

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Van E. Blanton Elementary School (0401)

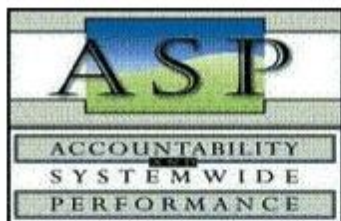
Feeder Pattern - Miami Central Senior

Regional Center III

District 13 - Miami-Dade

Principal - Tangela Goa

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Van E. Blanton Elementary School receives Title I funding and is located in a low socioeconomic, urban environment at 10327 Northwest 11th Avenue, Miami, Florida 33150. The school is a two story facility containing 26 classrooms, along with an adjoining media center and a cafeteria / auditorium combination. This 53 year old site has been retrofitted to access the Internet. The renovated media center houses a state-of-the-art closed circuit television system and Internet access via 40 computer stations. Van E. Blanton Elementary School serves 568 pre-kindergarten through fifth grade students from the surrounding neighborhood.

The ethnic/racial composition of the student population is 79 percent Black Non-Hispanic, one percent White Non-Hispanic and 20 percent Hispanic. Data revealed that 40 percent of all third, fourth, and fifth grade students were reading at Levels 1 and 2. Nineteen or 16.81 percent of the 113 third grade students enrolled were retained. This numerical figure is low when compared to the District average at 17.2 percent and the state average at 18.7 percent. Given that the school is a part of the Miami Central Feeder Pattern, fifth grade students who successfully satisfy all requirements for promotion typically matriculate to Madison Middle School or Westview Middle School. Upon completion of middle school, students transition to Miami Central Senior High School. Two subgroups - Hispanic and English Language Learners (ELL) students did not make Adequate Yearly Progress (AYP) in Reading as reflected in the No Child Left Behind (NCLB) Act. However, as depicted in FCAT data, all subgroups in the school did make AYP in Mathematics, Writing and Science. These subgroups include – Black students, Economically Disadvantaged students and English Language Learner students. The teacher-student ratio for general education is 1:18 in grades Kindergarten through third and 1:22 in grades four through five. The ethnic/racial composition of the school's personnel is 57 percent Black Non-Hispanic, 24 percent White Non- Hispanic and 19 percent Hispanic.

The student body includes standard curriculum students, 65 percent; Special Education students (SPED), five percent; and English Language Learners (ELL) students, 30 percent. Ninety-seven percent of the students are economically disadvantaged and, thus qualify for the free or reduced lunch program. The average daily attendance for students is 95.9 percent. In comparison, Van E. Blanton Elementary School's average daily attendance exceeds that of the District, which is 94.88 and that of state, which is 93.85.

Specialty programs implemented at the school include: Special Education (SPED) Program with an inclusion model; English Language Learner (ELL) Program, Spanish SL, Spanish S, Curriculum Content in Home Language (CCHL), Gifted Program, and an Academic Excellence Program that offers enrichment learning through the Chess Club and Writing Journalism programs. The school is the recipient of the Reading First Grant and Miami-Dade College Family Literacy Grants.

The locality immediately surrounding the school is a residential and rental community. Additionally, there are several housing projects, trailer parks and single family homes in the vicinity. Over the past decade, a number of businesses have migrated into this previously blighted area. The alliance formed with community advocates such as Church's Chicken, Winn Dixie Marketplace, The Fountain of Pembroke Pines, The Orange Bowl Foundation, 100 Black Men of South Florida, QSP Reader's Digest, Rotary Club of Hialeah Miami Springs, Miami-Dade College and Dr. Harold Guinyard, Retired Educator, has proven to be a great advantage. This coalition has been pivotal in providing resources and materials to enrich the learning environment. The Teacher Mentoring Program is viewed as a strong point in the school. It entails an arrangement in which educators who are new to the profession are teamed up with an experienced teacher who provides needed assistance and guidance in all facets of the educational process. The school has adept facilitators who serve as mentors and provide essential and ongoing support to teachers in core areas of the curriculum, including reading, mathematics, science, writing and technology. While working closely with the teachers, the facilitators provide such vital assistance as demonstration lessons, assistance with preparation, planning, and student assessment.

Of great concern for the school is the mobility rate of teachers, which is 19 percent. This rather high mobility rate results primarily because of hardship travel. Distance traveling prompts the need – in teachers – to work in closer proximity to their places of residency. A consequence of the turnover rate among teachers is that the school experiences a significant number of beginning and transferring teachers joining the staff at the start of each new year.

After a meticulous review and evaluation of pertinent data, such as the School's Demographic and Profiles, Student Report Cards and the 2007-2008 Florida Comprehensive Assessment Test (FCAT) results, the faculty and staff of Van E. Blanton Elementary School in conjunction with the Educational Excellence School Advisory Council (EESAC) developed the following objectives as school-wide priorities for all stakeholders for the 2007-2008 school year:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage points increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, students in grades three through five will augment their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year using computer generated reports.

Given instruction based on the Miami-Dade County Public Schools (M-DCPS) mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in the fine arts program, the number of students enrolled in fine arts will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Van E. Blanton Elementary School will improve its ranking on the State of Florida ROI index publication from the 26 percentile to the 27 percentile on the next publication of the index.

Based upon the data compiled from the Organizational Performance Improvement Snapshot survey tool, the administration needs to ensure that all staff members understand the implications of the school budget. Improvement is also needed in implementing ideas of staff members. These two areas reflect where the compiled scores were the lowest, however it needs to be noted that even the lowest score was a 3.4 on a 5.0 scale. The Educational Excellence School Advisory Council (EESAC) will not only publish its minutes on the Internet, but will also ensure that a copy is posted in a common area in the school. By posting or sharing the minutes publicly, the EESAC affords the staff access to information discussed by the administration regarding the school's budget and other essential items. The EESAC has always had an open door policy, but in the future, a concerted effort will be made to invite staff to participate in the meetings. Staff members will also be encouraged to share ideas.

The school is implementing a comprehensive and intense educational program in order to accomplish the stated goals. The school is in anticipation that precise execution of the School Improvement Plan (SIP) will result in the attainment of our goals.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

0401 - VAN E. BLANTON ELEMENTARY SCHOOL

VISION

The staff at Van E. Blanton Elementary works to develop each student's academic, social, physical and emotional potential in a wholesome, supportive environment so as to create life-long learners and contributing citizens in a multicultural and changing world.

MISSION

Van E. Blanton Elementary School reflects and exists as part of a multicultural unit within the community. The goals of the school are to simultaneously serve the academic and social needs of our students as well as our parents and all stakeholders. The school and the community are integrally connected, as they share a common cause – a quality education for the children. The objective is to involve the community with the school through an array of special activities. The principal's strong commitment to educational excellence is the catalyst that has sparked student achievement to unprecedented heights of success.

CORE VALUES



School Improvement Plan 2007-2008



Family

We recognize that the soundness of the family drives, motivates and sets the tone for the children. The threads of the family weave the fabric of the character. The roots of the family yield branches that immensely influence the quality of life.

Honesty

We encourage truthfulness, as it adorns the character with immense integrity and enhances the self-esteem and self-worth.

Commitment

We create an environment wherein remaining steadfast and satisfying an obligation is valued highly. We encourage stamina and perseverance when there is a task to be completed.

Excellence

We strive to achieve high standards and we are unrelenting in our quest to reach meritorious accomplishments.

School Demographics

In a relentless pursuit to maintain the pinnacle of academic success – the letter grade of A – the administration, faculty, staff and students at Van E. Blanton Elementary School have imposed high school-wide expectations as they corporately aspire to continue the pattern of excellence. On a continuous spiral upward – in accordance with FCAT standards – the school has demonstrated its never ceasing drive to excel academically.

Van E. Blanton Elementary School receives Title I funding and is located in a low socioeconomic, urban environment at 10327 Northwest 11th Avenue, Miami, Florida 33150. The school is a two story facility containing 26 classrooms, along with an adjoining media center and a cafeteria / auditorium combination. Erected in 1954, this 53 year old site has been retro-fitted to access the Internet. The renovated media center houses a state-of-the-art closed circuit television system and Internet access via 40 computer stations. Additionally, the school constructed an annex, which provides space for four kindergarten classrooms. There is also a contiguous area to the east of the media center that houses two classrooms. On the outer grounds, the school has four portable classrooms and one relocatable utilized as the Parent Resource Center.

Van E. Blanton Elementary School serves 568 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student body includes standard curriculum students, 65 percent; Special Education Student (SPED), 5 percent; and English Language Learners (ELL) students, 30 percent. Ninety-seven percent of the students are economically disadvantaged and thus qualify for the free or reduced lunch program. The average daily attendance for students is 95.9 percent. In comparison, Van E. Blanton Elementary School's average daily attendance exceeds that of the District, which is 94.88 and that of state, which is 93.85. The school's high attendance rate among students, as well as, personnel is due largely to motivating efforts. Students are recognized for perfect attendance through various means, including customized pencils, certificates, medallions, special appearance on closed circuit television and special acknowledgement during the annual awards program. Each grading period, faculty and staff with perfect attendance are recognized during faculty meetings and presented with certificates. At the end-of-the-year social function, faculty and staff with perfect attendance are rewarded with beautiful plaques. Nineteen or 16.81 percent of the 113 third grade students were retained. This numerical figure is low when compared to the District average at 17.2 percent and the state average at 18.7 percent. Given that the school is a part of the Miami Central Feeder Pattern, fifth grade students who successfully satisfy all requirements for promotion typically matriculate to Madison Middle School, with an FCAT grade of "F" or Westview Middle School, with an FCAT grade of "D." Upon completion of middle school, students transition to Miami Central Senior High School, which received an FCAT grade of "F." All three schools - Madison Middle School, Westview Middle and Miami Central Senior High School - are designated "Zone Schools."

Given that the school was constructed in excess of a half century ago, the wear and tear resulting from usage was clearly evident. A number of problems were previously detected, including ceiling precipitation resulting from mounting condensation in the cooling system. In addition, the school's acoustic system was occasionally inaudible and in need of attention. These situations were given immediate consideration and were subsequently rectified. The principal places high priority on refurbishing the physical condition of the building and is exhausting every measure to ensure that the campus is safe and aesthetically pleasing to all stakeholders. Recent endeavors to restore the physical appeal of the facility were highly successful. The re-roofing and painting aspects of the renovation efforts have been completed. Another facet of the refurbishing phase that has been restored is the ceiling leakage. The final stage for the installation of the new Public Address (PA) System has also been completed. A very recent mishap occurred when the school's outdoor electrical circuit breaker and panel system was damaged during a thunder storm. This incident resulted in a total power failure. The school's backup generator was the sole source of power for two days. Maintenance crews worked fervently and expeditiously to restore power to the school.

Specialty programs implemented at the school include: Special Education Program with an inclusion model for students with diagnosed exceptionalities; English Language Learners Program, which provides instruction in English for Speakers of Other Languages; Spanish S, which provides instruction in Spanish for Spanish Speakers; Spanish SL – designed to help non-Spanish speakers acquire Spanish as a Second Language; Curriculum Content in Home Language (CCHL) – offers instruction in the home language for speakers of Creole and Spanish; Gifted Program, which provides specialized educational opportunities for students who possess outstanding talents and abilities; and an Academic Excellence Program that offers enrichment learning through the Chess Club and Writing Journalism. Placement in the TEAM (Teaching Enrichment Activities to Minorities) classes is provided for first through fifth grade students who demonstrate excellence in scholastic achievement. The TEAM classes offer advanced and accelerated learning. The focus of these programs is to enrich the educational achievement of the students. In addition, students who are in need of extra help in mastering the skills taught in the classroom are provided supplemental individual and/or small group services. Some students are in need of behavior modification and redirection of inappropriate conduct. The school site maintains an active and receptive School Support Team, including a social worker, school psychologist, counselor, teachers and administrators. More over, the school offers four year old children a jump start in education through its Voluntary Pre-kindergarten or VPK program. This endeavor prepares the children for school and enhances their pre-reading, pre-math, language and social skills. The school is the recipient of the Reading First Grant and Miami-Dade College Family Literacy grants.

Two administrators, a principal and an assistant principal, serve as the instructional leaders in the school. The principal holds a Master's degree in Educational Leadership and the assistant principal likewise holds a Master's degree in Educational Leadership. The Instructional Leadership Team consists of the Principal, Assistant Principal, Math/Science Facilitator, Technology Facilitator, Media Specialist and two Reading Coaches. There are 41 certified instructional personnel: two Special Education (SPED) teachers,

one Gifted teacher, one Guidance Counselor, one Speech Therapist, five special area teachers, two Reading Coaches, one Math/Science Facilitator, one Technology Facilitator, one Media Specialist, 25 homeroom teachers, including pre-kindergarten, and there are four full-time paraprofessionals. Credentials held by instructional personnel include: one Doctorate degree; five Educational Specialists; 18 Master's degrees; and 17 Bachelor's degrees. The teacher-student ratio for general education is 1:18 in grades Kindergarten through third and 1:22 in grades four through five. The average class size by grade level for Special Education Students (SPED) is: First grade – three students; Second grade – two students; third grade – five students; fourth grade – eight students; and fifth grade – six students. The ethnic/racial makeup of the student population is 79 percent Black Non-Hispanic, one percent White Non-Hispanic and 20 percent Hispanic. The diverseness reflected in the school's student populace is mirrored in neighborhood residents – 79 percent Black Non-Hispanic, one percent White Non-Hispanic, and 20 percent Hispanic. The ethnic/racial composition of the school's personnel is 57 percent Black Non-Hispanic, 24 percent White Non-Hispanic and 19 percent Hispanic. The mobility rate of the student population is 39 percent. This mobility rate causes interruptions in the learning experience, which is a grave disadvantage to the students. This relatively high mobility rate has been attributed to the economic insufficiency of the parents, dysfunctional conditions in the home environment and changes of living arrangements in foster homes. Budget limitations endured by some parents have caused families to relocate in search of more affordable housing. Even more students have exited the school because dysfunctional conditions within the home milieu resulting in placement with other relatives or caregivers. Moreover, the movement from one foster home to another has caused an exodus of students. The mobility rate of teachers is 19 percent, which results primarily because of hardship travel. This distance traveling prompts the need – in teachers – to work in closer proximity to their places of residency. A consequence of the turnover rate among teachers is that the school experiences a significant number of beginning and transferring teachers joining the staff at the start of each new year.

The locality immediately surrounding the school is a residential and rental community. Additionally, there are several housing projects, trailer parks and single family homes in the vicinity. Over the past decade, a number of businesses have migrated into the area. Positioned within a two mile radius to the north of the school is a Winn Dixie Marketplace Food Chain. Five blocks to the west is a Popeye's Chicken and Biscuit Franchise and two blocks to the east is Esther's Restaurant, renowned for its home style cooking. Immediately outside of the perimeter to the east is a day care center, and there is yet another day care center on the opposite side of 11th Avenue facing the school's main entrance. Five blocks to the east is a shopping plaza, which provides storefront accommodations to Blockbuster Video, a beauty salon, a dry cleaning service and a Dollar Store. Additionally, a much needed Bravo Supermarket recently occupied space in the plaza. An Exxon gas station is situated two blocks to the west and a Mobil gas station has coordinates to the southeast. The school's south entrance parallels the highly traveled and sometimes dangerous 103rd Street, which spans six lanes of high speed traffic. A vast number of the students do not reside within the traditional family structure. Instead, many live in overcrowded, low-cost rental housing. Many members of the extended family share the responsibility of raising the children. Upon their initial entrance, many of the students are enrolled without any previous school experience and lack the necessary home motivation for high achievement. Data revealed that 40 percent of all third, fourth, and fifth grade students were reading at Levels 1 and 2. Existing in a partially blighted urban area on seven acres of land, Van E. Blanton Elementary is hailed as an educational oasis. Overwhelmingly, the parents and neighborhood dwellers view this school as the vehicle that has equalized student achievement. In essence, this school has prepared its student's to perform at standards that are commensurate with and in some instances surpass that of their counterparts enrolled in more affluent schools. As measured by the 2007 Florida Comprehensive Assessment Test (FCAT), student performance maintained the school's letter grade of an "A." This strong academic foundation significantly increases for students the probability or likelihood of experiencing success at both the secondary and post secondary levels of their educational journey. There is mutual celebration between the home and the school over this milestone achievement.

The alliance formed with community advocates such as Church's Chicken, Winn Dixie Marketplace, The Fountain of Pembroke Pines, The Orange Bowl Foundation, 100 Black Men of South Florida, QSP Reader's Digest, Rotary Club of Hialeah Miami Springs, Miami-Dade College and Dr. Harold Guinyard, Retired Educator, has proven to be a great advantage. This coalition has been pivotal in providing resources and materials to enrich the learning experience. The Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC) assume an active and critical role in the decision making process, and they provide significant input in the school's objectives, goals and activities. The efforts of the PTA are highly successful, as the membership drives continue to recruit new members in numbers that are phenomenal.

School Foundation

Leadership:

When deciphering the results of the Spring 2007 Organizational Performance Improvement Snapshot (OPIS), it was revealed that 93 percent of the faculty and staff at Van E. Blanton Elementary School submitted responses. Of these responses, 95 percent were in Agreement with Category items, which were gauged by a 4.0 and above responses on a 5.0 scale. A meticulous study of each response in this Category reflected that 68 percent of respondents know the work location's mission (what it is trying to accomplish); 68 percent noted that the supervisor uses the work location's values to guide the school; 68 percent consented that the work location's supervisor shares information about the work location; 67 percent were of the contention that the supervisor encourages learning that will help them advance in their career; 68 percent indicated that the supervisor creates a work environment that helps them do their job; 69 percent held that the work location lets them know what it thinks is most important; and 67 percent responded that the work location asks them what they think. The principal's perspective of "Educational Excellence" extends its tentacles to include: students who function at their optimal potential, faculty and staff who are highly competent and capable of equipping students with academic essentials, and a learning environment wherein the conditions are fertile and ripe for producing successful students. This blend of ingredients thwarts any chance of compromising or sacrificing the quality of the learning experience. Her expectations, demands, and challenges are clearly articulated and the resulting output or finished product is high achievement or "Educational Excellence." This philosophy directly parallels the practices she applies for the students whom she assumes responsibility, the faculty and staff whom she supervises, as well as, for her own professional undertakings.

District Strategic Planning Alignment:

The data collected from the Organizational Performance Improvement Snapshot yielded an overall Category score of 4.7 on a 5.0 scale for Strategic Planning. This score indicated that the staff is comfortable with their involvement in the strategic planning of the organization, in the recognition of the organization's progress and in the reception of their ideas when making future plans for the organization. A thorough analysis of each response in this Category illustrated that 66 percent of the respondents know how to tell if the school is making progress on their work group's part of the plan; 67 percent know the parts of the work location's plans that will affect them and their work; and 64 percent were in concurrence that as it plans for the future, the work location asks for their ideas. The school has established and included 12 viable objectives, all of which are aimed at improving the academic performance of the students and enhancing the overall instructional curriculum. The objectives encompass the areas of Reading, Writing, Mathematics, Science, Parental Involvement, Safety and Discipline, Technology, Fine Arts, Health and Fitness and Return on Investment. This broad range of objectives has extended its reach to actively connect, recruit and involve the staff to a greater degree as it relates to formulating, implementing, amending (as needed) and monitoring the School Improvement Plan (SIP). The finished product (as it currently exists) of the SIP was created from massive staff input, as well as, substantial feedback from the Educational Excellence School Advisory Council (EESAC), which represents a wide latitude of stakeholders. In addition to assessment reports, the staff is apprised of the school's progress at faculty meetings, monthly curriculum meetings and grade level meetings.

Stakeholder Engagement:

According to the data extracted from the Organizational Performance Improvement Snapshot Customer and Market Focus, there is a great deal of customer satisfaction. The average score for this Category was a 4.7 on a 5.0 scale. It was the interpretation of the data that 68 percent of the staff know who their most important customers are; 68 percent keep in touch with their customers; 66 percent responded that they are allowed to make decisions to solve problems for their customers; 62 percent ask their customers if they are satisfied or dissatisfied with their work; and 63 percent noted that their customers tell them what they need and want. The staff works collegially to ensure that the individual needs of the students are met.

Faculty & Staff:

Faculty and staff indicated that they are an integral part of the education process as demonstrated on the Organizational Performance Improvement Snapshot. The average score for this Category was a 4.7 on a 5.0. The statistical data translated into 68 percent of respondents maintained that they have a safe workplace; 65 percent indicated that the supervisor encourages them to develop their job skills so that they can advance in their career; 67 percent noted that the supervisor and the work location care about them; 67 percent took the position that they can make changes that will improve their work; 66 percent were in consensus that the people with whom they work cooperate and work as a team; and 64 percent acknowledged that they are recognized for their work. The faculty and staff are well-informed and understand their all-important role in the successful operation of the school.

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientation provided by the District. Miami Teaching Fellow teachers will receive support and assistance for the purpose of acclimating new teachers into the profession. The Beginning Teacher Program in which educators who are new to the profession are teamed up with an experienced educator who provides needed assistance and guidance in all facets of the educational process. The school also has in place a highly effective Professional Growth Team that assists teachers in developing and enhancing proficiency in their instructional techniques and methods, as well as, classroom management. The school's principal meets with new teachers and provides them with a New Teacher's Handbook, which contains ideas and activities that are crucial for the first year's survival.

Data/Information/Knowledge Management:

According to the data retrieved from the Organizational Performance Improvement Snapshot, the Measurement, Analysis, and Knowledge Management Category received an average score of 4.8 on a 5.0 scale. This Category along with Leadership were jointly ranked the highest Categories. Numerical representations depicted that 69 percent responded favorably to possessing insight on how to analyze (review) the quality of their work to see if changes are needed; 70 percent use these analyses for making decisions about their work; 69 percent know how to measure the quality of their work; 68 percent know how the measures they use in their work fit into the work location's overall measures of improvement; 66 percent get the information they need to know about how their work location is doing; and 66 percent get all of the important information they need to do their work. The school's administrator combines efforts with the Educational Excellence School Advisory Council (EESAC), Instructional Leadership Team and staff members to disaggregate data that is critical to guiding the instructional focus, as well as, devising and executing the School Improvement Plan (SIP). Assessments that gauge student progress are in place and are used regularly to monitor and ascertain the effectiveness of instructional techniques and the school's curriculum. They also present an accurate profile reflective of student performance. If data reveals that there is insufficient progress towards achieving one, some or all of the stated objectives and goals, the instructional component and techniques are re-evaluated for possible amending. The Plan-Do-Study-Act Cycle, a data-driven, results-oriented improvement model drives the school's focus and curriculum, and it serves to ensure that maintenance of student progress or a lack thereof is ongoing and effective.

Education Design:

Data from the Organizational Performance Improvement Snapshot assigned an overall score of 4.7 on a 5.0 scale to this Category. It was disclosed that 66 percent of the respondents concur that they have good processes for doing their work; 67 percent are in accord that they have control over their work processes; 65 percent emphasized that they collect information (data) about the quality of their work; and 67 percent communicated that they can get all of the resources they need to do their job. The staff is fully aware of the deficiencies and challenges encountered by the students and the school, and they have made recommendations for extended learning opportunities. Van E. Blanton Elementary School offers a wide array of supplemental learning opportunities for students. Supplemental educational services are available to eligible students through agencies approved by the Miami-Dade County Public System. These specialized services will lengthen the school day for targeted students in grades Kindergarten through five. According to Barksdale and Davenport (2003), this is preferable for the remediation of skills. These students represent a wide latitude of the school's population, which is substantiated by scores derived from the Florida Comprehensive Assessment Test (FCAT) and Stanford Achievement Test (SAT). In addition, parents and teachers' recommendations are accepted. Saturday Academy will extend the regular school week by an additional four hours for intermediate students. The expansion of the school day and Saturday Academy will serve to augment the learning experience by providing remedial help for targeted students in core academic areas, as well as, test taking strategies.

Performance Results:



School Improvement Plan

2007-2008



The Performance (Business) Results Category of the Organizational Performance Improvement Snapshot obtained a 4.7 overall score. A detailed examination of the category items indicated that 68 percent of those responding consented that their work location has high standards and ethics; 69 percent are satisfied with their job; 67 percent acknowledged that the work location helps them help their community; 69 percent assent that their work location obeys laws and regulations; 68 percent replied that their work products meet all requirements for high quality and excellence; 68 percent indicated that their customers are satisfied with their work; 65 percent answered that their work location uses their time and talents well; 63 percent took the position that their work location removes things that get in the way of progress; and 56 percent know how well their work location is doing financially. The school surveys its parents and students to ascertain the satisfaction level of these stakeholders. In addition, the EESAC (Educational Excellence School Advisory Council) Committee reviews and monitors the school's goals and objectives during its monthly meetings. These meetings present a forum or channel through which all stakeholders may offer input in regards to the school's functions and operations. The school also offers ongoing professional development opportunities aimed at ensuring personnel gain greater proficiency and expertise. As it relates to discipline at the site, an influx of transferring students into the school, who were not previously acclimated into the high standards and non-violent learning environment that typify Van E. Blanton Elementary School, adversely impacted the facility's suspension rate. Data from the School Profile assisted the school in quantifying the suspension rate for the 2006-2007 school year, which was 47 students.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Statement

All students will make annual learning gains in reading.

Needs Assessment



School Improvement Plan 2007-2008



Van E. Blanton Elementary School conducted a meticulous study of the results of the 2007 FCAT Assessment and determined that 61 percent of third grade students, 60 percent of fourth grade students and 63 percent of fifth grade students scored at Level 3 or above. After further analysis of the data, it was revealed that an average of 40 percent of all third, fourth, and fifth grade students were reading at Levels 1 and 2. Specifically, the data reflected that 17 percent of third grade students scored at Levels 1, while 23 percent of third grade students scored at Level 2. In the school's continued scrutiny of the statistical information, it was discovered that 31 percent of fourth grade students scored at Level 1, while nine percent scored at Level 2. Among fifth grade students, 20 percent scored at Level 1, while 18 percent scored at Level 2. The significant proportion of third, fourth and fifth grade students scoring at Levels 1 and 2 strongly suggest that intense and effective instruction is needed to counter these deficiencies.

Students in grade 3 are deficient in all benchmarks, including Words/Phrases, Main Idea/Author's Purpose, Comparison, and Reference and Research. The following data reflects the percent earned on each benchmark tested: Words/Phrases 67 percent; Main Idea/Author's Purpose 59 percent; Comparison 65 percent; and Reference and Research 50 percent. Students in grade 4 are deficient in the in all benchmarks, including Words/Phrases, Main Idea/Author's Purpose, Comparison, and Reference and Research. The following data reflects the percent earned on each benchmark tested: Words/Phrases 60 percent; Main Idea/Author's Purpose 60 percent; Comparison 59 percent; and Reference and Research 75 percent. Students in grade 5 are deficient in the in all benchmarks, including Words/Phrases, Main Idea/Author's Purpose, Comparison, and Reference and Research. The following data reflects the percent earned on each benchmark tested: Words/Phrases 67 percent; Main Idea/Author's Purpose 57 percent; Comparison 67 percent; and Reference and Research 75 percent. Two subgroups - Hispanic and English Language Learners (ELL) students did not make Adequate Yearly Progress (AYP) as reflected in the No Child Left Behind (NCLB) Act. Fifty percent of the school's Hispanic and English Language Learners students scored at Levels 1 and 2. Given that the overall performance of students in grades three through five reflected that 68 percent achieved at Level 3 mastery and that 50 percent of Hispanic and English Language Learners scored at Level 3 mastery, there is numerical evidence that the school needs to direct academic focus toward instructing all benchmark skills, including Words/Phrases, Main Idea/Author's Purpose, Comparison, and Reference and Research.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to ensure student acquisition of reading skills.	Administration	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Houghton Mifflin Reading Textbook for students in grades three through five in order to improve proficiency in reading.	Administration Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Coordinate FCAT Saturday Academy in January and February 2008 for third, fourth and fifth grade students, who require additional assistance in FCAT preparation to ensure reading proficiency.	Administration Reading Coaches	1/14/2008	2/29/2008	Continuous Improvement Model	0
Administer the DIBELS screening assessments to all kindergarten through grade three students and Level 1 and 2 students in grades four and five.	Administration Reading Coaches	9/10/2007	5/19/2008	Continuous Improvement Model	0
Provide ongoing school site in-service training in technology and reading instruction activities in order to encourage increased proficiency and expertise among teachers and staff.	Administration Technology Facilitator Reading Coaches	8/20/2007	5/16/2008	Other/ Not Applicable	0
Maintain the Accelerated Reader program for students in grades kindergarten through five in order to improve reading fluency and comprehension.	Administration Reading Coaches Media Specialist Technology Facilitator	9/4/2007	5/30/2008	Continuous Improvement Model	0
Provide reading intervention in grades kindergarten through five using research based programs – Soar to Success, Early Success, Voyager Passport and Reading Plus.	Administration Reading Coaches	10/1/2007	6/5/2008	Continuous Improvement Model	13600
Utilize the instructional focus calendar for grades three through five in order to ensure continuity and consistency in teaching all Sunshine State Standards.	Administration Reading Coaches	08/20/07	06/06/08	Continuous Improvement Model	0
Utilize data retrieved from assessment systems as a revenue source to guide and customize the instructional curriculum to address the academic needs of students in grades three through five.	Administration Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

The Research-Based Programs that will be utilized with this objective are: Houghton Mifflin Reading series - Soar to Success, Early Success and Voyager Passport. Reading Plus will also be incorporated as a Research-based intervention.

Professional Development



School Improvement Plan

2007-2008



The staff at Van E. Blanton Elementary will be actively participating in the Professional Development that will be offered by the Region and the District.

Recommended for the staff will be: Project BEAR, DRAW, OWL, Right Beginnings and reading in the content areas. The school site will be conducting technical assistance in the following areas:

Orientation to the Reading First Program

Training in the Comprehensive Research-based Reading Plan.

How to effectively utilize the PMRN (Progress Monitoring System for DIBELS)

Analyzing DIBELS data to strengthen reading instruction using Voyager and Soar to Success as intervention tools.

Literacy centers and using reading strategies in the content areas

Differentiated Instruction for grades Kindergarten through fifth

Using the interim assessments as tools to drive the instruction focus

How to effectively apply and use the data from the debriefing meetings

Evaluation

Evaluation of student progress will be monitored through the administration of DIBELS assessments for grades kindergarten through five, Stanford Achievement Test (SAT) 2008 administration for grades first and second and the 2008 Reading Florida Comprehensive Assessment Test (FCAT) for grades three through five. Additionally, the strategies outlined in this objective will be evaluated as follows: (1) Analyze the School Improvement Plan (SIP) on a quarterly basis to assess the progress made toward achieving stated goals and to determine what phase of the PDSA Cycle needs revision; (2) Teacher lesson plans and attendance rosters; (3) Professional Development and Technical Assistance onsite in-service attendance sheets; (4) Analyze DIBELS data, as well as, Interim District assessments in order to ascertain student progress and target students with the greatest need; and (5) Computer generated reports.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

All students will make annual learning gains in mathematics.

Needs Assessment

An analysis of the 2007 Florida Comprehensive Assessment Test (FCAT) data revealed that 74 percent of students in grades three through five met high standards in Mathematics. The 74 percent mark is an increase over the 70 percent mastery level achieved in 2006. The FCAT data further depicted that 55 percent of the students made Learning Gains in Mathematics. As the school continued to decipher the data, it was ascertained that 73 percent of the Lower 25 percent of students made Learning Gains in Mathematics. On the Mathematics component of the FCAT, all subgroups in the school made Adequate Yearly Progress (AYP) in accordance with the No Child Left Behind Act. Specific numerical figures disclosed that 11 percent of third grade students scored at Level 1, while 15 percent of third grade students scored at Level 2. In addition, 22 percent of fourth grade students scored at Levels 1, while 14 percent scored at Level 2. Of the fifth grade students, 19 percent scored at Levels 1, while 28 percent scored at Level 2. The following data reflects the percent earned on each tested strand for students in third grade: Number Sense 58 percent; Measurement 63 percent; Geometry and Spatial Sense 71 percent; Algebraic Thinking 50 percent; and Data Analysis and Probability 57 percent. The following data reflects the percent earned on each tested strand for students in fourth grade: Number Sense 64 percent; Measurement 63 percent; Geometry and Spatial Sense 57 percent; Algebraic Thinking 57 percent; and Data Analysis and Probability 57 percent. Percentages earned on each tested strand for students in grade five translate as follow: Number Sense 46 percent; Measurement 62 percent; Geometry and Spatial Sense 55 percent; Algebraic Thinking 45 percent; and Data Analysis and Probability 42 percent. In order to address identified deficiencies, strengthen Mathematics skills and improve the performance of students scoring below mastery level on the 2007 FCAT, the school will direct attention toward and provide ongoing and intense instruction in the areas of (1) Number Sense, (2) Measurement, (3) Geometry and Spatial Sense, (4) Algebraic Thinking and (5) Data Analysis and Probability.



School Improvement Plan 2007-2008



NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to ensure student acquisition of mathematics skills.	Administration Math Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the Harcourt Mathematics Textbook for students in grades three through five in order to improve proficiency in mathematics.	Administration Math Facilitator	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement District Pacing Guide that encompasses all objective areas in the Sunshine State Standards using Demings Cycle 4-Step Process to ensure that all standards are taught.	Administration Chairpersons Math Facilitator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide mathematical intervention in grades three through five using a research-based program – Vmath (Voyager Mathematics).	Administration	10/1/2007	2/29/2008	Other/ Not Applicable	0
Develop and administer school designed bi-weekly mathematics tests to students in grades three through five to identify the strengths and weaknesses of mathematics strands embedded in the Sunshine State Standards and monitor student progress and learning.	Administration Math Facilitator	9/10/2007	2/29/2008	Other/ Not Applicable	0
Coordinate FCAT Saturday Academy in February 2008 for students in grades three through five desiring additional assistance for FCAT preparation.	Administration Math Facilitator	2/2/2008	2/29/2008	Other/ Not Applicable	2000
Utilize the instructional focus calendar for grades three through five in order to ensure continuity and consistency in teaching all Sunshine State Standards.	Administration Mathematics Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize data retrieved from assessment systems as a revenue source to guide and customize the instructional curriculum to address the academic needs of students in grades three through five.	Administration Mathematics Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

The Research-Based Program that will be utilized with this objective is: the state adopted Harcourt Mathematics and Math Voyager.

Professional Development

Professional Development:

The staff will be actively participating in the Professional Development that will be offered by the Region and the District.

Recommended for the staff will be:

Implementation process for the District Pacing Guide

Accurately read and interpret Edusoft data for appropriate intervention

Follow-up sessions for Riverdeep and FCAT Explorer

Access websites and other resources to assist with increasing proficiency in mathematics strands

Preparation for Saturday Academy

Ongoing support to help teachers develop increased competency in mathematics skills

Evaluation



School Improvement Plan 2007-2008



Evaluation of student progress will be monitored through the administration of the 2008 Florida Comprehensive Assessment Test (FCAT). In addition, each strategy will be evaluated accordingly: (1) Teacher lessons; (2) Analyze test scores and ascertain student progress or lack thereof using Edusoft software; (3) pretest/posttest; and (4) Interim District assessments.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students will make learning gains in writing.

Needs Assessment

Results of the 2007 FCAT Writing+ indicate that 78 percent of the fourth grade students met state standards in Writing. The 78 percent proficiency level for the 2007 school year exceeded the 75 percent proficiency level earned for the 2006 school year. The school met the No Child Left Behind criteria, hence, Adequate Yearly Progress (AYP) was satisfied for this component. Of the 64 students tested, 40 students or 62.5 percent scored 4.0 or higher on the FCAT Writing+. In contrast, 24 students or 37.5 percent scored 3.5 or below. As the school continued its study of the scores, it was ascertained that of the 32 students tested on the Narrative prompt, 18 or 56 percent scored 4.0 or higher, while 14 or 44 percent scored 3.5 or below. Of the 32 students tested on the Expository prompt, 22 students or 69 percent scored 4.0 or higher, while 10 students or 31 percent scored 3.5 or lower. While statistical data shows that a greater number of students scored at or above the 4.0 mark on the Expository prompt than those responding to the Narrative prompt, there is numerical evidence that emphasis needs to be placed on both types of writings to improve the scores and increase the number of students who meet high standards. Further investigation reveals that instruction should be provided on effective writing components such as focus, organization, support, voice and conventions. Data results indicate that teachers at Van E. Blanton Elementary need further training in the components of effective writing and the writing process.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage points increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to ensure student acquisition of writing skills.	Administration Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Administer bi-weekly writing prompts and incorporate the grammar mechanics specific to Writing Plus to assess grade four students' progress, analyze strengths and weaknesses and apply appropriate interventions as required.	Reading Coach	9/4/2007	2/18/2008	Other/ Not Applicable	0
Provide creative writing tutorial services for students in grade four through the AEP (Academic Excellence Program) Journalism in order to develop writing proficiency.	Administration Reading Coach	9/24/2007	3/31/2008	Other/ Not Applicable	0
Maintain continuous development of effective writing through student participation in school-wide, District and National competitions.	Reading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement Saturday Academy for students in grade four in order to enhance skills in the writing process.	Administration Reading Coach	12/8/2007	2/23/2008	Other/ Not Applicable	1000

Research-Based Programs

The Research-Based Program used with this objective is Houghton Mifflin Reading Series.

Professional Development

The staff will be actively participating in the Professional Development that will be offered by the Region and the District.

Recommended for the staff will be:

Writing Across the Curriculum in addition to the Writing components included in the following strategies - Project BEAR, DRAW, OWL and Right Beginnings The school site will be conducting technical assistance in the following areas:

Understand the process for analyzing the data from District Pretest

The pre-Writing process

Expository Writing

Create an Effective Writing Plan

Narrative Writing

Making Sense of a Sentence Part

Focus/Organization in Effective Writing

Conventions/Grammar in Effective Writing

Supporting Details/Elaboration in Effective Writing

Instructional personnel will also receive training in the Teach Me Writing curriculum.

Evaluation

Evaluation of students' progress will be monitored through the 2008 FCAT Writing+, District developed pre/post writing assessments, bi-weekly prompts, and previously utilized state FCAT Writing+ Tests. In addition, each strategy will be evaluated accordingly: (1) Analyze the SIP on a quarterly basis to determine the progress made in achieving stated goals and to determine what phase of the PDSA Cycle needs revision (2) Agendas and teacher sign-in rosters will ensure adequate training. (3) Utilize comparison charts to determine students' progress (4) Provide teachers and students with information regarding competitions and record participation.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

All students will make learning gains in science.

Needs Assessment

An assessment of the 2007 Science FCAT data revealed that 49 percent of the fifth grade students tested scored at Level 3 or above. The data further depicted that 25 percent of the fifth grade students scored at Level 1, while 26 percent of the fifth grade students scored at Level 2. The following data reflect the percentage of points earned on each tested cluster: (1) Physical and Chemical Science 58 percent; (2) Earth and Space 53 percent; (3) Life and Environmental 58 percent; and (4) Scientific Thinking 58 percent. There was an improvement on all tested clusters when compared to the performance on the 2006 FCAT Science Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an ongoing basis.	Administration Science Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	0
Continue to implement a Science Laboratory for fourth and fifth grade students to provide hands-on, participatory-type learning experiences.	Science Facilitator	8/20/2007	6/5/2008	Other/ Not Applicable	950
Conduct an annual Science Fair for students in kindergarten through grade five to display students' ability to apply the scientific method.	Science Facilitator	4/28/2008	5/23/2008	Other/ Not Applicable	0
Develop and administer school designed tri-weekly science tests to students in grade five to identify the strengths and weaknesses of Science Strands.	Science Facilitator	9/17/2007	6/5/2008	Continuous Improvement Model	0
Implement the District Pacing Guide that encompasses all objective areas in the Sunshine State Standards.	Administration Science Facilitator Department Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide ongoing professional development training in science and the scientific method in order to increase proficiency and expertise among teachers and staff in science.	Administration Science Facilitator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide opportunities for students in grade five to explore careers in science-related fields via in-house field trips or community presenters to expand their knowledge base and explore new science fields of study.	Administration Science Facilitator	10/1/2007	2/29/2008	Other/ Not Applicable	0
Utilize the Scott Foresman Science Textbook for students in grades Kindergarten through five in order to improve proficiency in science.	Science Facilitator	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the instructional focus calendar for grades three through five in order to ensure continuity and consistency in teaching all Sunshine State Standards.	Administration Science Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize data retrieved from assessment systems as a revenue source to guide and customize the instructional curriculum to address the academic needs of students in grades three through five.	Administration Science Facilitator	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration Science Facilitator	09/04/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

The Research-Based Program used with this science objective is the state adopted Scott Foresman Science Series.

Professional Development

The staff will be actively participating in the Professional Development that will be offered by the Region and the District.

Recommended for the staff will be:

Implement District Pacing Guide

District-sponsored workshop on the State Item Specification (SPECS) manual

Riverdeep

The school site will be conducting technical assistance in the following areas:

Access websites and other resources to assist with increasing proficiency in science clusters

Saturday Academy Preparation



School Improvement Plan 2007-2008



Evaluation

Evaluation of student progress will be monitored through the 2008 FCAT Science Test. In addition, each strategy will be evaluated accordingly: (1) Schedule fourth and fifth grade classes and monitor Science Laboratory's schedule and utilization, (2) Teacher sign-in rosters will indicate attendance and participation in professional development activities, (3) Utilize the number of student science displays to verify student participation, (4) Analyze pretest, posttest, and tri-weekly test scores for the purpose of ascertaining student progress or a lack thereof using Edusoft software and (5) Evaluate District science interim assessments for students in grades four and five to determine academic growth.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children’s education.

Needs Assessment

The results of the comparison between the parent sign-in logs for 2005-2006 and 2006-2007 indicated that there was a 12 percent increase in parent participation in school site activities during the 2006-2007 school year from that of the 2005-2006. However, an analysis of the Title I Monthly Report revealed that 57 percent of parents did not attend school site activities.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an in-school Parent Resource Center as a channel of communication, to conduct workshops and as a public service link between the school, home and the community.	Administration Community Involvement Specialist (CIS)	9/4/2007	5/30/2008	Other/ Not Applicable	0
Conduct workshops relevant to curriculum priorities (reading, writing and mathematics) in the evening and during the day to accommodate all parents and to ensure that a home/school connection is established.	Administration Community Involvement Specialist (CIS)	9/17/2007	4/25/2008	Other/ Not Applicable	0
Make home visits to families - whose children are performing in the lowest 25 percent in reading and mathematics and whose writing skills are less proficient – to provide them with the materials and information necessary to enhance the child's academic success.	Administration Community Involvement Specialist (CIS)	9/10/2007	4/25/2008	Other/ Not Applicable	0
Provide a Parent Compact (in English, Spanish and Creole) to empower parents and make them aware of the partnership that exists between the school and the home.	Administration Community Involvement Specialist (CIS)	8/20/2007	6/5/2008	Other/ Not Applicable	0
Establish and maintain a Parent Resource Center with instructional material in three languages (English, Spanish and Creole) for home use.	Administration Community Involvement Specialist (CIS)	8/20/2007	6/5/2008	Other/ Not Applicable	2000
Conduct Family Literacy workshops that will include intergenerational activities such as reading, writing, mathematics and science to empower parents with the skills to assist their children.	Administration Community Involvement Specialist (CIS)	9/24/2007	5/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The Parental Involvement objective will be evaluated by a comparison of the parent sign-in logs for the 2006-2007 school year to that of the 2007-2008 school year and the Title I monthly report. In addition, each strategy will be evaluated accordingly: (1) Sign-in logs; (2) Attendance rosters from workshops; (3) Parent home visit logs; (4) A daily signature log will be utilized; (5) Return signed Parent Compacts; and (6) Attendance logs.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

When assigning numerical representation to the number of students suspended during the 2006-2007 school year, School Profile data translates into 29 students.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the weekly Brilliant Bulldog recognition for students demonstrating excellent behavior.	Administration Guidance Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement Character Education for students in grades pre-kindergarten through fifth in order to develop sound values and good character.	Administration Guidance Counselor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement Do-the-Right Thing monthly recognition for students in grades pre-kindergarten through fifth in order to award good citizenship.	Administration Guidance Counselor	9/17/2007	5/30/2008	Other/ Not Applicable	0
Utilize a conflict resolution program for students in grades pre-kindergarten through fifth in order to assist students with behavior modification.	Administration Guidance Counselor	9/17/2007	5/30/2008	Other/ Not Applicable	0
Implement a school-wide discipline plan in order to provide early intervention to re-direct inappropriate behavior.	Administration Guidance Counselor	8/20/2007	05/30/2008	Other/ Not Applicable	500

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation of this objective will be based on the District's Suspension Report for the 2007-2008 school year, which will be compared to that of the 29 students who were suspended during the 2006-2007 school year.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

During the 2006-2007 school year, 55 percent of the students in grades three through five accessed the FCAT Explorer Program daily. Contrastly, 45 percent of students in grades three through five did not engage the program daily. Some teachers are emergent technology users, hence their skills in this area are in the initial stage of development.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades three through five will augment their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year using computer generated reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement a Technology Laboratory for third through fifth grade students in order to enhance their skills in technology.	Administration Technology Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0
Expose students to effective and state of the art software and on-line resources.	Administration Technology Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0
Continue to monitor computers and related devices and update as needed.	Administration Technology Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0
Continue to provide staff with the training and support necessary to help students integrate the use of technology into their daily lives.	Administration Technology Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0

Research-Based Programs

FCAT Explorer Program

Professional Development

The training outlined below will be conducted:

- How to access the FCAT Explorer Program
- How to create a class roster in the FCAT Explorer Program
- How to create student log-in information in the FCAT Explorer Program
- How to monitor and generate FCAT Explorer reports for students
- Review and become familiar with FCAT Explorer assignments
- Analyze and assess the students' needs within the FCAT Explorer Program
- Methods to integrate technology into the classroom curriculum

Evaluation

The evaluation of this objective will be accomplished through the viewing of computer generated reports. In addition, the number of students accessing the FCAT Explorer Program in the 2007-2008 school year will be compared to that of the 2006-2007 school year.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Health & Physical Fitness Statement

The school will promote the overall health and fitness of students.

Needs Assessment

According to the Physical Fitness Test Summary Report for the 2007-2008 school year, Van E. Blanton Elementary School tested 149 students in grades four and five. Of this numerical figure, 29 students received Gold Medals and 60 students received Silver Medals, which yielded only 89 students receiving recognition out of a total of 149 students tested. The data further disclosed that only 54 percent of the students were award winners. To this end, the school will institute strategies to improve students' Physical Fitness levels, thereby resulting in a 10 percent increase in the number of students receiving a Gold or Silver award.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools (M-DCPS) mandated FITNESSGRAM standards, students in grades four and five will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer the FITNESSGRAM pre-test to determine baseline measures and to properly ascertain both student achievement and programmatic success in meeting the goals and objectives of the physical education program.	Administration Physical Education Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis, which will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration Physical Education Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop an action plan in order to ensure input from the Physical Education Department to meet the goals and objectives as stated.	Administration Physical Education Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the 2007-2008 administration of the FITNESSGRAM Test, which will gauge students' performance as it relates to meeting high standards in running the one mile test.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

During the 2006-2007 school year, the fine arts program was comprised of chess and journalism. Statistical calculations from the 2006-2007 school year reflected that 83 students were enrolled in the fine arts program.

Measurable Objective

Given emphasis on the benefits of participating in the fine arts program, the number of students enrolled in fine arts will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue with Chess and Journalism clubs that include students in grades two through five to enhance critical thinking skills.	Administration Chess Club Sponsor Journalism Sponsor	9/24/2007	4/25/2008	Other/ Not Applicable	0
Maintain continuous development through student participation in school site performances, such as May Day, Holiday Programs and competitions in order to expand their talents.	Administration Music Teacher Art Teacher	10/1/2007	5/23/2008	Other/ Not Applicable	0
Conduct a Fine Arts Fair for students in grades three through five in order to showcase students' abilities and talents in the areas of Fine Arts.	Administration Music Teacher Art Teacher	4/7/2008	5/23/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation of students' progress will be monitored through student rosters and attendance at tournaments and competitions.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Return On Investment Statement

Van E. Blanton Elementary School will rank at or above the 90th percentile statewide in the ROI index and cost effectiveness of its programs.

Needs Assessment

Compared to similar schools, Van E. Blanton Elementary School's percentile ranking is 26 and the percent of the highest ROI value is 50.

Measurable Objective

Van E. Blanton Elementary School will improve its ranking on the State of Florida ROI index publication from the 26 percentile to the 27 percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize school and district in-service training.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify lowest quartile students early and provide additional assistance.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide strategies to parents for their student's academic improvement.	Administration Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to provide high quality teacher professional development and monitor its implementation.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Reallocate school resources to better implement teaching, learning and class-size mandates; i.e., combine teacher aide positions into a teacher position.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use purchased programs effectively and increase student participation.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index, Van E. Blanton Elementary School will show an increase of 1 percentage point.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The Educational Excellence School Advisory Council (EESAC) is a viable and active entity existing within the school. This body recommended a plan to utilize the budget, which allocated funds for various functions of the school.

Training:

The Educational Excellence School Advisory Council (EESAC) provided funding for staff to attend professional development activities and conferences, both in-state and out-of-state.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) appropriated funds for the Matching Funds, which expanded the collection of the Media Center and the EESAC purchased audio visual equipment.

Technology:

The Educational Excellence School Advisory Council (EESAC) dispensed funds for staff to attend the Florida Educational Technology Conference (FETC), purchased the E-PALS Email software system for students and satisfied the purchase cost of digital cameras.

Staffing:

The Educational Excellence School Advisory Council (EESAC) members served as an integral part of the interviewing committee for the selection of instructional personnel.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC) supported instructional-based field trips for students, and purchased tokens and certificates for Career Day guests.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) allocated funds for the Community Involvement Specialist to attend a Parenting Conference.

Benchmarking:

The Educational Excellence School Advisory Council (EESAC) ensured that the school's curriculum was aligned with the Sunshine State Standards, which was accomplished through the school's monthly reports and an analysis of school data.

School Safety & Discipline:



School Improvement Plan 2007-2008



The Educational Excellence School Advisory Council's (EESAC) itinerary included the purchase of Safety Patrol belts and safety cones for the pick-up zones.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	13600
Mathematics	2000
Writing	1000
Science	950
Parental Involvement	2000
Discipline & Safety	500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	20050



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent