest and the posttest for all Science Labs in grades 3-5.</p>	

<p>teachers to drive instructional planning and implementation as well as support students needing further scaffolding. Lab Managers at each grade level will ensure materials are available and set up each week for the successful implementation of each science lab. There is one science lab manager identified at each grade level (3-5) to maintain the science lab. Support for the lab managers is provided through district professional development sessions 3 times during the school year.</p> <p>This year 2nd grade will also be participating in the Science Lab seven times over the school year. This will give them the opportunity to participate in more hand-on learning with the focus being on the Nature of Science Standards. These standards continue to prove difficult for students in 3-5, as evident in the results of the Science Diagnostic Assessments and State Science Assessments.</p> <p>The Intermediate (Grade 4 & 5) level STEM Academy will continue to meet weekly during the 2016-2017 school year.</p> <p>The administrative team members are additional supports and resources that partner the student and teacher through feedback provided based on walk-throughs, informal, and formal observations of instructional practice.</p> <p>AVID Weekly & Florida Studies Weekly for Science will be embedded into the ELA Core to support “Daily 5” reading and writing on current topics explored in Science and aligned with standards through curriculum and labs.</p> <p>“Just in Time” Science Coach will model and Administrators will monitor for consistent implementation of the revised 10-70-20 routine / instructional model, including teacher referring back to learning target throughout lesson to connect understanding to learning target.</p> <p>Teachers adhere to the Science Lab schedule developed for grades 2-5.</p> <p>Science Vocabulary will be visually posted in school hallways to expose students to Scientific terminology, as well as encourage on going teaching / review of key, content specific vocabulary across all grade levels.</p>	

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School	Goal Manager: Wendy Seslowsky
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation by increasing the percentage of modules eligible for Bronze Level from 50% to 66%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In addition to following the PCS district Wellness Guidelines for meals, snacks, special celebrations, and products sold through PTA fundraisers, in conjunction with the Alliance for a Healthier Generation, recess has been added to the Master Schedule for 20 minutes per day for grade levels K-5.	Increased percentage of modules implemented at Blanton, resulting in a higher score and potentially a higher status (moving from Bronze to Silver level).

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Gender Gap in Academic Achievement	Goal Manager: Michele Maiorana
Blanton Elementary will decrease the gender gap in ELA from 19% to a maximum of 5% when comparing results from 2017-2018 FSA to the 2016-2017 FSA of students achieving a proficiency level of 3 and above on the ELA FSA.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Teachers work with students individually to set goals each assessment period. Progress toward goals is tracked and documented in each student’s AVID Success data binder. Goals are revisited and revised after each assessment cycle. Goals are also set for iStation and ST Math progress. In addition to setting goals, expectations and action steps for achieving those goals are discussed and written in the binder for student reference throughout the grading period.</p> <p>Students are provided with meaningful feedback on student work indicating next steps and guidance toward meeting the goal. Student strengths are highlighted and areas of need are identified with strategies for accomplishing goals.</p> <p>Materials and resources with strong male characters and science themes will be provided in each classroom to give our male students access to characters and topics to which they can relate. These materials include books that are culturally relevant. Reading strategies to meet the needs of all learners are provided throughout the day such as pairing books with activities. For example, ask boys to illustrate scenes from a</p>	<p>Review of data binders and progress toward goals are documented on conference forms between teacher, student, and parent. Goal sheets are reviewed to ensure they are up to date and progress is being tracked.</p> <p>During walkthroughs, informal, and formal observations, as well as Instructional Support Model visits with the district team, student journals are reviewed for examples of feedback provided to students. Access to relevant materials and books are monitored during walkthroughs and observations with feedback provided to classroom teachers regarding the accessibility and use of materials within the classroom.</p>

<p>book as they read, or perform the story with puppets and action figures. Alternatively, follow the reading of a book with an activity based on the story. Ensure independent reading time is given to every student and provide opportunities for students to share things from their reading that interest them, amaze them, or make them laugh.</p>	<p>Reviewing and analyzing iStation data, MAP results, and reading journal entries and logs during grade level PLC's to identify trends and areas of need.</p>
<p>Restorative circles are being implemented school wide to build community and provide every student with the opportunity to be heard. Time has been built into the Master Schedule to ensure an authentic climate of mutual respect and equality is fostered between genders is created.</p> <p>Opportunities for movement throughout the day are offered to students in the form of Recess, Brain Breaks, and AVID engagement strategies.</p>	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal: (Black)	Goal Manager: Michele Maiorana & Hieu Nguyen
Blanton Elementary will increase ELA scores of black students to at least 57% of students achieving proficiency on the Florida State Assessment in ELA for the 2017-2018 school year, when compared against ELA proficiency levels during the 2016-2017 school year.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Additional opportunities for learning offered to students identified such as STEM Academy, Promise Time tutoring (ELP), and after-school enrichment clubs including "Crazy 8" Math & Battle of the Books Literacy Clubs, and 30 minute early entry to class each morning (8:05 AM) to receive additional academic support.</p> <p>Provide continued professional development to teachers for CHAMPS, implementation of AVID strategies, Trauma Informed Care, Youth Mental Health First Aid, and Courageous Conversations. This year we are committed to Restorative Practice trainings for staff, as well as a daily, embedded</p>	<p>Evidence of completion of monitoring activities will be the collected and data graphed from the Progress Monitoring probes administered weekly or bi-weekly. STOIC walkthroughs are conducted monthly and the ISM data collection tool is utilized to determine knowledge and evidence of schoolwide structures related to the percentage of students engaged in learning tasks.</p>

<p>restorative circle time within the master schedule. The focus of these circles will be centered on growing positive classroom culture and appropriate social skills utilizing various resources. These resources include, but are not limited to: Bucket Fillers, Class Dojo Growth Mindset, Carol Dweck’s Growth Mindset / “Brainology” lessons, Second Step Program lessons, Howard B. Wigglebottom character education lessons, the 7 Habits of Happy Kids by Sean Covey, AVID Weekly articles, and texts purchased and added to grade-level specific Culturally Relevant Classroom Libraries.</p> <p>Continuation of the implementation of the “High-Five Mentor” program with identified students, checking-in and checking-out daily with adopted staff members, not only to provide social-emotional support, but to encourage academic progress, homework completion, and provide a daily Agenda signature when family members have not done so. This support will be provided with an emphasis on identifying black students that are not meeting grade level expectations and ensuring that each student is assigned a “High-Five” Mentor for weekly support.</p> <p>The administrative team members ensure highly effective instructional practices are in place in each classroom by providing feedback via the Marzano iObservation Tool based on walk-throughs, informal, and formal observations. Appropriate and timely support will be provided through embedded and ongoing professional development opportunities provided to all staff via PD Tuesdays, as well as specific teachers needing extra support in delivering instruction.</p> <p>Personnel serving as resources available to support the goal include Blanton's MTSS/SBLT members (Student Services, MTSS Coach, Administration, ALPHA Manager), the Literacy Team, Title I Interventionists, “Just in Time” district coaching staff, the Title I funded, site-based MTSS Curriculum Coach, and support personnel. Additional resources are researched based core curriculum and interventions to include Marzano's Instructional Framework, Jan Richardson Guided Reading Routines, Repeated Readings, Leveled Literacy Intervention Program, I-station and Nemours. Through the “Promise Time” Extended Learning Program, iReady Reading and Math technology will be utilized for closing the learning gap in the areas of reading and math.</p> <p>Targeted professional development and additional coaching of teachers and leaders will be provided to staff. This will</p>	<p>Data is graphed and reviewed monthly by the SBLT and feedback provided to teachers. Any classrooms needing additional supports will be assigned time with the site-based MTSS Coach and district appointed “Just in Time” Literacy, Math & Science Coach for planning, side-by-side coaching, modeling and peer observation of instructional practices.</p> <p>During student practice, teachers take notes, confer one-on-one with students, observe, and provide targeted, actionable feedback. Student responses to tasks are regularly reviewed within PLCs and plans for instruction are developed based on data. Sign in sheets for evening and weekend events/activities are monitored and reviewed to determine trends in family attendance to school sponsored events and activities.</p>
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<p>include, but not be limited to AVID resources on culturally responsive strategies for managing behavior and increasing engagement in rigorous instruction of all, but most particularly our black learners with the goal of increasing the percentage of proficient students.</p> <p>Monitor and provide feedback on the use of oral language and storytelling, cooperative and small group settings, the 6 M's (meaning, models monitoring, mouth, music and movement), morning meetings (restorative circles), explicit vocabulary instruction, monitoring with specific feedback and deliberate use of cultural references in lesson plans.</p> <p>Prioritize the use of resources to increase the amount of culturally relevant books, resources and technology available to all students and staff.</p> <p>Schedule training for families to reinforce and deepen one's understanding of instructional standards, student data, resources available, personalized learning plans and the importance of making every learning minute count by ensuring increased attendance.</p>	

Subgroup Goal (ELL)	Goal Manager: Hieu Nguyen and Kim Nimphius
Blanton Elementary will increase ELA scores of ELL students to at least 57% of students achieving proficiency on the Florida State Assessment in ELA for the 2017-2018 school year as measured against the proficiency levels of students for the 2016-2017 school year.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>Students are provided additional learning opportunities to increase instructional minutes by allowing early entry into the classroom 30 minutes prior to the start of school for academic support and after school Promise Time Tutoring program three days per week.</p> <p>ESOL teachers and bi-lingual associates are utilized to push-in to classrooms to provide an additional layer of academic support. Specific interventions aligned to the grade level standards being taught, as well as student language needs, are implemented in 30-minute small group sessions daily. The specific interventions selected for use are based on the 2017 ACCESS 2.0 student results.</p> <p>Students are provided standard curriculum with scaffolding to support their “productive struggle” in the English language with rigorous tasks that meet grade level standards.</p>	<p>Data collected from the ELL State Assessment WIDA ACCESS 2.0 is used for initial placement for literacy support.</p> <p>Progress monitoring data using ORF, NWF, or DAZE-DIBELS NEXT for vocabulary acquisition is collected bi-weekly and reviewed by the SBLT monthly. Data collected from end of the unit module assessments and running records will be reviewed monthly. Instructional decisions are made based on student achievement progress toward the learning goal.</p> <p>During student practice, teachers take notes, confer one-on-one with students,</p>

<p>Using the Marzano learning scales for each module, ELL teachers and classroom teachers collaborate at the beginning of the school year to plan and select interventions to support and accommodate student needs based on the learning target.</p> <p>AVID Weekly & Florida Studies Weekly for ELL support will be embedded into the ELA Core to support “Daily 5” reading and writing on topics aligned with grade level standards and learning more about life in the USA.</p> <p>Data collected from the ELL State Assessment WIDA ACCESS 2.0 is used for initial placement for literacy support. Provide opportunities for classroom and ESOL teachers to collaborate and plan together to bridge grade-level work with development and use of academic language throughout the day so that language development is integrated seamlessly into content-area instruction.</p> <p>Teachers explicitly teach and develop the language of the content area, model academic, high-level English, and encourage ELL students to respond and communicate their own thinking using discipline-specific language.</p> <p>Progress monitoring data using ORF, NWF, or DAZE-DIBELS NEXT for vocabulary acquisition is collected bi-weekly and reviewed by the SBLT monthly. Data collected from end of the unit module assessments and running records will be reviewed monthly. Instructional decisions are made based on student achievement progress toward the learning goal.</p>	<p>observe, and provide targeted, actionable feedback. Student responses to tasks are regularly reviewed within PLCs and plans for instruction are developed based on data.</p>

Subgroup Goal (ESE)	Goal Manager: Michele Maiorana and Christina Platt
Blanton Elementary will increase ELA scores of our ESE students to at least 57% of students achieving proficiency as measured by performance on the Spring 2018 Florida State Assessment (FSA) in ELA when measured against results on the Spring 2017 assessment.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
VE Resource teachers are provided opportunities to plan and collaborate with classroom teachers in order to make instructional decisions to meet the needs of all learners. This articulation occurs during PLCs, collaborative planning sessions, and cross-curricular PD Tuesdays. This year they will be implementing IRLA and iSPIRE software to further support specific phonemic awareness and comprehension needs of students.	Progress monitoring data using AIMSweb is collected weekly and reviewed by the MTSS/SBLT monthly. Istation progress is also reviewed monthly and instructional decisions are made based on student achievement progress toward the learning goal. Unit / Module assessments and scores derived

<p>Title I Interventionists are utilized to push into classrooms to provide an additional layer of academic intervention support. Specific interventions aligned to each student’s needs are implemented in 30-minute small group sessions. Through participation in PLCs with the MTSS Coach, Title I Interventionists are provided support to ensure that the academic tasks given to students during small group intervention time aligns with the challenging, grade level specific state standards, incorporate student engagement strategies, and are student-centered practices.</p> <p>Students are provided standard curriculum with scaffolding to support their productive struggle with rigorous tasks that meet grade level standards. IEP goals are reviewed and monitored monthly by the SBLT. Feedback provided to both classroom and VE Resource teachers based on observations during walk-throughs, informal and formal observations is used to increase effective instructional practices.</p> <p>Varying Exceptionalities/Resource and Classroom teachers are provided opportunities to collaborate and plan intentionally for specially designed instruction to address IEP goals and grade level standards. Teachers use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.</p> <p>Additional resources provided to students are: NEMOURS in Kindergarten, Istation, AVID weekly, and Florida Studies Weekly, K-5. AVID WICOR strategies are explicitly taught and used to increase student engagement and accountability as well as provide rigorous tasks.</p> <p>Students are provided additional learning opportunities to increase instructional minutes by allowing a 30 minute early entry into the classroom before school for academic support and after school “Promise Time” Tutoring program three days per week.</p>	<p>from district MAP testing will be reviewed after the completion. This will be done in grade level PLCs with teachers, Administrators and coaching staff.</p> <p>During student practice, teachers take notes, confer one-on-one with students, observe, and provide targeted, actionable feedback. Student responses to tasks are regularly reviewed within PLCs and plans for instruction are developed based on data.</p>

<p>Subgroup Goal (If Needed) Enter Goal Name</p>	<p>Goal Manager:</p>
<p>Place goal statement here (additional goal only if needed).</p>	
<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>

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Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*


Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)			18	10	26			54	27.97
Students with excessive absences / below 90 %	27	15	24	16	19			100	19.49
Students with excessive behavior / discipline**	6	3	2	2	3			16	0.3
Students with excessive course failures**	14	8	13	8	11			54	10.5
Students exhibiting two or more Early Warning indicators	4	1	9	4	10			24	0.46

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Increase "on time arrival" and attendance of students daily by 10% when comparing the number of tardies / absences during the 2017-2018 school year to those from the 2016-2017 school year.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
The leadership team developed and will continue to implement an incentive plan to increase the number of on-time arrivals by students' earned participation in monthly "Dolphin Denim Day." On the last Friday of each month, eligible students who have arrived to school on time every day and have less than 3 tardies and/or early release days, can participate by wearing denim jean bottoms with a uniform or Blanton "Spirit" T-shirt. This incentive recognizes	Attendance data will be collected and reviewed bi-monthly by the CST team using Focus and School Profiles to identify trends and monitor increases and/or decreases in the number of tardies school-wide.

<p>students who are present and arrive on time, encouraging others to arrive on time for school each day and to remain in class for the entire learning day.</p> <p>CST (Child Study Team) will continue to meet twice a month to review data taken from FOCUS and School Profiles to identify and target the students who have a high number of absences / tardies every month. The team will monitor to see if the number of days increase or decrease throughout the course of the year. CST will work with families to provide support and/or resources to aid in the timely of arrival of students each day.</p> <p>Classrooms are open at 8:05 AM daily, so that students may arrive early to campus 30 minutes prior to the start of the school day. This provides an opportunity for students to receive additional remediation and/or enrichment prior to instruction starting with “Magic Hour” at 8:35 AM.</p> <p>Breakfast Carts are located across the campus for students to receive grab-and-go breakfast bags to support students with on time arrival, while beginning the day with a nutritious meal. This process minimizes the time it would take for students that arrive after 8:25 AM to receive and consume their breakfast before proceeding to class to begin their instructional day.</p> <p>For students that do arrive after 8:35 AM, pre-bagged breakfasts are provided in the Front Office. Once students are signed in, they have an opportunity to select a nutritional meal and then immediately report to class, again minimizing the loss of instructional minutes.</p>	<p>Meeting minutes & Conference notes will reflect Letters of Warning sent, Parent conferences held, home visits and other interventions implemented, prior to and including TIPS referrals made.</p>

 **EWS - Discipline**

<p>Discipline Goal Please ensure that your goal is written as a SMART goal.</p>	
<p>The number of Office Disciplinary Referrals will be reduced, further decreasing the disparity rate between black and non-black students by 10% when comparing the gap evident in FOCUS data taken from the 2017-2018 school year to that from the 2016-2017 school year.</p>	
<p>Actions / Activities in Support of Discipline Goal</p>	<p>Evidence to Measure Success</p>
<p>AVID Weekly & Florida Studies Weekly for support of Character Education will be embedded into the ELA Core to support “Daily 5” reading and writing on topics aligned with grade level standards.</p>	<p>The disparity gap between black and non-black students will be reduced by 10% as reported in School Profiles.</p>

<p>Staff and student generated, common definitions of Avoidable / Inappropriate Behavioral Choices (Disrespect, Defiance, Strike of Students/ Adults, Out of Area) will be posted in each classroom and around school for reference purposes.</p> <p>Use of Documented Incident forms for low level incidents, which now include Restorative Practices interventions used for documenting behavior intervention supports.</p> <p>Restorative Practices training will be ongoing throughout the school year for staff to understand and implement behavior intervention strategies aligned with Restorative Circles.</p> <p>Time for weekly character lessons/Restorative Circles will be embedded into our Master Schedule by grade level to ensure focused efforts are made to intentionally build positive classroom and schoolwide communities and support expectations. These lessons will focus on Bucket Fillers, Class Dojo Growth Mindset, Carol Dweck’s “Brainology for a Growth Mindset” lessons, Howard B. Wigglebottom character education lessons, and the 7 Habits of Happy Kids by Sean Covey. Restorative circles will also be used in the classroom to dispel issues and provide community supports with regards to student relationships and problem-solving as needs arise.</p> <p>Grade level teams will work together to provide alternative settings for students needing additional support or redirection, while allowing them to continue to receive grade level instruction. This provides an opportunity for individual students to cool down before rejoining their class and peers, without a loss of learning time.</p> <p>Monthly schoolwide spirit themes have been put into place to provide behavior and work habit incentives for students. Each Friday students that have exhibited good behavior and completed assigned classwork and homework 4/5 days (Friday-Thursday) have the opportunity to wear themed Spirit shirts.</p> <p>Training provided to staff to increase awareness of student needs: Growth Mindset, Trauma Informed Care, Youth Mental Health First Aid, Courageous Conversations, Restorative Practices, Behavior Management Strategies training presented by Dr. Tom Glandon from The Educational</p>	<p>Discipline data reflected both in FOCUS and School Profiles will be reviewed by the SBLT/MTSS, SAC and the Behavior/Discipline committee each month. Trends will be identified and next steps put into place to continue advancement toward meeting our goal. Data will be shared at monthly Admin Team meetings in order to communicate progress to staff, as well as SAC members to obtain feedback from family and community members.</p>
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Company, and CHAMPS training for targeted teachers needing additional support.	

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Blanton Elementary School has a 30-minute extended school day for the purpose of providing additional early interventions in literacy to all students. The extended time is connected to the mandated 30-minute literacy intervention block, so that every student receives 60 minutes of intensive reading intervention or enrichment for the initial hour of every school day. Classroom teachers, Title I Interventionists, Specialists, Bilingual Associates, and Instructional Associates are all trained in specific literacy interventions including Nemours, LLI, Repeated Reading, Jan Richardson Guided Reading routine, and deliver quality, small group instruction to our students. Istation is also used during what is known as the “Magic Hour” for students requiring further remediation / enrichment activities. This is in addition to the 30 minutes provided by an early opening of our school campus and classrooms daily at 8:05. In addition to providing an opportunity for extended independent reading, vocabulary / word work, etc., this early opening time also allows for check in/check out with “High Five Mentors” and the implementation of targeted ELP intervention programs in grades 4 and 5.

“Promise Time” tutoring before and after school is funded by Title I and provided to students a minimum of 3 days a week. Students are identified for participation in “Promise Time” by reviewing various academic data sources, including FSA, SAT-10, District MAP Assessment, and classroom performance scores. Students participating in this program work with instructional tutors that have been trained to use LLI, Jan Richardson Guided Reading (JRGR) strategies, or the iReady program with students in grade level specific groups. Crazy 8’s Math was implemented for the first time during the 2016-2017 school year one day a week, after school and will be continued during the 2017-2018 school year. Students identified for this group demonstrate a need for enrichment activities in mathematics in order to continue to move them forward in their mathematical learning based on FSA, SAT-10, District MAP Assessments, and classroom performance scores.

“Battle of the Books” Literacy Club provides an enrichment opportunity offered to students one day a week after school. Students read all 15 Sunshine State Readers in a book club setting working with a highly qualified teacher to increase literacy mastery for students in grades 3-5. Any student in grades 3-5 is eligible to participate in the Battle of the Books.

STEM Club is another extended learning opportunity that provides both support and enrichment in the area of Science. Students are identified for participation in STEM by reviewing FSA Math, district assessments in both Math and Science, and by classroom performance scores. In addition, this program is balanced to meet both genders, as well as the vast multicultural ethnicities at our school.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.

Blanton Elementary School will increase the number of students participating in the “Promise Time” extended learning programs by 10% of all students attending Blanton during the 2016-2017 school year when compared to all students attending Blanton during the 2017-2018 school year as measured by attendance reports. The focus for remediation will remain on those performing in lowest 35% overall.

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Utilize all classroom teachers, Title I Interventionists, Specialists, and Bilingual Associate to implement literacy interventions during the “Magic Hour” each school day.</p> <p>Provide training to personnel new to the school by August 21st in specific interventions that will be delivered to students.</p> <p>MTSS Coach and our full-time Title I Interventionist will create schedules pairing interventionists with appropriate students and classroom teachers to provide support during the “Magic Hour.” Tier 2 students will be progress monitored every 2 weeks using the DIBELS Next tool. Tier 3 students will be progress monitored every week using the AIMSweb monitoring tool.</p> <p>“Promise Time” after school tutoring will begin no later than August 21st. Computer labs will be available to use for access to the iReady program. All “Promise Time” tutors will attend training on the implementation of the iReady program before August 21st. Tutors will monitor attendance and progress monitor participating students using the iReady dashboard. MTSS Coach will facilitate the “Promise Time” ELP program and collect data from iReady for review by SBLT monthly.</p> <p>All students in grades 3-5 will be invited to participate in the “Battle of the Books” Literacy Club meeting one day a week after school. Students will be grouped according to grade level. Students will be assigned specific books to read</p>	<p>Attendance data will be collected each day and reviewed monthly by the SBLT to identify trends and monitor for success of program implementation.</p> <p>Recommendations will be made, as needed, to invite new students to attend appropriate programs and to possibly expand programs to provide participation opportunities for a larger number of students.</p>

<p>together and will conduct book club discussions during the club meetings.</p> <p>Students identified needing enrichment in the areas of math and science will be invited to participate in STEM and/or Crazy 8's Math Club after school one afternoon a week.</p> <p>Attendance will be monitored for all ELP and enrichment programs.</p>	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	48	% with advanced degrees	16.2
% receiving effective rating or higher	71	% first-year teachers	2
% highly qualified (HQT)*	100	% with 1-5 years of experience	13
% certified in-field**	100	% with 6-14 years of experience	18
% ESOL endorsed	67.6	% with 15 or more years of experience	15

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

The Pinellas County School District has a procedure in place that assures that all schools recruit and retain 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 Search Soft website. Principals may then choose to interview teachers from the list, based on pre-determined criteria.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Cheryl	Maggio	White	Principal
Lisette	Lopez	Hispanic	Parent
Dan	Ricottilli	White	Parent
Monica	Reynolds	Black	Business/Community
Nina	Ellhajj	White	Parent

Hieu	Nguyen	Asian	Other Instructional Employee
Yasminda	Bernstein	Hispanic	Support Employee
Anthony	Blackwell	Black	Parent
Neil	Brickfield	White	Business/Community
		Select	
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SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Committee Approval Date: September 19, 2017 <i>(re-scheduled for and held September 26, 2017 @ 6:00 PM)</i>
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Debra Holland, School Guidance/Tier 3 Coordinator
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Please state the days / intervals that your team meets below.
Weekly - Tuesdays, 12:30 PM
Monthly / Bi-weekly with Primary/Intermediate reps – Tuesdays, 7:30 AM

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

Use of School Improvement Funds	Total Cost in Dollars
MTSS / RtI Curriculum Coach	\$66,389.51
Title I Hourly Interventionists – Provide targeted interventions to students identified as needing additional academic supports in ELA and Math	\$44, 725.59
Classroom Teacher (Intervention) – Provide interventions to students identified as lowest 25% proficiency rates in ELA and Math	\$60, 891.83
Paraprofessional – Provides additional support in the classroom to students identified as needing additional academic support in ELA	\$13, 377.05
“Promise Time” Tutors – Extended Learning Program tutors to provide instruction for students identified as needing additional academic support in ELA and Math, as well as provide enrichment in ELA, Math and Science to accelerate student learning outside the traditional school day.	\$53, 600.00
myON software license - generates individualized, interest-based recommendations within all learners’ target Lexile® ranges to engage them with just-right texts.	\$3,000.00
Florida Studies Weekly subscription renewal – standards-based curriculum contains a combination of printed weekly units with web-based primary source	\$6,500.00

media which foster critical thinking skills, increased student engagement, and higher student achievement	
AVID Summer Institute	\$18,000.00
Professional Development (Book Study Resource Books)	\$2500.00
Consultant / Facilitated Professional Development	
Ms. Math	\$2,500.00
Dr. Tom Glanton with Behavior Management	\$6,500.00
PD aligned Collaborative Instructional Planning using SIG \$	\$7,500.00
Site License for Planbook.com 2017-2018	\$480.00
Purchased Instructional Materials / Resources using SIG \$ (Culturally Relevant Classroom Libraries & Baskets)	\$7525.00
Purchased Software licensing ("Brainology" Mindset works Licensing)	\$6,000.00
"Connect to Success" Liaison	\$2,311.40
Title I Audit Box Coordinator	\$1,155.70
Substitute Teachers for TDE's (Data Chats, Lesson Study, etc.)	\$1,445.66
Classroom Instructional Materials	\$20,903.26
20 iPads for VE/R (ESE) use with iSPIRE Program using SIG \$	\$7,880.00

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