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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 0401 - Van E. Blanton Elementary School

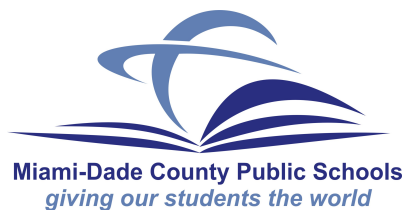
*FeederPattern:* Miami Central Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Edith Hall, Ed. D.

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Van E. Blanton Elementary School*

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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 52 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 568 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student body includes standard curriculum students, 65 percent; Special Education students (SPED), 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 and Writing Journalism programs.

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.

After a meticulous review and evaluation of pertinent data, such as the School's Demographic and Profiles, Student Report Cards and the 2005-2006 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 2006-2007 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will increase by 5 percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five will increase by 5 percent their reading skills on the 2007 administration of the FCAT Reading Test as

compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five, will increase by 5 percent their mathematics skills on the 2007 FCAT Mathematics Test as compared to the 2006 administration fo the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five, will increase by 5 percent their mathematics skills on the 2007 FCAT Mathematics Test as compared to the 2006 administration fo the FCAT Mathematics Test.

Given instruction using Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given increased attention to communication with all parents, parental involvement will improve as evidenced by a 15 percent increase in participation in school site activities during the 2006-2007 school year, as compared to the 2005-2006 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 2006-2007 school year as, compared to the 2005-2006 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 area courses taught during the 2006-2007 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 2006-2007 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 2006-2007 school year when, compared to the 66 students who were enrolled in the program during the 2005-2006 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.

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, the extended family and/or the school 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*

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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 52 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 568 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student body includes standard curriculum students, 65 percent; Special Education Student(SPED), 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 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. 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. In addition, the school's acoustic system was occasionally inaudible and in need of attention. These situations were given needed attention and subsequently rectified. 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. 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.

Specialty programs implemented at the school include: Special 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 and Writing 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 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. 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 a Doctorate 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 Special 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 four full-time paraprofessionals. Credentials held by instructional personnel include: one Doctorate degree; five Educational Specialists; 14 Master's degrees; and 17 Bachelor's 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 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. 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 2006 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 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 2006-2007 PTA membership drive were phenomenal, as an unprecedented 145 families joined this all-important body.

## *School Foundation*

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### *Leadership:*

When deciphering the results of the 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.

Further analysis of the data from the Organizational Performance Improvement Snapshot depicted that Leadership along with Measurement, Analysis, and Knowledge Management ranked highest among all categories assessed, with each obtaining a 4.8 Category score out of a possible 5.0. 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. 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 continued to be high on the Reading, Writing, and Math assessments maintaining our school's letter grade an "A." 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 2006 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:***

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. 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 score 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. 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 Organizational Performance Improvement Snapshot. The average score for this Category was a 4.7 on a 5.0 scale. 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. 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 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 by two hours for targeted students in grades one, two, three, four and 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.

The lowest twenty-five percent in fourth grade is provided additional assistance via supplemental writing instruction 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:***

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 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 2005-2006 school year, which was 63 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 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"/>

### **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 2006 FCAT Assessment and determined that 64 percent of third grade students, 89 percent of fourth grade students and 65 percent of fifth grade students scored at Level 3 or above. After further analysis of the data, it was revealed that an average of 27 percent of all third, fourth, and fifth grade students were reading at Levels 1 and 2 in accordance with the administration of the 2006 FCAT Assessment. Specifically, the data reflected that 36 percent of third grade students scored at Levels 1 or 2, while 11 percent of fourth grade students scored at Levels 1 or 2. Fifth grade students scoring at Levels 1 and 2 reflected 35 percent. The significant proportion of third, fourth and fifth grade students scoring at Levels 1 and 2 will require additional instruction.

Students in grade 3 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 57 percent; Main Idea/Author's Purpose 59 percent; Comparison 50 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 83 percent; Main Idea/Author's Purpose 64 percent; Comparison 59 percent; and Reference and Research 50 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 59 percent; Comparison 60 percent; and Reference and Research 67 percent.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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 checked="" 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 increase by 5 percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five will increase by 5 percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
				Continuous Improvement Model	\$0.00
Implement Demings Cycle 4-Step Process Plan-Do-Study-Act school-wide to ensure student acquisition of reading skills.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Houghton Mifflin Reading Textbook for students in grades three through five in order to improve proficiency in reading.	Administration Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate FCAT Saturday Academy in January and February 2007 for third, fourth and fifth grade students, who require additional assistance in FCAT preparation to ensure reading proficiency.	Administration Reading Coaches	1/13/2007	2/24/2007	Continuous Improvement Model	\$0.00
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	9/13/2006	5/18/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	05/04/07	Continuous Improvement Model	\$0.00
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	9/4/2006	5/25/2007	Continuous Improvement Model	\$0.00
Provide reading intervention in grades	Administration	10/02/2006	5/17/2007	Continuous	\$13600.00

kindergarten through five using research based programs – Soar to Success, Early Success, Voyager Passport and Reading Plus.	Reading Coaches		Improvement Model	
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## **Research-Based Programs**

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

## **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:

Project BEAR, DRAW, OWL, Right Beginnings and Reading in the Content Areas. The school site will be conducting technical assistance in the following areas:

- (August) Orientation to the Reading First Program
- (September) Update training in the Comprehensive Research-based Reading Plan.  
Using PMRN (Progress Monitoring System for DIBELS).
- (October) Analyzing DIBELS Data to Strengthen Reading Instruction  
Using Voyager and Soar to Success as Intervention Tools.
- (November) Literacy Centers and Using Reading strategies in the Content Areas (Part I).
- (January) Using Reading strategies in the Content Areas (Part II).

## **Evaluation**

Evaluation of student progress will be monitored through the administration of DIBELS assessments for grades kindergarten through five, Stanford Achievement Test (SAT) 2007 administration for grades first and second and the 2007 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 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;

## 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 30 percent of students in grades three through five are performing below Level 3 in mathematics. Specifically, 55 percent of fifth grade students scored at Levels 1 and 2. In addition, nine percent of fourth grade students scored at Levels 1 and 2. Of the third grade students, 28 percent scored at Levels 1 and 2.

Students in grade 3 are deficient in all mathematical strands, including (1) Number Sense, (2) Measurement, (3) Geometry and Spatial Sense, (4) Algebraic Thinking and (5) Data Analysis and Probability. The following data reflects the percent earned on each tested strand: Number Sense 58 percent; Measurement 63 percent; Geometry and Spatial Sense 57 percent; Algebraic Thinking 67 percent; and Data Analysis and Probability 57 percent.

Students in grade 4 are deficient in the Number Sense mathematical strand. The following data reflects the percent earned on each tested strand: Number Sense 64 percent; Measurement 75 percent; Geometry and Spatial Sense 71 percent; Algebraic Thinking 71 percent; and Data Analysis and Probability 71 percent.

Students in grade 5 are deficient in all mathematical strands, including (1) Number Sense, (2) Measurement, (3) Geometry and Spatial Sense, (4) Algebraic Thinking and (5) Data Analysis and Probability. The following data reflects the percent earned on each tested strand: Number Sense 38 percent; Measurement 36 percent; Geometry and Spatial Sense 38 percent; Algebraic Thinking 45 percent; and Data Analysis and Probability 42 percent.

In efforts to counter the deficient strands in grade three, intense instruction will be provided in (1) Number Sense, (2) Geometry and Spacial Sense, (3) Algebraic Thinking and (4) Data Analysis and Probability. In order to ensure mathematical proficiency in grade four, intense instruction will be provided in (1) Number Sense, (2) Measurement, (3) Geometry and Spacial Sense, (4) Algebraic Thinking and (5) Data Analysis and Probability.

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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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 checked="" 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 increase by 5 percent their mathematics skills on the 2007 FCAT Mathematics Test as compared to the 2006 administration fo the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades three through five, will increase by 5 percent their mathematics skills on the 2007 FCAT Mathematics Test as compared to the 2006 administration fo the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Demings Cycle 4-Step Process Plan-Do-Study-Act school-wide to ensure student acquisition of mathematics skills.	Administration Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Houghton Mifflin Mathematics Textbook for students in grades three through five in order to improve proficiency in mathematics.	Administration Math Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide mathematical intervention in grades three through five using a research-based program – Vmath (Voyager Mathematics).	Administration	10/03/2006	02/23/2007	Continuous Improvement Model	\$0.00
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	9/4/2006	2/23 /2007	Continuous Improvement Model	\$0.00
Coordinate FCAT Saturday Academy in February 2007 for students in grades three through five desiring additional assistance for FCAT preparation.	Administration Math Facilitator	1/13/2007	2/24/2007	Continuous Improvement Model	\$2000.00

## **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**

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:

- (August) Implement District Pacing Guide
- (September) Accurately read and interpret Edusoft data  
for appropriate intervention
- (October) Follow-up sessions for Riverdeep and FCAT Explorer
- (November) Access websites and other resources to assist with  
increasing proficiency in mathematics strands
- (December) Preparation for Saturday Academy Part I
- (January) Preparation for Saturday Academy Part II

## **Evaluation**

Evaluation of student progress will be monitored through the administration of the 2007 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.

## 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 2006 FCAT Writing Test indicates that 75 percent of the fourth grade students met standards. As per the data examined, students' performance on the Narrative prompt exceeded that of those who responded to the Expository prompt. The average scores are reflected in the succeeding statement. Expository Writing (average score of 3.5) and Narrative Writing (average score of 4.0). Of the 38 students tested on Expository prompt, nine did not score 3.5 or better. Twelve students scored below 3.5 on the Narrative Writing. Of the students tested on the Narrative prompt, 34 scored at or above 3.5. Further scrutiny of the statistical data reflected that 29 students scored at or above 3.5 on the Expository prompt. Data shows there is a clear indication that emphasis needs 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 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	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<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 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Demings Cycle 4-Step Process Plan-Do-Study-Act school-wide to ensure student acquisition of writing skills.	Administration Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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 Reading Coach	9/11/2006	2/16/2007	Continuous Improvement Model	\$0.00
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	9/5/2006	2/15/2007	Continuous Improvement Model	\$0.00
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	9/25/2006	3/29/2007	Continuous Improvement Model	\$0.00
Maintain continuous development of effective writing through student participation in school-wide, District and National competitions.	Reading Coach	8/14/2006	5/25/2007	Continuous Improvement Model	\$0.00
Implement Saturday Academy for students in grade four in order to enhance skills in the writing process.	Administration Reading Coach	12/01/2006	2/23/2007	Continuous Improvement Model	\$1000.00

## **Research-Based Programs**

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

## **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:

(September) Analyze the data from District Pretest

Expository Writing

Create an Effective Writing Plan

(October) Narrative Writing

Making Sense of a Sentence Part I

(November) Focus/Organization in Effective Writing

Making Sense of a Sentence Part II

(December) Conventions/Grammar in Effective Writing

(January) Supporting Details/Elaboration in Effective Writing

## **Evaluation**

Evaluation of students' progress will be monitored through the 2007 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) 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.

## 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 of the 107 students tested, eight scored at Level 3 or above. Specifically, students are deficient in (1)Physical and Chemical Science, (2) Earth and Space,(3) Life and Environmental, and (4) Scientific Thinking.

The following data reflects the percentage of points earned on each tested strand on the 2005-2006 FCAT Science Test: (1)Physical and Chemical Science 42 percent; (2) Earth and Space 36 percent; (3) Life and Environmental 39 percent; and (4) Scientific Thinking 42 percent.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Demings Cycle 4-Step Process Plan-Do-Study-Act school-wide to ensure student acquisition of science skills.	Administration Science Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement a Science Laboratory for fourth and fifth grade students to provide hands-on, participatory-type learning experiences.	Science Facilitator	8/14/2006	5/30/2007	Continuous Improvement Model	\$950.00
Conduct an annual Science Fair for students in kindergarten through grade five to display students' ability to apply the scientific method.	Science Facilitator	04/24/2006	5/17/2007	Continuous Improvement Model	\$0.00
Develop and administer school designed tri-weekly science tests to students in grade five to identify the strengths and weaknesses of Science Content Strands.	Science Facilitator	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement the 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 Science Facilitator Department Chairpersons	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	10/03/2006	12/21/2006	Community Partnerships	\$0.00
Utilize the Harcourt Brace Science Textbook for students in grade five in order to improve proficiency in science.	Science Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

The Research-Based Program used with this science objective is the state adopted Harcourt 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:

- (August) Implement District Pacing Guide
- (September) District-sponsored workshop on SPECS Manual
- (October) Riverdeep
- (November) Access websites and other resources to assist with increasing proficiency in Science clusters
- (December) Saturday Academy Preparation Part I
- (January) Saturday Academy Preparation Part II

## **Evaluation**

Evaluation of student progress will be monitored through the 2007 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, (3) Utilize the number of student Science displays to verify participation, and (4) Analyze pretest, posttest, and tri-weekly test scores for the purpose of ascertaining student progress or a lack thereof using Edusoft software.

## 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 2004-2005 and 2005-2006 indicated that there was a 13 percent increase in parent participation in school site activities during the 2005-2006 school year from that of the 2004-2005. However, an analysis of the Title I Monthly Report revealed that 59 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 2006 showed a marginal increase over parent attendance at Open House for the previous year, which was held in August 2005. A subsequent Open House, which was held in September 2006 divulged a slight increase in numbers to that of the August 2006 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 school's 2006-2007 membership drive resulted in an unprecedented 130 families joining this all-

important entity. 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 improve as evidenced by a 15 percent increase in participation in school site activities during the 2006-2007 school year, as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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.	Administration Community Involvement Specialist (CIS)	9/5/2006	5/18/2007	Community Partnerships	\$0.00
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)	9/18/2006	4/30/2007	Community Partnerships	\$0.00
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)	9/11/2006	4/30/2007	Community Partnerships	\$0.00
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.	Community Involvement Specialist (CIS)	8/14/2006	5/25/2007	Community Partnerships	\$0.00
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)	9/5/2006	5/30/2007	Community Partnerships	\$2000.00
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)	9/25/2006	5/25/2007	Community Partnerships	\$0.00
Plan and facilitate special family night activities such as FCAT workshops that include reading, writing, mathematics and	Community Involvement Specialist (CIS)	11/1/2006	2/28/2007	Community Partnerships	\$0.00

science in order to help parents better understand FCAT formats and assist their children academically.	
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## **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 2005-2006 school year to that of the 2006-2007 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 Compacts; (5) Daily signature logs; and (6) Attendance logs.

## 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 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 2005-2006 school year, School Profile data translates into 63 students.

## 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 2006-2007 school year as, compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the weekly Brilliant Bulldog recognition for students demonstrating excellent behavior.	Administration Guidance Counselor	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
Implement Character Education for students in grades pre-kindergarten through fifth in order to develop sound values and good character.	Administration Guidance Counselor	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
Implement Do-the-Right Thing monthly recognition for students in grades pre-kindergarten through fifth in order to award good citizenship.	Administration Guidance Counselor	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
Utilize a conflict resolution program for students in grades pre-kindergarten through fifth in order to assist students with behavior modification.	Administration Guidance Counselor	8/14/2006	5/25/2007	Mentoring Opportunities	\$0.00
Implement a school-wide discipline plan in order to provide early intervention to re-direct inappropriate behavior.	Administration Guidance Counselor	10/03/06	05/30/07	District Strategic Plan	\$500.00

## 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 2006-2007 school year, which will be compared to that of the 63 students who were suspended during the 2005-2006 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*

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<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**

Ten new instructional personnel who have not previously accessed or utilized the Excelsior Electronic Gradebook joined the faculty. This grading system is a new approach to these educators, thus there exists a lack of experience in electronically inputting grades, creating assignments with targeted due dates 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 area courses taught during the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create an assignment by opening the grade book program and defining an assignment.	Administration Gradebook Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Input attendance grades by accessing the Quick Check icon in the menu tool bar	Administration Gradebook Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create an assignment and a targeted due date by using the assignment due date option.	Administration Gradebook Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Transfer student grades from sending homeroom class to receiving homeroom class.	Administration Gradebook Manager	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Provide ongoing teacher training and support to instructional personnel.	Gradebook Manager	8/14/2006	05/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

## Professional Development

The training outlined below will be conducted.

- \* Training for the Excelsior Office of Instructional Personnel  
Electronic Gradebook. (August 2006)
- \* Training for the Excelsior Office of Instructional Personnel  
Electronic Gradebook. (September 2006)
- \* Exercises in the Excelsior Gradebook Manager  
Electronic Gradebook. (September 2006)
- \* Exercises in the Excelsior Gradebook Manager  
Electronic Gradebook. (October 2006)
- \* Exercises in the Excelsior Gradebook Manager  
Electronic Gradebook. (November 2006)
- \* Exercises in the Excelsior Gradebook Manager  
Electronic Gradebook. (December 2006)

## 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*

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<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 2006-2007 school year, Van E. Blanton Elementary School tested 197 students in grades four and five. Of this numerical figure, 43 students received Gold Medals and 60 students received Silver Medals, which yielded only 105 students receiving recognition out of a total of 197 students tested. The data further disclosed that only 52 percent of the students were award winners. To this end, the school will institute strategies to improve student 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 2006-2007 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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.	Physical Education Coach	10/31/2006	11/30/2007	District Strategic Plan	\$0.00
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.	Physical Education Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
4. 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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

FITNESSGRAM

### Professional Development

Not Applicable

## **Evaluation**

This objective will be evaluated via 2006-2007 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"/>

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<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 2005-2006 school year, the fine arts program was comprised of chess and journalism. Statistical calculations from the 2005-2006 school year reflected that 66 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 2006-2007 school year when, compared to the 66 students who were enrolled in the program during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Continue with Chess and Journalism clubs that include students in grades two through five to enhance critical thinking skills.	Chess Club Sponsor Journalism Sponsor	9/25/2006	4/26/2007	Expanding arts opportunities	\$0.00
2. Maintain continuous development through student participation in school site performances, such as May Day, Holiday Programs and competitions.	Music Teacher Art Teacher	10/9/2006	5/21/2007	Expanding arts opportunities	\$0.00
3. 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	4/9/2006	5/21/2007	Expanding arts opportunities	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

The evaluation of students progress will be monitored through a 10 percent increase in student membership in the fine arts clubs, which will be reflected in student rosters and attendance at tournaments 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"/>

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<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 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize school and district in-service training.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify lowest quartile students early and provide additional assistance.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide strategies to parents for their student's academic improvement.	Administration Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reallocate school resources to better implement teaching, learning and class-size mandates; i.e., combine teacher aide positions into a teacher position.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use purchased programs effectively and increase student participation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

See core subject area goals/objectives.

## **Professional Development**

Not Applicable

### **Evaluation**

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school. Additionally, the results of the upcoming ROI index will serve as an indicator for this objective.



## *EESAC Compliance*

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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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$13,600.00
Goal 2: Mathematics	\$2,000.00
Goal 3: Writing	\$1,000.00
Goal 4: Science	\$950.00
Goal 5: Parental Involvement	\$2,000.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$20,050.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*