BLANTON ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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

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

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

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
Raylee Fleisch

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 #4

Employee's Name
Lisa Brethauer

Position Title
Kindergarten Teacher

Job Duties and Responsibilities

This is an instructional position with responsibility for guiding and directing the learning experiences of pupils in a group or class within an elementary school.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
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. *(ESEA 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. A copy of the SIP is available in the office and on the website for families and community partners to view throughout the year.

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. *(ESEA 1114(b)(3))*

The SIP will be monitored by the SBLT and MTSS teams after each FAST cycle. Modifications will be made based on student progress towards mastery of grade level standards.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	62.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	2	19	21	31	18	18				109
One or more suspensions	0	1	0	2	1	3				7
Course failure in English Language Arts (ELA)	0	0	0	1	3	0				4
Course failure in Math	0	0	0	1	2	0				3
Level 1 on statewide ELA assessment				6	15	17				38
Level 1 on statewide Math assessment				6	16	16				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	0	3	7	10	12				32

Current Year 2024-25

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	2	1	1	7	0	0				11
Students retained two or more times	0	0	2	0	0	0				2

Prior Year (2023-24) 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	
Absent 10% or more school days		32	29	29	24	18				132
One or more suspensions					3	2				5
Course failure in ELA					4					4
Course failure in Math					6					6
Level 1 on statewide ELA assessment				3	30	14				47
Level 1 on statewide Math assessment				2	20	9				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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	2	21	18	37	36	32				146

Prior Year (2023-24) 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	9	3	5					21
Students retained two or more times		1	1	1	3	1				7

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

Please note that 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 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	48			39	54	53	44	55	56
ELA Grade 3 Achievement **	53			31	54	53			
ELA Learning Gains	64						59		
ELA Learning Gains Lowest 25%	67						62		
Math Achievement *	47			54	61	59	55	51	50
Math Learning Gains	43						59		
Math Learning Gains Lowest 25%	38						55		
Science Achievement *	59			58	62	54	44	62	59
Social Studies Achievement *								65	64
Middle School Acceleration								52	52
Graduation Rate								57	50
College and Career Readiness								52	80
ELP Progress	43			46	64	59			76

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	476
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	49%	57%	43%		51%	48%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	36%	Yes	2	
English Language Learners	43%	No		
Asian Students	66%	No		
Black/African American Students	40%	Yes	2	
Hispanic Students	49%	No		
White Students	59%	No		
Economically Disadvantaged Students	51%	No		
2022-23 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	24%	Yes	1	1

2022-23 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%**
Disabilities				
English Language Learners	46%	No		
Asian Students	74%	No		
Black/African American Students	28%	Yes	1	1
Hispanic Students	40%	Yes	1	
White Students	55%	No		
Economically Disadvantaged Students	47%	No		

2021-22 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	58%	No		
English	66%	No		

	2021-22 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%
Language Learners				
Native American Students				
Asian Students	66%	No		
Black/African American Students	46%	No		
Hispanic Students	58%	No		
Multiracial Students				
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	59%	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. (pre-populated)

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%					43%
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%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	39%	31%			54%			58%					46%
Students With Disabilities	24%	14%			33%								
English Language Learners	26%	20%			49%			71%					64%
Asian Students	67%				75%								81%
Black/African American Students	28%	15%			40%			28%					
Hispanic Students	30%	27%			49%			43%					50%
White Students	43%	38%			62%			75%					
Economically Disadvantaged Students	35%	30%			52%			55%					65%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	44%		59%	62%	55%	59%	55%	44%					76%
English Language Learners	55%		63%	64%	65%	79%	67%	55%					76%
Students With Disabilities	38%		69%	64%	53%	75%		40%					
Native American Students													
Asian Students	64%		50%		79%	92%		45%					45%
Black/African American Students	38%		52%		43%	55%	54%	33%					
Hispanic Students	41%		54%		55%	62%		46%					91%
Multiracial Students													
Pacific Islander Students													
White Students	48%		68%	73%	58%	58%	55%	47%					
Economically Disadvantaged Students	40%		60%	74%	52%	59%	63%	45%					75%

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

ELA proficiency showed the most improvement. We conducted: 1. Game Time (KG-5th)-small group instruction in which all non-classroom staff (specialists, coaches, support, etc…) held groups each week 2. Pop-up groups (3rd grade) with district support 3. RAP tutoring 4. Buddy classes-every class was paired with another class and offered motivation to each other and had buddy reading

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 lowest performance was math. Contributing factors include: 1. Too much content during the last quarter of the year. 2. There was a heavier focus on ELA so most human resources went to that.

Greatest Decline

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

Our lowest performance was math. Contributing factors include: 1. Too much content during the last quarter of the year. 2. There was a heavier focus on ELA so most human resources went to that.

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.

Math achievement had the greatest gap when compared to the state average. Contributing factors include: 1. Too much content during the last quarter of the year. 2. There was a heavier focus on ELA so most human resources went to that.

EWS Areas of Concern

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

1.   Almost half of the students (176 students) missed more than 10% of school
2.   We had an increase of almost 15 referral from the previous year.

Highest Priorities

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

1. Monitoring for student understanding with immediate feedback
2. Academic discourse
3. Strategic scheduling

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.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Our area of focus will include monitoring to provide actionable feedback during lessons as well as student academic discourse. Monitoring to provide actionable feedback during lessons and academic discourse affect student learning because they allow teachers to provide immediate correction and guidance to resolve misconceptions, increase student engagement, differentiate instruction in the moment, promote critical thinking, and enhance metacognitive skills. These areas were identified as a crucial need from the prior year through observational data. Last year, feedback was provided but not until the end of a lesson or unit at which point misconceptions were already developed. Additionally, qualitative data indicated that teachers were leading conversations and full lessons with minimal opportunities for students to partake in academic discourse.

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 percent of African American students achieving ELA proficiency on the 2024 Spring FAST was 40%. The goal for all students achieving ELA proficiency on the 2025 Spring FAST is 55%.

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.

Monitoring will occur through involvement by the administrative team and coaches in PLCs while planning for standards-based instruction. Student engagement in standards-based instruction will be monitored via walk-throughs and feedback provided by the administrative team. Formative and summative assessment data will be used to monitor students as they move towards proficiency

Person responsible for monitoring outcome

Charmion Berg

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Formative assessment and corrective feedback

Rationale:
Providing formative assessment with in-the moment corrective feedback allows teachers to identify learning gaps, personalize learning, make data driven decisions, clarify misconceptions, and holds students accountable.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Academic discourse

Rationale:
Academic discourse encourages the development of problem-solving skills, expressing ideas clearly, learning how to collaborate, and actively engage with content.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Monitoring for Understanding

Person Monitoring: **By When/Frequency:**
Tenishelah Johnson   October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will receive strategies to monitor students understanding of content during the lesson to provide appropriate scaffolding. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Action Step #2
Planning for Academic Discourse

Person Monitoring: **By When/Frequency:**
Kayla Cavanaugh   May 2025

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

Teachers will participate in guided lesson planning with a focus on academic discourse through the use of AVID strategies such as Helping Trios and Collaborative Study Groups. Additionally, teachers will participate in quarterly AVID PLCs. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Action Step #3

Monitoring for Progress & Action Planning

Person Monitoring:	**By When/Frequency:**
Kayla Cavanaugh	May 2025

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

The SBLT and MTSS teams will monitor and discuss black student achievement data. They will work with classroom teachers to develop action plans for students, based on this data. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Area of Focus #2

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

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

Our area of focus will include monitoring to provide actionable feedback during lessons, fidelity of small group implementation, as well as student academic discourse. Monitoring to provide actionable feedback during lessons and academic discourse affect student learning because they allow teachers to provide immediate correction and guidance to resolve misconceptions, increase student engagement, differentiate instruction in the moment, promote critical thinking, and enhance metacognitive skills. Small group implementation and intervention is vital for student success to ensure individual student needs are consistently met and gaps are addressed. These areas were identified as a crucial need from the prior year through observational data. Last year, feedback was provided but not until the end of a lesson or unit at which point misconceptions were already developed. Additionally, qualitative data indicated that teachers were leading conversations and full lessons with minimal opportunities for students to partake in academic and small groups were not occurring consistently throughout the school.

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.

Goals for the 2025 PM3 FAST
- ELA
    - 48% of all students were proficient on the 2024 ELA FAST with a goal of 55% for the 2025 ELA FAST
    - 64% of all students made learning gains on the 2024 ELA FAST with a goal of 70% for the 2025 ELA FAST
    - 67% of L25 students made learning gains on the 2024 ELA FAST with a goal of 75% for the 2025 ELA FAST
    - 53% of 3rd grade students were proficient on the 2024 ELA FAST with a goal of 60% for the 2025 ELA FAST
- Math
    - 47% of all students were proficient on the 2024 Math FAST with a goal of 52% for the 2025 Math FAST
    - 43% of all students made learning gains on the 2024 Math FAST with a goal of 50% for the 2025 Math FAST
    - 38% of L25 students made learning gains on the 2024 Math FAST with a goal of 50% for the 2025 Math FAST

Goal for the 2025 SSA
- The percent of all students achieving proficiency on the 2024 Spring SSA was 59%. The goal for all students achieving proficiency on the 2025 Spring SSA is 70%.

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.

Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Person responsible for monitoring outcome
Charmion Berg

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:

Academic discourse

Rationale:
Academic discourse encourages the development of problem-solving skills, expressing ideas clearly, learning how to collaborate, and actively engage with content.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Formative assessment and corrective feedback

Rationale:
Providing formative assessment with in-the moment corrective feedback allows teachers to identify learning gaps, personalize learning, make data driven decisions, clarify misconceptions, and holds students accountable.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Cognitive task analysis

Rationale:
Students will develop metacognitive skills which will allow them to represent ideas in many ways while investigating how our world works.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Monitoring for Action & Planning for Academic Discourse

Person Monitoring: **By When/Frequency:**
Tenishelah Johnson (Academic Discourse); Kayla   May 2025
Cavanaugh (Monitoring for Action)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will receive strategies to monitor students understanding of content during the lesson in order to provide appropriate scaffolding. They will participate in guided lesson planning with a focus on academic discourse through the use of AVID strategies such as Collaborative Study Groups as well as student and teacher moves from MTR 4.1-Engage in discussions that reflect on the mathematical thinking of self and others. Additionally, teachers will participate in quarterly AVID

PLCs. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Action Step #2
Fidelity of Interventions

Person Monitoring:	**By When/Frequency:**
Dawn Newland/Kayla Cavanaugh	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration/coaches will monitor the fidelity of small group instruction in reading & the fidelity of implementation of Dreambox. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Action Step #3
Science Tasks

Person Monitoring:	**By When/Frequency:**
Tenishelah Johnson	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science hands on activities and experiments within the curriculum will be carried out with fidelity. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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

Our area of focus includes intentional scheduling of human resources and testing as well as consistent monitoring of student progress with development of interventions as needed. This focus allows for maximum use of human resources to support our students in ESSA subgroups and identifying gaps early to implement individualized interventions.

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.

36% of Students with Disabilities were proficient on the 2024 ELA FAST with a goal of 55% for the 2025 ELA FAST.

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.

Monitoring will occur by administration and coaches during MTSS, SBLT, and ILT meetings. Ongoing monitoring will impact student achievement outcomes by ensuring gaps are identified and addressed early.

Person responsible for monitoring outcome
MTSS Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Provide appropriate interventions for students who need support beyond Tier 1 instruction

Rationale:
Providing interventions beyond Tier 1 instruction addresses individualized needs, using data to inform decisions, ensuring equity in educational opportunities, and employing a systematic approach that supports all students in achieving academic and developmental goals. These interventions are crucial for fostering inclusive and effective learning environments where every student can thrive.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Utilize a systematic approach for the delivery of instruction

Rationale:
Utilizing a systematic approach for the delivery of instruction ensures consistency, alignment with learning objectives, effective planning and differentiation, ongoing assessment and adjustment, efficiency, and professional collaboration.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Scheduling

Person Monitoring:
Tenishelah Johnson

By When/Frequency:
May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and implement the master schedule to ensure maximum use of human resources. Shift to push-in support rather pull-out support when appropriate. Ensure testing schedule meets the individual needs of students and is designed to provide minimal interruption to services provided. This will be monitored by the ILT.

Action Step #2
Monitoring Student Performance

Person Monitoring:
Kayla Cavanaugh

By When/Frequency:
May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS team will monitor student performance to ensure academic success and develop and provide appropriate supports to students who academic deficiencies.

Area of Focus #4

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Ensure whole group and small group instruction during the ELA block is designed and implemented according to the evidence-based principles academic discourse and formative assessment with corrective feedback.

Area of Focus Description and Rationale

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

Our area of focus will include monitoring to provide actionable feedback during lessons, fidelity of small group implementation, as well as student academic discourse. Monitoring to provide actionable feedback during lessons and academic discourse affect student learning because they allow teachers to provide immediate correction and guidance to resolve misconceptions, increase student engagement, differentiate instruction in the moment, promote critical thinking, and enhance metacognitive skills. Small group implementation and intervention is vital for student success to ensure individual student needs are consistently met and gaps are addressed. These areas were identified as a crucial need from the prior year through observational data. Last year, feedback was provided but not until the end of a lesson or unit at which point misconceptions were already

developed. Additionally, qualitative data indicated that teachers were leading conversations and full lessons with minimal opportunities for students to partake in academic and small groups were not occurring consistently throughout the school.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Ensure whole group and small group instruction during the ELA block is designed and implemented according to the evidence-based principles academic discourse and formative assessment with corrective feedback.

Grades K-2: Measurable Outcome(s)

- 42% of students in 1st grade scored above the 40th%ile on the 2024 ELA FAST with a goal of 52% for the 2025 ELA FAST
- 39% of students in 2nd grade scored about the 40th%ile on the 2024 ELA FAST with a goal of 50% for the 2025 ELA FAST

Grades 3-5: Measurable Outcome(s)

- 46% of students in 4th grade scored a 3 or above on the 2024 ELA FAST with a goal of 55% for the 2025 ELA FAST
- 40% of students in 5th grade scored a 3 or above on the 2024 ELA FAST with a goal of 55% for the 2025 ELA FAST

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.

Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Person responsible for monitoring outcome

Charmion Berg

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Formative assessment and corrective feedback

Rationale:
Providing formative assessment with in-the moment corrective feedback allows teachers to identify learning gaps, personalize learning, make data driven decisions, clarify misconceptions, and holds students accountable.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Monitoring for Planning

Person Monitoring:	**By When/Frequency:**
Dawn Newland	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will receive strategies to monitor students understanding of content during the lesson in order to provide appropriate scaffolding. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Action Step #2
Academic Discourse

Person Monitoring:	**By When/Frequency:**
Dawn Newland	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in guided lesson planning with a focus on academic discourse through the use of AVID strategies such as Collaborative Study Groups. Additionally, teachers will participate in quarterly AVID PLCs. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

Action Step #3
Fidelity of Interventions

Person Monitoring:	**By When/Frequency:**
Dawn Newland/Kayla Cavanaugh	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration/coaches will monitor the fidelity of small group instruction in reading. Monitoring will occur through involvement by the administrative team and coaches during curriculum meetings, SBLT meetings, PLCs, walkthroughs with feedback, and through the analysis of assessment data.

IV. Positive Culture and 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 area of focus will be to redevelop and implement our schoolwide PBIS Plan. This will affect student learning by improving the culture and climate of the school. This area was identified as a crucial need from the prior year due to an increased number of behavior referrals and an observed need for consistency with clear guidelines across the school.

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.

During the 2023-2024 school year, 36 students received 87 referrals according to School Profiles. Our goal for the 2024-2025 school year is to reduce the number of students receiving referrals to 32 or less and the total number of referrals to 78 or less according to School Profiles.

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.

Referral data will be analyzed during SBLT and MTSS meetings by administration, coaches, and leadership teams.

Person responsible for monitoring outcome

Charmion Berg

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
PBIS

Rationale:
PBIS promotes positive behavior, prevents issues before they escalate, ensuring equity and consistency, uses data to inform decisions, fosters collaboration, improves school climate, supports diverse student needs, and achieves long-term positive impacts on student outcomes and school culture.

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 #1
PBIS Committee & Plan Development

Person Monitoring:	**By When/Frequency:**
Tenishelah Johnson	October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create a PBIS committee to redevelop the PBIS plan. The team will then train all staff on the new plan. The committee will be determined during preschool and the plan will be launched the Quarter 2.

Action Step #2
Teach & Implement

Person Monitoring:	**By When/Frequency:**
Charmion Berg	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will teach students the expectation of the PBIS plan by November 2024 and implement the plan with fidelity throughout the remainder of the year. Progress of implementation will be discussed and monitored during SBLT meetings each month.

Action Step #3
Data Monitoring & Interventions

Person Monitoring:	**By When/Frequency:**
MTSS Coach	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The MTSS team will regularly monitor behavior data to provide feedback to classroom teachers with intervention supports for Tier 2 and Tier 3 students

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 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. (ESEA 1114(b)(4))

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

Blanton's SIP will be located on the school 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 SIP and its locations will be provided to all stakeholders during the Title I Annual Meeting.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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. (ESEA Section 1114(b)(7)ii))

We plan to strengthen the academic program in our school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through the Extended Learning Program (Promise Time). The area of focus addressed is instructional practice related to

benchmark aligned instruction.

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 ESSA, 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). (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).

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. (ESEA 1114(b)(7)(iii)(I))

Blanton offers a full-time school counselor who provides whole group lessons, small group and 1 on 1 lessons/counseling. Additionally, we have a part time social worker and a psychologist 4 days per week. We offer Girlfriend Club for 4th and 5th grade students.

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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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.

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. (ESEA section 11149b)(7)(iii(V)).

School personnel participate in districtwide professional learning throughout the year. Additionally, professional learning is provided during Curriculum Meetings, PLCs, and MTSS meetings by coaches, administration, and teacher leaders.

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

Blanton hosts Ready Set Kindergarten and kindergarten onboarding prior to the school year.

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

1. SBLT & MTSS meet to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. (monthly)
2. Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. (biweekly)
3. Plan family reading nights grounded in family friendly evidence-based practices to support the home to school connection. (quarterly)

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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