

Pinellas County Schools

BLANTON ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Inspire lifelong learning and provide opportunities for students to gain knowledge, skills, and develop character for success in our changing world.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Charmion Berg

bergcha@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Tenishelah Johnson

johnsonten@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Christopher Mosher

mosherch@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #4

Employee's Name

Noah Barker

barkerno@pcsb.org

Position Title

Library Media Technology Specialist

Job Duties and Responsibilities

To provide leadership and expertise to ensure the school library media/technology program is aligned with the mission, goals, and objectives of both the school and district and an integral component of the instructional program providing equitable access to diverse information formats. Plans, promotes, executes and evaluates the library media/technology program and services to ensure its quality by effectively managing staff, school technology inventories, budgets and facilities. Instill a love of learning and empower students to be critical thinkers, enthusiastic readers, producers of digital content, savvy technology users, skillful researchers, and ethical users of information.

Leadership Team Member #5

Employee's Name

Christine Mont

montc@pcsb.org

Position Title

PELI Coach

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Leadership Team Member #6

Employee's Name

Dawn Newland

newlandd@pcsb.org

Position Title

ELA Coach

Job Duties and Responsibilities

To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is reviewed by SAC at the first SAC meeting of the year. The SAC adds input and feedback, if needed, to adjust the plan. During the development of the SIP, the leadership team provides input based on the previous year's data to determine areas of focus and development for continued school success. Additionally, teacher leaders participate in SIP development. A copy of the SIP is available in the office and on the website for families and community partners to view throughout the year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored by the School Based Leadership Team, Instructional Leadership Team, and MTSS Team after each FAST cycle. Modifications will be made based on student progress towards mastery of grade level standards

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: C 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	28	52	61	58	53	74	0	0	0	326
Absent 10% or more school days	0	23	26	13	15	23	0	0	0	100
One or more suspensions	0	0	1	4	10	9	0	0	0	24
Course failure in English Language Arts (ELA)	0	0	0	1	2	3	0	0	0	6
Course failure in Math	0	0	0	1	0	6	0	0	0	7
Level 1 on statewide ELA assessment	0	2	10	10	4	19	0	0	0	45
Level 1 on statewide Math assessment	0	8	11	8	5	17	0	0	0	49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	0	3	3	0	0	0	0	8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	6	2	0	0	0	0	0	12

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	13	6	12	19	0	0	0	58

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	2	0	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	45	66	69	60	69	57				366
Absent 10% or more school days	3	24	16	22	21	15				101
One or more suspensions		4	4	11	8					27
Course failure in English Language Arts (ELA)					2	3				5
Course failure in Math					2	3				5
Level 1 on statewide ELA assessment		1	11	32	16					60
Level 1 on statewide Math assessment	3	8	15	24	12	12				74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		1	5	6	2					14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	4	9	11	5					31

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	7	4	21	10	15				60

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	2	3	9						18
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	53	68	62	47	64	59	48	61	57
Grade 3 ELA Achievement	60	70	61	39	67	59	53	63	58
ELA Learning Gains	55	65	63	59	62	60	64	64	60
ELA Lowest 25th Percentile	60	63	58	60	59	56	67	62	57
Math Achievement*	63	72	66	59	69	64	47	66	62
Math Learning Gains	67	69	64	79	67	63	43	68	62
Math Lowest 25th Percentile	55	56	50	65	56	51	38	58	52
Science Achievement	78	72	62	74	70	58	59	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						61%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						491
Total Components for the FPPI						8
Percent Tested						99%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	59%	53%	49%	57%	43%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	54%	No		
English Language Learners	66%	No		
Asian Students	68%	No		
Black/African American Students	45%	No		
Hispanic Students	67%	No		
Multiracial Students	62%	No		
White Students	64%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	53%	60%	55%	60%	63%	67%	55%	78%					
Students With Disabilities	48%		52%	60%	59%	58%	45%	55%					
English Language Learners	48%	70%	47%	64%	72%	74%	64%	85%					
Asian Students	52%		52%		74%	74%		90%					
Black/African American Students	31%	30%	52%	55%	47%	48%		50%					
Hispanic Students	62%	67%	66%		66%	71%	60%	79%					
Multiracial Students	62%				62%								
White Students	58%	62%	49%		64%	67%		84%					
Economically Disadvantaged Students	53%	60%	54%	65%	63%	66%	57%	74%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	47%	39%	59%	60%	59%	79%	65%	74%					53%
Students With Disabilities	42%	45%	62%		48%	82%		62%					40%
English Language Learners	42%	48%	48%		49%	79%		50%					53%
Asian Students	46%	36%	50%		73%	79%							47%
Black/African American Students	33%	27%	50%		42%	71%	50%						
Hispanic Students	38%	53%	50%	55%	42%	72%		45%					57%
White Students	57%	32%	71%		72%	87%		96%					
Economically Disadvantaged Students	46%	40%	59%	57%	58%	80%	74%	69%					51%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	48%	53%	64%	67%	47%	43%	38%	59%					57%
Students With Disabilities	16%		58%	70%	19%	32%	33%	27%					
English Language Learners	32%		55%		30%	33%		50%					57%
Asian Students	69%	60%			75%								58%
Black/African American Students	32%	33%	68%		32%	33%		42%					
Hispanic Students	43%	45%	56%		31%	39%		71%					61%
White Students	56%	71%	64%	64%	56%	51%		52%					
Economically Disadvantaged Students	44%	50%	63%	68%	42%	42%	35%	57%					54%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	54%	68%	-14%	60%	-6%
ELA	4	35%	66%	-31%	60%	-25%
ELA	5	61%	66%	-5%	61%	0%
Math	3	58%	71%	-13%	66%	-8%
Math	4	47%	72%	-25%	65%	-18%
Math	5	74%	69%	5%	62%	12%
Science	5	77%	70%	7%	60%	17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our data component that showed the most improvement was our 3rd grade ELA achievement. This year, our ELA Coach provided coaching to a new 3rd grade teacher all year. Additionally, members of the ILT pushed into 2 out of 3 of the classrooms to support during core instruction and also pulled students from all 3 classrooms to provided intervention. The students were selected based on PM2 data.

Lowest Performance

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

Our data component that showed the lowest performance was ELA learning gains, specifically in 4th grade. Two of the 3 4th grade teachers were new to teaching ELA this year. We provided support in the experienced teacher's classroom during core instruction and she showed the highest level of growth.

Greatest Decline

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

Our data component that showed the greatest decline from the prior year was our overall and L25 learning gains in math, specifically in 4th grade. Two of the 3 4th grade teachers were new to teaching math this year. We provided push in support in all 3 4th grade classes during core instruction 2nd semester after PM2 data was analyzed.

Greatest Gap

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

The data component that had the greatest gap when compared to the state average was 4th grade ELA proficiency. Factors that contributed to this gap include large class sizes (24+) with a large amount of ESE students within those classes. 28 of our 58 ESE students in 3rd-5th grade are in the 4th grade cohort. Additionally, this was the first year we shifted to self-contained classes rather than

departmentalized in many years. Two of the 3 teachers had never taught 4th grade ELA, and the one that had taught it for many years previously had a higher percentage of proficiency. This cohort of students also left 3rd grade with only 38% proficient which caused difficulty in mastering 4th grade ELA standards.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. 5th grade

- 19 students were Level 1 in ELA
- 17 students were Level 1 in math
- 9 students had suspensions
- 23 students were absence 10% or more of school
- 19 students have 2 or more indicators

2. 4th grade

- 10 students had suspensions
- 12 students had 2 or more indicators

Highest Priorities

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

1. 4th grade math learning gains
2. 4th grade ELA learning gains
3. Increasing the percent of ELA proficient students in 5th grade
4. Increasing the percent of ELA learning gains for our 5th grade students

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Blanton Elementary will strengthen achievement through consistent implementation of evidence-based instructional routines across all grade levels. Data shows specific needs in:

- 4th grade ELA proficiency and gains, including L25
- 4th grade math proficiency and gains, including L25 (showed the greatest decline)

The rationale for this area of focus is grounded in the need for consistent instructional routines, vertical alignment, and explicit strategy use to support conceptual understanding, problem solving, and vocabulary development.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA

- VPK learning gains of 12 points per month will increase from 43% to 55% as measured by PM3 STAR
- VPK scores of 707 or higher will increase from 43% to 55% as measured by PM3 STAR
- KG ELA proficiency will increase from 59% to 65% as measured by PM3 STAR
- 1st grade ELA proficiency will increase from 64% to 70% as measured by PM3 STAR Reading
- 2nd grade ELA proficiency will increase from 60% to 70% as measured by PM3 STAR Reading
- 3rd grade ELA proficiency will increase from 60% to 75% as measured by PM3 FAST
- 3rd-5th grade ELA proficiency will increase from 53% to 60% as measured by PM3 FAST
- ELA learning gains will increase from 55% to 70% as measured by PM3 FAST
- ELA L25 learning gains will increase from 60% to 70% as measured by PM3 FAST

Math

- KG math proficiency will increase from 62% to 65% as measured by PM3 STAR Math

- 1st grade math proficiency will increase from 57% to 65% as measured by PM3 STAR Math
- 2nd grade math proficiency will increase from 70% to 72% as measured by PM3 STAR Math
- 3rd-5th grade math proficiency will increase from 63% to 68% as measured by PM3 FAST
- Math learning gains will increase from 67% to 75% as measured by PM3 FAST
- Math L25 learning gains will increase from 55% to 70% as measured by PM3 FAST

Science

- Science proficiency will increase from 78% to 80% as measured by the SSA

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The School Based Leadership Team, Instructional Leadership Team, and MTSS Team will monitor implementation and impact by:

- Reviewing district common assessments
- Reviewing Star and FAST data for proficiency, learning gains, and L25 learning gains
- Conducting learning walks focused on high yield questioning, vocabulary and language routines, problem solving strategies, writing to learning strategies, and small group instruction
- Analyzing PLC/collaborative planning artifacts such as lesson plans and student work

Person responsible for monitoring outcome

Berg

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Vocabulary & Language Development

Rationale:

Vocabulary and language development will be prioritized to strengthen students' ability to comprehend complex texts, engage in academic discourse, and access grade-level content across all subjects. Research demonstrates that explicit vocabulary instruction, rich oral-language experiences, and repeated exposure to academic language significantly improve reading achievement and reduce learning gaps. By embedding vocabulary and language development into daily instruction, we will enhance Tier 1 instruction, support MTSS goals, and improve overall student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Strategy-Based Instruction

Rationale:

Strategy-based instruction will be implemented to strengthen students' ability to engage with complex texts, solve multi-step problems, and independently apply academic skills across content areas. Research demonstrates that explicit instruction in cognitive and metacognitive strategies, such as deliberate word-problem instruction, writing-to-learn routines, text dependent questioning, and problem-solving routines improves comprehension, problem-solving, and overall academic achievement. Embedding strategy-based instruction into daily Tier 1 instruction increases student independence, supports access to grade-level standards, and contributes to measurable gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Data Analysis and Action Planning

Rationale:

Data analysis and action planning are essential for identifying student needs, monitoring progress, and selecting high-impact instructional strategies. Regular review of FAST/STAR data, student work, and subgroup performance allows teams to adjust instruction, form targeted small groups, and respond quickly when students are not making adequate progress. This systematic approach ensures consistent, evidence-based decision-making that directly supports improved proficiency and learning gains across all content areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Vocabulary & Language Development

Person Monitoring:

Newland

By When/Frequency:

5/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PD on vocabulary routines (including the use of multisensory-visuals & gestures-vocabulary supports)
2. PD on morphology and multisyllabic decoding
3. Guided collaborative planning sessions to include vocabulary routines and how to use morphology and multisyllabic decoding across content areas

Action Step #2

Strategy-Based Instruction

Person Monitoring:

Johnson

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PD/Fishbowls on academic discourse and the use of writing-to-learn strategies, notetaking, TDQs, and think alouds.
2. PD/Fishbowls on problem solving routines, PEI, and the use of manipulatives
3. Vertical alignment for word-problem routines
4. Add high-yield questioning to the whole group planning protocol
5. PD/Fishbowls on cold calling
6. Guided collaborative planning sessions to include opportunities to write across content areas, text dependent questions, think-alouds, and high yield questioning

Action Step #3

Data Analysis & Action Planning

Person Monitoring:

Mosher

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Peer observation of student data chats
2. Analyze data (including subgroups) at monthly PLCs to develop an action plan to close gaps
3. KG-2nd: Obtain ELFAC data on 2 students per day during small group instruction
4. Organize small group materials and make them easily accessible to all teacher
5. Participate in data chats with the Instructional Leadership Team after each FAST cycle
4. PD/Fishbowls for ALPs

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Blanton Elementary will strengthen black student achievement through consistent implementation of evidence-based instructional routines across all grade levels. Data shows specific needs in:

- Overall ELA proficiency
- 3rd grade ELA proficiency

The rationale for this are of focus is grounded in the need fro consistent instructional routines, vertical alignment, and explicit strategy use to support conceptual understanding, problem solving, and vocabulary development.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency for the black student subgroup will increase from 31% to 50%.

3rd grade ELA proficiency for the black student subgroup will increase from 42% to 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The School Based Leadership Team, Instructional Leadership Team, and MTSS Team will monitor implementation and impact by:

- Reviewing district common assessments
- Reviewing Star and FAST data for proficiency and learning gains
- Conducting learning walks focused on high yield questioning, vocabulary and language routines, and small group instruction
- Analyzing PLC/collaborative planning artifacts such as lesson plans and student work

Person responsible for monitoring outcome

Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Vocabulary & Language Development

Rationale:

Vocabulary and language development will be prioritized to strengthen students' ability to comprehend complex texts, engage in academic discourse, and access grade-level content across all subjects. Research demonstrates that explicit vocabulary instruction, rich oral-language experiences, and repeated exposure to academic language significantly improve reading achievement and reduce learning gaps. By embedding vocabulary and language development into daily instruction, we will enhance Tier 1 instruction, support MTSS goals, and improve overall student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Data Analysis & Action Planning

Rationale:

Data analysis and action planning are essential for identifying student needs, monitoring progress, and selecting high-impact instructional strategies. Regular review of FAST/STAR data, student work, and subgroup performance allows teams to adjust instruction, form targeted small groups, and

respond quickly when students are not making adequate progress. This systematic approach ensures consistent, evidence-based decision-making that directly supports improved proficiency and learning gains across all content areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Strategy-Based Instruction

Rationale:

Strategy-based instruction will be implemented to strengthen students' ability to engage with complex texts, solve multi-step problems, and independently apply academic skills across content areas. Research demonstrates that explicit instruction in cognitive and metacognitive strategies, such as deliberate word-problem instruction, writing-to-learn routines, text dependent questioning, and problem-solving routines improves comprehension, problem-solving, and overall academic achievement. Embedding strategy-based instruction into daily Tier 1 instruction increases student independence, supports access to grade-level standards, and contributes to measurable gains.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Vocabulary & Language Development

Person Monitoring:

Newland

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PD on vocabulary routines (including the use of multisensory-visuals & gestures-vocabulary supports)
3. Guided collaborative planning sessions to include vocabulary routines.

Action Step #2

Strategy-Based Instruction

Person Monitoring:

Johnson

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Add high-yield questioning to the whole group planning protocol
2. PD/Fishbowls on cold calling
6. Guided collaborative planning sessions to include high yield questioning

Action Step #3

Data Analysis & Action Planning

Person Monitoring:

Mosher

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Analyze data at monthly PLCs to develop an action plan to close gaps
2. Participate in data chats with the Instructional Leadership Team after each FAST cycle

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Blanton Elementary will strengthen achievement through consistent implementation of evidence-based instructional routines across all grade levels. Data shows specific needs in:

- 4th grade ELA proficiency (40%)
- VPK ELA proficiency (43%)

The rationale for this area of focus is grounded in the need for consistent instructional routines, vertical alignment, and explicit strategy use to support conceptual understanding, problem solving, and vocabulary development.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA

- VPK learning gains of 12 points per month will increase from 43% to 55% as measured by PM3 STAR
- VPK scores of 707 or higher will increase from 43% to 55% as measured by PM3 STAR
- 5th grade ELA proficiency will increase from 40% to 55% as measured by PM3 FAST.
- 5th grade ELA learning gains will increase from 45% to 60% as measured by PM3 FAST

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The School Based Leadership Team, Instructional Leadership Team, and MTSS Team will monitor implementation and impact by:

- Reviewing district common assessments
- Reviewing Star and FAST data for proficiency, learning gains, and L25 learning gains
- Conducting learning walks focused on high yield questioning, vocabulary and language routines, problem solving strategies, writing to learning strategies, and small group instruction
- Analyzing PLC/collaborative planning artifacts such as lesson plans and student work

Person responsible for monitoring outcome

Berg

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Vocabulary & Language Development

Rationale:

Vocabulary and language development will be prioritized to strengthen students' ability to comprehend complex texts, engage in academic discourse, and access grade-level content across all subjects. Research demonstrates that explicit vocabulary instruction, rich oral-language experiences, and repeated exposure to academic language significantly improve reading achievement and reduce learning gaps. By embedding vocabulary and language development into daily instruction, we will enhance Tier 1 instruction, support MTSS goals, and improve overall student outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Data Analysis & Action Planning

Rationale:

Data analysis and action planning are essential for identifying student needs, monitoring progress, and selecting high-impact instructional strategies. Regular review of FAST/STAR data, student work, and subgroup performance allows teams to adjust instruction, form targeted small groups, and respond quickly when students are not making adequate progress. This systematic approach ensures consistent, evidence-based decision-making that directly supports improved proficiency and learning gains across all content areas.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Vocabulary & Language Development

Person Monitoring:

Newland/Mont

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PD on vocabulary routines (including the use of multisensory-visuals & gestures-vocabulary supports)
2. 5th-PD on morphology and multisyllabic decoding
3. Guided collaborative planning sessions to include vocabulary routines and how to use morphology and multisyllabic decoding across content areas
4. VPK-PD and collaborative planning with a focus on implementation of language development opportunities within lessons

Action Step #2

Data Analysis & Action Planning

Person Monitoring:

Mosher

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. 5th-Peer observation of student data chats
2. Analyze data (including subgroups) at monthly PLCs to develop an action plan to close gaps
5. Participate in data chats with the Instructional Leadership Team after each FAST cycle
4. 5th-PD/Fishbowls for ALPs

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our PBIS area of focus for the upcoming year is strengthening schoolwide behavior expectations and positive reinforcement systems, with particular attention to incoming 3rd-4th grade students, where the majority of behavioral referrals occurred.

- 2nd: 31 referrals from 12 students (20%)
- 3rd: 33 referrals from 14 students (25%)

The percentage of students receiving referrals was significantly less in PK (2%), KG (7.5%), 1st grade (3%), 4th grade (11%). This pattern indicates a need to strengthen Tier 1 behavioral systems in incoming 3rd grade and 4th grade, reteach expectations more frequently, and increase positive reinforcement systems within these grade bands. By focusing on reducing the percentage of students who receive referrals, we aim to increase instructional time, improve classroom climate, and ensure that more students remain engaged in learning without disruptions. This area of focus was identified as a critical need because the proportion of students receiving referrals exceeded our desired benchmark and was disproportionately concentrated in specific cohorts.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- The percentage of students in 3rd grade receiving discipline referrals will decrease from 20% to 15% or less.
- The percentage of students in 4th grade receiving discipline referrals will decrease from 25% to 20% or less.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward reducing the percentage of students receiving referrals in upcoming 3rd and 4th grades will be monitored through ongoing data reviews by the ILT and MTSS. This will include analyses of referral trends, patterns, and student-specific needs. The teams will determine whether reteaching of expectations is needed and Tier 1 practices are implemented consistently across classrooms. Students who continue to receive multiple referrals will be flagged for Tier 2 or Tier 3 interventions. This continuous monitoring process ensures that supports are adjusted quickly, preventing repeated behaviors from becoming long-term barriers to learning. As behavioral incidents decrease, students experience more uninterrupted instructional time, stronger classroom routines, and improved engagement. These conditions directly support academic growth by creating environments where students can focus, participate in academic discourse, and receive high-quality instruction without frequent disruptions.

Person responsible for monitoring outcome

Mosher

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Schoolwide House (Pod) Systems

Rationale:

The house system is an evidence-supported PBIS structure because it strengthens school connectedness, positive peer relationships, and predictable reinforcement systems. Research shows that when students feel a sense of belonging to a group, behavioral incidents decrease and engagement increases. How systems support PBIS by creating consistent Tier 1 expectations across grade levels, reinforcing positive behavior through team-based points and recognition, increasing student motivation through collective goals, building cross-grade relationships that reduce conflict and isolation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Schoolwide House (Pod) System

Person Monitoring:

Berg

By When/Frequency:

05/2027

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Develop the House/Pod Leadership Team
2. Determine how students will be sorted
3. Sort staff into houses
4. Schedule weekly brief meetings of houses
5. Schedule monthly whole group assemblies
6. Develop expectations for each house
7. Develop a House Points system
8. Launch the house system at First Friday

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

To ensure transparency and stakeholder engagement, Blanton Elementary School will disseminate the School Improvement Plan (SIP) and Schoolwide Program Plan (SWP) through multiple channels. These include:

- School Advisory Council (SAC) Meetings: The SIP and progress updates will be presented and discussed at SAC meetings. Meeting agendas and minutes will be posted on the school website (<https://www.pcsb.org/blanton-es>) and made available upon request.
- Annual Title I Meeting: Held in the fall, this meeting provides an overview of Title I services, SIP goals, and the school's budget priorities. Families will receive printed materials and a presentation in family-friendly language.
- Parent and Community Resource Station: Located in the front office, this station will include hard copies of the SIP, the PFEP, and information in multiple languages as needed.
- Social Media and FOCUS: Key SIP goals and progress updates will be shared in digestible formats via the school's social media accounts and through FOCUS messages.
- Conferences: SIP goals will be referenced during student-led conferences and academic events to help families connect schoolwide strategies to their child's academic plan.

All communication will be offered, to the extent practicable, in a language that parents can understand using translation services or bilingual staff members.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep

parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Blanton will build positive relationships with parents and families by providing consistent communication (at least biweekly calls/emails from the school and calls from teachers), hosting multiple family events each semester including at least 2 parent conferences. We will build positive relationships with community stakeholders by developing partnerships. Community members will be invited to participate in specific events and activities and our Family and Community Liaison will correspond with community members regularly.

Blanton's Family Engagement Plan will be made available to all stakeholders on the school's website (<https://www.pcsb.org/blanton-es>) as well as in the Title I Binder located in the Title I Station in the front office. Information about the Family Engagement Plan and its locations will be provided to all stakeholders during the Title I Annual Meeting.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We plan to strengthen the academic program, expand high-quality learning time, and provide an enriched and accelerated curriculum by implementing a cohesive, schoolwide approach built around three core strategies: vocabulary and language development, strategy-based instruction, and data analysis and action planning.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The plan is developed in coordination and integration with federal programs (Title I) and local programs (R'Club). The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state, and local services. At Blanton Elementary, we coordinate with:

- Federal Programs: Title I funds support an MTSS Coach, a Title 1 hourly, and an ELA Coach
- Student Services and Mental Health Programs: We partner with the district's student services

team, school counselors, and community mental health agencies to address student well-being.

- Community Partners: We partner with organizations like Feeding Pinellas and Clothes to Kids to provide resources to our families in needs.
- Violence Prevention and PBIS: Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations.
- Nutrition Programs: We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Blanton offers a full-time school counselor who provides whole group lessons, and whole group and 1 on 1 lessons/counseling. Additionally, we have a part time social worker and psychologist who provide individual support to students. We offer Girlfriends Club for 4th and 5th grade students and our Family and Community Liaison is working to develop a mentorship program. Additionally, the ILT and teacher leaders will be implementing our schoolwide PBIS plan and we will also begin a variation of a house system this year. The house system will allows students to build strong relationships with students in other grade levels and staff they don't typically work directly with. Through this program, students will develop a sense of belonging as well as build upon their social skills.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Blanton implements a PBIS plan to encourage positive behaviors. We also have an MTSS team and utilize the RTI process for Tier 2 and Tier 3 students. We host the SAVE Club throughout the school year.

The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and intervention developed to meet

those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Blanton Elementary prioritizes high-quality professional learning and staff development to build instructional excellence and data literacy, with a strong focus on retention and support of effective educators.

- Data Chats: Teachers engage in data chats every PM cycle, supported by instructional coaches and administrators. These sessions focus on formative assessment data, progress monitoring, and action planning.
- Professional Learning Communities and Collaborative Planning: Weekly PLCs and Collaborative Planning sessions allow grade-level teams to collaborate on standards-aligned planning, analysis of student work, and differentiated instruction strategies.
- Instructional Coaching: Our Reading and MTSS Coaches provide job-embedded support through modeling, co-teaching, and coaching cycles. Teachers receive regular feedback from administrators through instructional walkthroughs.
- New Teacher Induction and Mentoring: New staff receive structured onboarding, mentoring support, and monthly check-ins from school leaders.
- Strategic Retention: We build a positive school culture by celebrating teacher growth, recognizing contributions in staff meetings, and providing leadership pathways (e.g., teacher leads, club sponsors).
- Targeted PD: PD is aligned to school goals and personalized based on teacher/team needs. These efforts ensure continuous professional growth and instructional consistency across classrooms.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V)).

Blanton Elementary is proud to house a full-day PreK-3 program and VPK programs to provide a strong two-year foundation for school readiness.

- Full-Day 3-Year-Old Program and VPK: Our early childhood program offers developmentally appropriate instruction, integrated play, and social-emotional learning to prepare students for Kindergarten.
- Smooth Transitions: The continuity between our PreK-3, VPK, and Kindergarten programs helps students and families build familiarity with school staff, routines, and expectations. This seamless transition supports a confident start to formal schooling.
- Family Engagement: We provide families with resources and strategies to reinforce early learning at home.
- Ready Set Kindergarten and Tours: Families of rising Kindergarten students are welcomed to tour classrooms, meet teachers, and participate in hands-on learning sessions. Materials are provided in multiple languages to ensure accessibility.

These practices foster a strong school-home connection and ensure our youngest learners are equipped for long-term success.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00