
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0401 - Van E. Blanton Elementary School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Edith Hall

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Van E. Blanton Elementary School

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 51 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 has a recently constructed annex, which provides space for four kindergarten classrooms.

Van E. Blanton Elementary School serves 566 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student body includes standard curriculum students, 65 percent; Exceptional Student Educational (ESE), five percent; and Limited English Proficient (LEP) 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 94 percent.

Specialty programs implemented at the school include: Exceptional Student Education Program with an inclusion model; Limited English Proficient 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, Writing Journalism and Broadcast Journalism.

After a meticulous review and evaluation of pertinent data, such as the School's Demographic and Profiles, Student Report Cards and the 2004-2005 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 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades third through fifth will improve their reading skills as evidenced by 72 percent of the students achieving a Level 3 or above on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five, will improve their mathematics skills as evidenced by 70 percent of students achieving a Level 3 or above on the 2006 FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 92 percent of the fourth grade population attaining a score of 3.5 or higher on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase from the mean scale score of 251 to meet the mean scale score of 266 as

documented by the 2006 FCAT Science Test.

Given increased attention to communication with all parents, parental involvement will increase as evidenced by a 12 percent increase in participation in school site activities during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given directions in utilizing the Miami-Dade County Public Schools Internet-Based, Excelsior Electronic Gradebook, 100 percent of the homeroom teachers will enter grades in subject areas taught during the 2005-2006 school year.

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 2005-2006 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in fine arts program, the number of students enrolled in fine arts will increase by 10 percent during the 2005-2006 school year when compared to the 56 students who were enrolled in the program during the 2004-2005 school year.

Van E. Blanton Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 34th percentile in the 2003 to the 20th 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 placed in each staff member's mailbox. 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.

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.

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

Van E. Blanton Elementary School holds in high value the family unit, whether it reflects the traditional family or the extended family. It is recognized that the soundness of this network drives, motivates and sets the tone for children and youths dwelling within. Given the contention - we are a product of our environment – the role of the family is made even more explicit. The threads of the family weave the fabric of the character. To this end, the monumental role the family assumes in educating the child is immeasurable. From the roots of the family yield the branches of honesty, integrity, commitment and productiveness - values that immensely influence the quality of life.

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. This 51 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 has a recently constructed annex, which provides space for four kindergarten classrooms.

Van E. Blanton Elementary School serves 566 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student body includes standard curriculum students, 65 percent; Exceptional Student Educational (ESE), five percent; and Limited English Proficient (LEP) 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 94 percent. The school's high attendance rates among students as well as personnel is due largely to the motivating efforts of the principal. Students are recognized for perfect attendance through various means, including pencils, certificates, medallions, special appearance on closed circuit television, a field trip to the NASDAQ Tennis Tournament 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. 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 Horace Mann Middle School and subsequently to Miami Central High School.

Given that the school was constructed in excess of a half century ago, the wear and tear resulting from usage is clearly evident. A number of problems have been detected, including ceiling precipitation resulting from mounting condensation in the cooling system, which is in need of repair. Additionally, the school's acoustic system is occasionally inaudible and in need of attention. The principal has placed 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. Presently, the facility is undergoing a major repair cycle. While the re-roofing aspect of the renovation efforts has been completed, the school is working towards rectifying the ceiling leakages. In order to ensure that the learning environment remains undisturbed, the principal has devised a plan to maintain seamless educational delivery for students while working around these constraints.

Specialty programs implemented at the school include: Exceptional Student Education Program with an inclusion model for students with diagnosed exceptionalities; Limited English Proficient 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, Writing Journalism and Broadcast Journalism. 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 served through the extended day tutorial programs. 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. The school is the recipient of the Reading First Grant, Inclusion 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 the Doctoral degree in Educational Leadership and the assistant principal holds a Master's degree in Educational Leadership. The Instructional Leadership Team consists of the Principal, Assistant Principal, Writing Facilitator, Math/Science Facilitator, Technology Facilitator, Media Specialist and two Reading Coaches. There are 41 certified instructional personnel: two Exceptional Student Education (ESE) teachers, one Gifted teacher, one Guidance Counselor, one Speech Therapist, five special area teachers, two Reading Coaches, one Writing Facilitator, one Math/Science Facilitator, one Technology Facilitator, one Media Specialist, 25 homeroom teachers, including pre-kindergarten, and there are three full-time paraprofessionals. Credentials held by instructional personnel include: one Doctorate degree; five Educational Specialists; 14 Masters degrees; and 17 Bachelor degrees. The teacher-student ratio is 1:23. 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 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 resulted 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.

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 Popeyes 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. 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. Existing in a partially blighted, urban area, 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 2005 Florida Comprehensive Assessment Test (FCAT), student performance elevated the school's letter grade to a high "A" - 31 points above the 410 mark. 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 Committee, 100 Black Men of South Florida, QSP Reader's Digest, Rotary Club of Hialeah Miami Springs, and Dr. Harold Guinyard, Retired Educator, has proven 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.

School Foundation

Leadership:

According to the data from the school site Survey, Leadership was ranked highest among all categories assessed.

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. High standards are the norm at Van E. Blanton Elementary School and there is every indication that the school family rises to meet this imposed requirement. Students' scores on the Florida Comprehensive Assessment Test (FCAT) indisputably speak to the outstanding academic performance of the students. In fact, student performance reached an all time high on the Reading, Writing, and Math assessments driving our school's letter grade up to an "A" – 31 points above the 410 mark. This academic fruition came as the result of highly motivated students reaching for and obtaining high demands.

In order to ensure that the faculty and staff are adequately prepared to provide the students with a quality education, she makes the necessary provisions to avail regular professional growth opportunities. Realizing that our rapidly advancing and technologically driven society necessitates that educators remain abreast of the new and innovative techniques for teaching effectively, the faculty and staff enthusiastically attend various workshops that develop and advance professional competency and build proficiency in technology.

She advocates high standards for all members of the school family, including herself. Her tenure with this school system commenced as a classroom teacher a little more than two decades ago. However, she scaled up the ranks to the positions of assistant principal and subsequently principal in what can rightfully be considered impressive timing. Although her professional career has reached a milestone, there is more that she intends to achieve.

Achievements that have been actualized under her leadership include a vast number of varying accomplishments that have done much to improve the quality of education at Van E. Blanton Elementary School. Student improvement always takes precedence on her agenda, and evidence of this commitment was confirmed via the students' performance on the 2005 Florida Comprehensive Assessment Test (FCAT).

The school's curriculum has been augmented, as she has implemented school-wide instruction delivered via the closed circuit system. This approach allows students to receive multiple dosages of core FCAT skills and activities. On alternating weeks, the Reading, Writing, and Math-Science Facilitators present lessons to the total school, designed to supplement and reinforce classroom exercises.

District Strategic Planning Alignment:

According to the data collected from the school site Survey Strategic Planning, 54 percent of the staff indicated that they are 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.

The school has established and included 10 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, Special Area (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, staff are 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 school site Survey Customer and Market focus, there is a great deal of customer satisfaction. The staff works collegially to ensure that the individual needs of the students are met. The Educational Excellence School Advisory Council (EESAC) is an active and viable entity in the school. This decision-making body is representative of the diversity that typifies both the school population and the surrounding community. Through test scores disaggregation, the EESAC formulated objectives as school-wide priorities. This process also helped the EESAC identify and allocate funds for curriculum areas and resources most needed to improve student performance. A review, analysis and evaluation of additional data such as the School's Demographic and Academic Profile also provided insight for the EESAC in the appropriation of funds. The council scheduled monthly meetings, notified participants and created agendas, as per state and district guidelines. The council also recommended technology training for teachers and staff and allocated funds to cover the expense for teachers to attend the Florida Educational Technology Conference (FETC), which was held in Orlando, Florida as well as the Title I Parent Conference, which will be held in November 2005. Other recommendations included: the purchase of books that support the Accelerated Reader program, reading software and awards for student recognition at the end of the year. The council lends support to the efforts of the Parent Teacher Association (PTA) in achieving a higher level of parental involvement.

Faculty & Staff:

Faculty and staff indicated that they are an integral part of the education process as demonstrated on the school site survey. They 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. Teach for America also provides a support network designed to help the new teachers achieve gains in student academics and behavior through teacher observations and check-ins.

Miami Teaching Fellow teachers will receive support and assistance for the purpose of acclimating new teachers into the profession. 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. In addition to ideas for effectively managing the classroom; the packet also presents techniques for dealing successfully with disruptive behavior and unsatisfactory academic performance.

The school has adept facilitators who 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. Grade group chairpersons embrace the members of their teams. It is under the guidance of the chairperson that instruction is tweaked to target students who require remediation as well as those who are advanced.

Curriculum committees for Reading, Writing, Mathematics and Science meet monthly to ensure that the school-wide

learning goals are being met and to pool resources. Both the principal and assistant principal maintain open door policies and are highly visible around the campus. This practice has resulted in a universal understanding that the school administrators will readily direct attention to staff as the need arises.

Data/Information/Knowledge Management:

According to the data retrieved from the school site Survey Measurement, Analysis, and Knowledge Management, 56 percent of the staff responded favorably to possessing insight of the systems of measurement utilized by the organization.

The school 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:

The school site survey revealed that 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. The extended day program consists of before and after school tutorial, which will lengthen the school day by one hour for targeted students in grades two, three, four and five. According to Barksdale and Davenport (2003), this is preferable for the remediation of skills. These students represent the lowest twenty-five percent according to 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.

The lowest twenty-five percent in fourth grade is provided additional assistance via a writing laboratory pull-out program and specialized service from two reading coaches. The retained third graders are pulled-out for assistance for additional reading instruction. The school initiates peer tutoring, cooperative group work, tutorial services and pull-out model for students in need of remediation and enrichment.

Summer school has proven to be an added benefit as it relates to jump starting students academically.

School-wide Improvement Model

The research-based School-Wide Improvement Model utilized at Van E. Blanton Elementary School is the Plan-Do-Study-Act Cycle, a data-driven, results-oriented improvement model that in a spiral fashion addresses improving teaching and learning through data disaggregation, instructional timelines, instructional focus, assessment, tutorials, enrichment opportunities for students, reinforcing learning through maintenance and monitoring progress. This model integrates with the philosophies of both Total Quality Management (TQM) and Effective Schools Research. It is aligned with the School Improvement Plan and the Adequate Yearly Progress, quarterly assessment and mid-year

review monitoring of student achievement.

The school implements an extended day tutorial program, which provides supplemental instruction for targeted students. Several enrichment provisions are made for students who perform at or above grade level, including placement in the Teaching Enrichment Activities to Minorities (TEAM) class; the Academic Excellence Program (AEP), which offers advanced learning through the Chess Club, Writing Journalism and Broadcast Journalism and the Gifted Program, which provides specialized, educational opportunities for students who possess outstanding talents and abilities. The members of the school's Instructional Leadership Team responsible for monitoring this component are the intermediate Reading Coach, Media Specialist and the Technology Facilitator. Daily, the school's facilitators and coaches (Reading, Writing, Math-Science, and Technology) and special area teachers (Physical Education, Art and Music) remediate and enrich targeted students so that all students are given the opportunity to reach their full potential. In addition, Character Education is a continuous element in the curriculum provided to students by all homeroom teachers. Facets of the Character Education curriculum are further discussed on closed circuit television during the morning announcements. Because of its significance to the curriculum, the counselor provides age appropriate Character Education presentations to students at all grade levels in order to build quality citizens in our global community. Character Education components are: August – Pursuit of Excellence; September – Responsibility; October – Citizenship; November – Kindness; December – Honesty; January – Integrity; February – Respect; March – Cooperation; April – Fairness – May – Character Education Celebration.

Performance Results:

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 2004-2005 school year, which was 45 students.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 1 STATEMENT:

All students will make annual learning gains in reading.

Needs Assessment

Van E. Blanton Elementary School conducted a meticulous study of the results of the 2005 FCAT Assessment and determined that 49 percent of third grade students, 93 percent of fourth grade students and 60 percent of fifth grade students scored at Level 3 or above. After further analysis of the data, it was revealed that an average of 31 percent of all third, fourth, and fifth grade students were reading at Levels 1 and 2 in accordance with the administration of the 2005 FCAT Assessment. Specifically, the data reflected that 51 percent of third grade students scored at Levels 1 or 2, while 7 percent of fourth grade students scored at Levels 1 or 2. Fifth grade students scoring at Levels 1 and 2 reflected 40 percent. The significant proportion of third, fourth and fifth grade students scoring at Levels 1 and 2 will require additional instruction. In the school's continued scrutiny of the data, the following areas of strengths and deficiencies were disclosed. The areas reflecting greatest need were (1) Word/Phrases and (2) Main Idea/Author's Purpose, as there were deficiencies shown for third grade students in Main Idea, Comparison, Words/Phrases and Reference/Research when compared to the previous year's FCAT testing report. Reference/Research for fourth grade students and Words/Phrases and Comparison for fifth grade students were deficient. The above findings are a clear indication that instructional focus should concentrate heavily on skills where deficits were observed. Subsequent to these results, intense instruction will be provided in kindergarten through fifth grade in the areas of vocabulary development (word meaning and context clues), Main Idea, Author's Purpose, Comparison and Reference/Research.

In addition, the results of this comprehensive data search disclosed that instructional personnel need professional

development opportunities and school site inservices in activities related to vocabulary development, comprehension, research strategies and analyzing assessment data focusing on areas in which students scored the lowest. Even more, there is a need for additional staff development training in implementing the research-based Houghton-Mifflin reading basal program. The school will utilize the Reading First grant and Dibels screening test in grades kindergarten through three to strengthen reading instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades third through fifth will improve their reading skills as evidenced by 72 percent of the students achieving a Level 3 or above on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Demings Cycle 4-Step Process Plan-Do-Study-Act school-wide to ensure acquisition of reading comprehension skills.	Administration	8/8/2005	5/24/2006
2. Provide remedial assistance before and after school using research based Houghton Mifflin Early Success, Soar-to-Success program and Quick Reads resources with students in the lower 25 percent in reading and students recommended by teachers who need assistance, support and remediation to improve their reading skills.	Administration Reading Coaches	9/1/2005	4/28/2006
3. Coordinate FCAT Saturday Academy in January and February 2006 for third, fourth and fifth grade students, who require additional assistance in FCAT preparation to ensure reading proficiency.	Administration Reading Coaches	1/7/2006	2/25/2006
4. Develop parental involvement reading workshops designed to assist parents with FCAT reading and home learning activities in grades three, four and five in order to promote student achievement.	Administration Reading Coaches Community Involvement Specialist	9/12/2005	4/28/2006
5. 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	9/12/2005	5/12/2006
6. Administer the DIBELS screening assessment quarterly to all kindergarten through grade three students and Level 1 and 2 students in grades four and five.	Reading Coaches	9/12/2005	5/12/2006
7. 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	9/12/2005	5/19/2006
8. Provide reading intervention in grades	Reading Coaches	8/8/2005	5/24/2006

kindergarten through five using research based programs – Early Success and Voyager Passport.	
---	--

Research-Based Programs

The Researched-Based Programs that will be utilized with this objective are: Houghton Mifflin reading series - Soar to Success, Early Success, Quick Reads and Voyager Passport.

Professional Development

The proposed professional development training outlined below will be conducted, pending approval by the appropriate party(ies).

- (August) A Model Elementary Classroom
- (September) Using Graphic Organizers Across the Curriculum
- (October) Analyzing DIBELS Data to Strengthen Reading Instruction
Using Voyager as an Intervention Tool
- (November) Literacy Centers
- (December) Small Group Instruction
- (January) Five Components of Reading

Evaluation

Evaluation of student progress will be monitored through the administration of DIBELS quarterly assessment for grades kindergarten through five, Stanford Achievement Test (SAT) 2006 administration for grades first and second and the 2006 Florida Comprehensive Assessment Test (FCAT) Reading Sunshine State Standards for grades three through five. Additionally, the strategies outlined in this objective will be evaluated as follow:(1) Analyze the School Improvement Plan (SIP) on a quarterly basis to assess the progress made toward achieving stated goal and to determine what phase of the PDSA Cycle needs revision; (2 and 3) Teacher lesson plans and attendance rosters; (4) Parent sign-in sheets; (5) Professional development/onsite in-service attendance sheets; (6) Analyze DIBELS data in order to ascertain student progress and target students with the greatest need; and (7 and 8) Computer generated reports;

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 2 STATEMENT:

All students will make annual learning gains in mathematics.

Needs Assessment

An assessment of data reveals that 32 percent of students in grades three through five are performing below Level 3 in mathematics. Specifically, 40 percent of fifth grade students scored at Levels 1 and 2. In addition, 11 percent of fourth grade students scored at Levels 1 and 2. Of the third grade students, 48 percent scored at Levels 1 and 2. However, the greatest areas of need are (1) Number Sense (2) Geometry (3) Algebraic Thinking (4) Data Analysis. Students in grade 3 are deficient in all mathematical strands: (1) Number Sense, (2) Measurement, (3) Geometry, (4) Algebraic Thinking and (5) Data Analysis.

Additionally, there is a need for intense instruction in (1) Number Sense, (2) Geometry, (3) Algebraic Thinking and (4) Data Analysis in grade three. In grade four, there is a need for intense instruction in (1) Number Sense and (2) Measurement. In grade five, there is a need for intense instruction in (1) Number Sense, (2) Measurement, (3) Geometry, (4) Algebraic Thinking and (5) Data Analysis. This assessment also uncovered needs related to professional growth and development, which include but are not limited to the following: (1) Additional training for Harcourt Mathematics 2004 publication, (2) Refresher training for Riverdeep and FCAT Explorer, and (3) Utilization of curriculum timelines to encourage continuity in grade level planning and instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five, will improve their mathematics skills as evidenced by 70 percent of students achieving a Level 3 or above on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement Demings Cycle 4-Step Process Plan-Do-Study-Act school-wide to ensure student acquisition of mathematics skills.	Administration Chairpersons	8/8/2005	5/19/2006
2. Develop and implement school-wide grade level timelines that encompass 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	8/8/2005	5/19/2006
3. Develop and administer school designed bi-weekly mathematics test 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.	Math Facilitator	8/8/2005	5/19/2006
4. Provide tutorial services for remediation via before and after school to Levels 1 and 2 students in grades three through five who demonstrate mathematical deficiencies based on data from district designed quarterly assessment conducted in mathematics class.	Administration	9/26/2005	4/27/2006
5. Coordinate FCAT Saturday Academy in February 2006 for students in grades three through five desiring additional assistance for FCAT preparation.	Administration	2/4/2006	2/25/2006

Research-Based Programs

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

Professional Development

The proposed professional development training outlined below will be conducted, pending approval by the appropriate party(ies).

- (August) Implement school-developed timelines
- (September) Number Sense, Concept and Operations
- (October) Elementary Mathematics Resource Leaders and Coaches
- (November) Riverdeep
- (December) FCAT Explorer
- (January) Elementary Mathematics Resource Leaders and Coaches

Evaluation

Evaluation of student progress will be monitored through the administration of the 2006 Florida Comprehensive Assessment Test (FCAT). In addition, each strategy will be evaluated accordingly: (1) Analyze SIP on a quarterly basis to determine the progress made in achieving stated goals and what phase of the PDSA Cycle needs revision; (2) Teacher lessons; (3) Analyze test scores and ascertain student progress or lack thereof; (4 and 5) Attendance roster, lesson plans, pretest/posttest; and (6) Master schedule.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 3 STATEMENT:

All students will make learning gains in writing.

Needs Assessment

Results of the 2005 FCAT Writing Test indicates that 91 percent of the fourth grade students met standards. As per the data examined, students performed equally as well on both writing types - Expository Writing (average score of 3.8) and Narrative Writing (average score of 3.8). Of the 53 students tested on Expository prompt, 19 did not score 3.5 or better. Seventeen students scored below 3.5 on the Narrative Writing. Of the students tested on the Narrative prompt, 37 scored at or above 3.5 Data show there is a clear indication that emphasis need to be placed on both types of writings to improve the scores and meet the writing standard of at least 3.5. Further investigation reveals that instruction should be provided on effective writing components such as focus, organization, support, voice and conventions. Data indicate that teachers at Van E. Blanton Elementary need further training in the components of effective writing and the writing process. In addition, the Writing Facilitator will provide tutorial services to those students requiring additional assistance.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 92 percent of the fourth grade population attaining a score of 3.5 or higher on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement Demings Cycle 4-Step Process Plan-Do-Study-Act school-wide to ensure student acquisition of Writing skills.	Administration	8/8/2005	5/19/2006
2. Provide ongoing school site in-service training in writing instruction activities in order to encourage increased proficiency and expertise among the faculty and staff.	Administration Writing Facilitator	8/23/2005	5/19/2006
3. Administer bi-weekly writing prompts to assess grade four students' progress, analyze strengths and weaknesses and regroup those requiring assistance.	Writing Facilitator	8/31/2005	2/1/2006
4. Provide creative writing tutorial service for students in grade four scoring less than 3.5 on the school writing prompts in order to develop writing proficiency.	Administration Writing Facilitator	9/12/2005	4/27/2006
5. Maintain continuous development of effective writing through student participation in school-wide competitions.	Writing Facilitator	8/31/2005	5/19/2006
6. Implement Saturday Academy for students in grade four in order to enhance skills in the writing process.	Administration Writing Facilitator	1/7/2006	2/25/2006
7. Implement the writing process school-wide to develop career awareness of all grade levels and to encourage good writing.	Administration Writing Facilitator	4/3/2006	4/28/2006

Research-Based Programs

The Research-Based Programs used with this objective are Houghton Mifflin Reading Series and Compass Learning Program.

Professional Development

The proposed professional development training outlined below will be conducted, pending approval by the appropriate party(ies).

(August) Utilizing Effective Writing Strategies Across the Curriculum

(September) Expository Writing

(October) Narrative Writing

(November) Focus/Organization in Effective Writing

(December) Supporting Details/Elaboration in Effective Writing

(January) Conventions/Grammar in Effective Writing

Evaluation

Evaluation of students' progress will be monitored through the 2006 FCAT Writing Assessment, district developed pre/post writing assessment, 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 what phase of the PDSA Cycle needs revision (2) Teacher observation check list will determine effectiveness of training techniques(3) Utilize comparison charts to determine students' progress (4 and 6) Utilize attendance logs to verify participation (5) Provide teachers and students with information regarding competitions and record participation (7) Utilize the number of student writing products to verify participation.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 4 STATEMENT:

All students will make learning gains in science

Needs Assessment

An assessment of data revealed that the fifth grade students scored a Mean Scale Score of 251, which indicates that these fifth grade students need to increase the Mean Scale Score by 15 points in order to meet the District Mean Scale Score of 286 on the 2006 FCAT Science Test. Specifically, students are deficient in (1) Earth and Space Science, (2) Scientific Thinking (3) Physical and Chemical Science and (4) Life and Environmental Science. The keys to success are: Collaborative planning for Science and Science Laboratory and extending informal best practice strategies at grade level meetings.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase from the mean scale score of 251 to meet the mean scale score of 266 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Demings Cycle 4-Step Process Plan-Do-Study-Act, school-wide, to ensure student acquisition of science skills.	Administration Department Chairpersons Science Facilitator	8/8/2005	5/26/2006
2. Develop timelines in grades three through five that include the identification of the skills to be taught and sources to be used to ensure that all Sunshine State Standards are taught.	Administration Science Facilitator Department Chairpersons	8/8/2005	5/24/2006
3. Implement a Science Laboratory for fourth and fifth grade students to provide hands-on, participatory-type learning experiences.	Science Facilitator	9/26/2005	5/24/2006
4. 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	9/12/2005	5/24/2006
5. 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	11/16/2005	4/28/2006
6. Conduct an annual Science Fair for students in kindergarten through grade five to display students' ability to apply the scientific method.	Science Facilitator	4/10/2006	5/12/2006

Research-Based Programs

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

Professional Development

The proposed professional development training outlined below will be conducted, pending approval by the appropriate party(ies).

- (August) Implement school-developed timelines
- (September) Scientific Thinking
- (October) Science Workshops for teachers utilizing a hands-on approach to learning
Science Stands
- (November) Riverdeep
- (December) Earth and Space Science
- (January) Life and Environment Science

Evaluation

Evaluation of student progress will be monitored through the 2006 FCAT Science Test. 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 what phase of the PDSA Cycle needs revision, (2) Teacher lesson plans will demonstrate compliance, (3) Schedule fourth and fifth grade classes and monitor Science Laboratory, (4) Teacher sign-in roster will indicate attendance and participation, (5) Schedule in-house field trips and survey students and staff on effectiveness of these experiences. (6) Utilize the number of student Science displays to verify participation.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 5 STATEMENT:

All parents will be partners in the education of their children.

Needs Assessment

While there is indication that parent participation in school activities is improving, our administration, faculty and staff continue to express concern in the area of parental involvement. The need to have greater parental involvement in the education process is of paramount importance. Involving the parents in the learning experience will favorably impact student achievement, as parents will be better prepared to assist their children with academic requirements. Our FCAT workshops provide parents with information that is essential in preparing students for this state designed annual assessment. To this end, empowering our parents with the knowledge to help their children perform well academically is of great benefit to all school stakeholders. The results of the comparison between the parent sign-in logs for 2003-2004 and 2004-2005 indicated that there was an 11 percent increase in parent participation in school site activities during the 2004-2005 school year from that of the 2003-2004. However, an analysis of the Title I Monthly Report revealed that 61 percent of parents did not attend school site activities. Parent attendance for this school year's initial annual Open House, which was held in August 2005 showed a marginal increase over parent attendance at Open House for the previous year, which was held in August 2004. A subsequent Open House, which was held in September 2005 divulged a slight increase in numbers to that of the August 2005 Open House. What has proven to be promising with many EESAC parents is that they are encouraging the involvement of other parents in school activities. The Parent Teacher Association (PTA) is a growing body within our school. A number of PTA members have become fixtures in the school and they have assisted with numerous projects aimed at increasing parent participation. The Community Involvement Specialist (CIS) continues to serve as a strong catalyst for parent

outreach. She conducts home visits and she is in constant communication with parents regarding student performance. The partnership between parents and teachers is also flourishing through parent meetings, telephone calls and school correspondence.

Measurable Objective

Given increased attention to communication with all parents, parental involvement will increase as evidenced by a 12 percent increase in participation in school site activities during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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.	Community Involvement Specialist (CIS)	9/19/2005	4/28/2006
2. 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.	Community Involvement Specialist (CIS)	9/12/2005	4/28/2006
3. Provide an in-school Parent Resource Center as a channel of communication, to conduct workshops and as a public service link between the school and the community.	Community Involvement Specialist (CIS)	9/6/2005	5/19/2006
4. Provide a Parent Compact (in English, Spanish and Creole) to empower parents and make parents aware of the partnership that exists between the school and the home.	Administration Community Involvement Specialist (CIS)	8/8/2005	5/26/2006
5. Establish and maintain a Parent Resource Center with instructional material in three languages (English, Spanish and Creole) for home use.	Community Involvement Specialist (CIS)	9/6/2005	5/26/2006
6. 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.	Community Involvement Specialist (CIS) Miami-Dade College (ESOL Adult Classes)	8/26/2005	5/26/2006
7. Plan and facilitate special family night activities such as FCAT workshops that include reading, writing, mathematics and science in order to help parents better understand FCAT formats and assist their children academically.	Community Involvement Specialist (CIS) Faculty/Staff	11/1/2005	2/28/2006

Research-Based Programs

Not Applicable

Professional Development

Faculty and staff will be apprised of the objective and strategies outlined in the Parental Involvement component of the School Improvement Plan and will receive status reports during monthly Curriculum Committee meetings to include Title I, Dade Partners, school volunteers and Parent Resource Center.

Evaluation

The Parental Involvement objective will be evaluated by a comparison of the parent sign-in logs for the 2004-2005 school year to that of the 2005-2006 school year and the Title I monthly report. In addition, each strategy will be evaluated accordingly: 1) Attendance rosters from workshops; (2) Parent home visit logs; (3) A daily signature log will be utilized; (4) Return signed Parent Compact; (5) daily signature log;(6 and 7) Attendance log and event notices.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

All students will show improvement in conduct.

Needs Assessment

A massive migration of students attracted to the academic success and high standards typified by Van E. Blanton Elementary transferred into the school. This influx of students had not previously internalized skills that were adequate in measure to deal successfully with conflicts. Thus, this inability to manage their anger constructively resulted in an increase in the suspension rate. When assigning numerical representation to the number of students suspended during the 2004-2005 school year, School Profile data translates into 45 students. This number of suspensions sends a clear signal that an alternative approach needs to supplant this method of discipline.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the weekly Brilliant Bulldog recognition for students demonstrating excellent behavior.	Guidance Counselor	8/12/2005	5/19/2006
2. Implement Character Education for students in grades pre-kindergarten through fifth in order to develop sound values and good character.	Guidance Counselor	8/8/2005	5/19/2006
3. Implement Do-the-Right Thing monthly recognition for students in grades pre-kindergarten through fifth in order to award good citizenship.	Guidance Counselor	8/15/2005	5/15/2006
4. Utilize a conflict resolution program for students in grades pre-kindergarten through fifth in order to assist students with behavior modification.	Guidance Counselor	8/15/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

The evaluation of this objective will be based on the comparison of the number of students who are suspended from school during the 2005-2006 school year to that of the 45 students who were suspended during the 2004-2005 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

All instructional personnel will improve skills in technology.

Needs Assessment

Instructional personnel have not previously accessed or utilized the Excelsior Electronic Gradebook. This grading system is a new approach to inputting grades and taking attendance.

Measurable Objective

Given directions in utilizing the Miami-Dade County Public Schools Internet-Based, Excelsior Electronic Gradebook, 100 percent of the homeroom teachers will enter grades in subject areas taught during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Create an assignment by opening grade book and defining an assignment.	Administration Gradebook Manager	8/8/2005	5/26/2006
2. Input attendance grades by accessing the Quick Check icon in the menu tool bar	Administration Gradebook Manager	8/8/2005	5/26/2006
3. Create an assignment date by using the assignment due date option.	Administration Gradebook Manager	8/8/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

The professional development training outlined below will be conducted, pending approval by the appropriate party(ies).

* Training for the Excelsior Office of Instructional Personnel
Electronic Gradebook. (August 2005)

* Training for the Excelsior Office of Instructional Personnel
Electronic Gradebook. (September 2005)

* Exercises in the Excelsior Gradebook Manager
Electronic Gradebook. (September 2005)

* Exercises in the Excelsior Gradebook Manager
Electronic Gradebook. (November 2005)

Evaluation

The evaluation of this objective will be accomplished through viewing of the weekly posting of grades and the end-of-the-year viewing of the completed electronic gradebook by the District Office.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 STATEMENT:

Students in grades four and five will improve their physical fitness.

Needs Assessment

According to the Physical Fitness Test Summary Report for the 2004-2005 school year, Van E. Blanton Elementary School tested 168 students in grades four and five. Of this numerical figure, 72 students received Gold Medals and 56 students received Silver Medals, which yielded only 128 students receiving recognition out of a total of 168 students tested. The data further disclosed that only 76 percent of the students were award winners. To this end, the school will institute strategies to improve student Physical Fitness level, thereby resulting in an increased 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 2005-2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. In order to properly ascertain both student achievement and programmatic success in meeting the goals and objectives of the physical education program, a pre-test will be administered to determine baseline measures, using the FITNESSGRAM Test.	Administration Physical Education Coach	10/31/2005	11/30/2005
2. 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 Chairpersons Physical Education Coach	8/8/2005	5/24/2006
3. Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administration	8/8/2005	5/24/2006
4. Develop an action plan in order to ensure input from the department to meet the goals and objectives as stated.	Administration Chairpersons Physical Education Coach	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated via 2005-2006 administration of the FITNESSGRAM Test, which will gauge students performance as it relates to meeting high standards in running the one mile test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 9 STATEMENT:

All students will benefit from participation in the fine arts.

Needs Assessment

During the 2004-2005 school year, the fine arts program was limited to chess and journalism. To enhance the student fine arts skills and provide an additional elective, a choir was added to the 2005-2006 school year. Statistical calculations from the 2004-2005 school year reflected that 56 students were enrolled in the fine arts program. The school is working towards an increase of 10 percent above last year's enrollment. The impetus of the fine arts program has a dual purpose - to both heighten the awareness of and encourage greater participation in this facet of the curriculum. The program's multi-disciplinary approach is educationally relevant and it augments students' skills in the areas of: creativity, abstraction, aesthetics, performing arts and visual arts through a multitude of mediums.

Measurable Objective

Given emphasis on the benefits of participating in fine arts program, the number of students enrolled in fine arts will increase by 10 percent during the 2005-2006 school year when compared to the 56 students who were enrolled in the program during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a musical choir, which will include students in grades three through five, that will provide participatory type learning experiences.	Music Teacher	9/12/2005	4/28/2006
2. Continue with Chess and Journalism clubs that include students in grades two through five to enhance critical thinking skills.	Chess Club Sponsor Journalism Sponsor	9/12/2005	4/28/2006
3. Maintain continuous development through student participation in school site performances, such as May Day, Holiday Programs and competitions.	Music Teacher Art Teacher	10/3/2005	5/1/2006
4. 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.	Music Teacher Art Teacher	4/12/2006	5/18/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 10 STATEMENT:

Van E. Blanton Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003, Van E. Blanton Elementary School ranked at the 29th percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Van E. Blanton Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 34th percentile in the 2003 to the 20th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/26/2006
2. Collaborate with the district on resource allocation.	Administration	8/8/2005	5/26/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/8/2005	5/26/2006
4. Consider shared use of facilities and partnering with community agencies.	Administration Community Involvement Specialist	8/15/2005	5/26/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated in accordance with the next State of Florida Return on Investment. Van E. Blanton Elementary School will show progress toward reaching the 34th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

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) 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:

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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