

Miami-Dade County Public Schools

# Van E. Blanton Elementary School



2016-17 Schoolwide Improvement Plan

## Van E. Blanton Elementary School

10327 NW 11TH AVE, Miami, FL 33150

<http://vblanton.dadeschools.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	97%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	B	B

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Van E. Blanton Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

An institution committed to EXCELLENCE; where proficient staff produce proficient students through collaboration and ongoing professional development.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Van E. Blanton Elementary School's vision is to be an institution committed to excellence, where proficient staff produces proficient students through collaboration and ongoing professional development. The school's mission is to develop each student's academic, social, physical and emotional potential in a wholesome, supportive environment to create life-long learners and contributing citizens in a multicultural and changing world. Every child at Van E. Blanton is a winner every day. The staff is committed to ensuring that every student who enters the building receives a quality education, demonstrating academic growth and social development at the conclusion of each year.

Van E. Blanton services general education students and students with varying exceptionalities, to include gifted students and students with specific learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student, parent, and community stakeholders.

Students at Van E. Blanton are provided a variety of culturally based programs and activities to enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, the DARE Program, Anti-bullying and Character Education, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, tap into and explore their interests, and increase self-awareness and confidence.

Achieving excellence, maximizing potential, and becoming lifelong learners are not concepts that apply only to students at Van E. Blanton. Teachers and Administration recognize the importance of refining their pedagogical and leadership skills and are proactive in seeking out professional development. Participating in an assortment of content or topic-specific professional developments contributes to implementing the most effective, research-based educational strategies within the classroom creating a solid foundation on which everyone can build.

Additionally, an 8-characteristic trait chart that can be found in each classroom has been adopted for school-wide use by the teachers and students emphasizing “effectiveness over excuses, cooperation not criticism, mastery not mediocrity, fire fighting instead of fire starting, inspiration rather than instigation, productivity instead of being problematic, sensitivity over sarcasm, and discipline instead of being a distraction.” The teachers and students are encouraged to incorporate these characteristics in their daily actions and behaviors.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school.**

Van E. Blanton Elementary School services pre-kindergarten to fifth grade students of diverse backgrounds to include general education students, Students with Disabilities (SWD), English Language Learners (ELL) and gifted students. This range of students possesses a variety of academic and social skills; hence, it is our goal to meet each child’s need in order for him/her to flourish and experience success. At Van E. Blanton, we hold the belief that despite the socioeconomic condition, every student has potential and will become proficient.

Van E. Blanton strives to develop each student’s academic, social, physical, and emotional characteristics and traits by providing a safe, supportive, nurturing, and positive environment. As a result, security monitors are stationed at the front of the school to identify and assist visitors before, during, and after school hours. Students are supervised by adults at all times during the school day to ensure safety and academic excellence. Faculty and staff are familiar with safety procedures which include escorting the students to designated locations during dismissal, to the cafeteria for lunch or after care services, and rainy day dismissal procedures. Additionally, all staff members are familiar with emergency lock down (code yellow and code red), medical emergency, and rumor control procedures. In addition, administrators and leadership team members are posted at strategic locations within the school during the dismissal times to ensure that students are dismissed in a smooth and orderly manner. Parents are contacted immediately if an accident or incident that warrants their attention occurs.

Furthermore, Van E. Blanton has implemented a Positive Behavior Support (PBS) program utilizing the school's mascot (B.U.L.L.D.O.G.S.) to develop school-wide expectations and rules. These expectations were derived from the M-DCPS Code of Student Conduct and the school's Mission and Vision Statements in order to promote a positive climate and school culture before, during, and after school. Expectations are taught through targeted discussions. Through the daily repetition of the BULLDOGS Pledge: "We the BULLDOGS promise to be Brave, Upstanding, Loyal, Literate, Dedicated, Organized, Gentle, and Safe!" students are taught the importance of the school's expectations and are provided with an opportunity to have the specific behavior modeled for them. They are taught how to execute the expectations in various settings such as during morning arrivals, in the cafeteria, hallways, play areas, classrooms, restrooms, and during dismissals.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Established protocols such as defined classroom rules and consequences, implementation of the Elementary Code of Student Conduct, and the school-wide discipline plan will help to promote and maintain a positive learning environment free from disruptions of the teaching and learning process. Van E. Blanton Elementary School also incorporates all of the District Core Values through the Values Matter Initiative: Citizenship, Cooperation, Fairness, Honesty,



Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. A different core value is highlighted every month by the principal through morning announcements. In addition, expectations of classroom behaviors, rewards and consequences are a collaborative effort within grade levels. These expectations are expressed to students with the anticipation that classroom management strategies are consistently and effectively implemented in each classroom.

In addition, Van E. Blanton Elementary School has implemented Class Dojo as part of the school-wide behavior management and tracking program which benefits, teachers, parents, and students. Class Dojo motivates students to consistently display the positive behaviors listed in the school-wide expectations. Class Dojo also helps to change or strengthen specific behaviors and provides real-time feedback to parents and students. It creates a common bridge between teachers and parents allowing parents to sign in and view their child's behavior on a daily basis.

Furthermore, teachers are required to seek immediate assistance from another teacher or contact the office for security if the behavioral infraction warrants immediate removal of a student. A referral form is used to detail specific incidents and behaviors that resulted in the student's removal. Parents are contacted by the teacher to discuss the details of the incident, and the counselor follows-up with individual counseling, as needed.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The counselor and administration will serve as the liaison between students, teachers, and parents. It is the responsibility of the counselor to provide the appropriate character education, conflict resolution, and anti-bully curriculum to all students. The counselor will also facilitate counseling throughout the year to targeted students who have displayed ongoing behavioral problems or students who are in need of counseling services as stipulated in the Individualized Educational Plan (IEP).

In addition, the school counselor provides academic support, individual and group sessions on topics including conflict resolution, anger management, parent conferences, crisis counseling, and grief counseling to aid in the academic, social, and emotional growth of every student. A school psychologist has been assigned to assess students, collect and analyze data, recommend academic, mental, and behavioral interventions, and monitor progress.

Moreover, the Counselor, School Psychologist, and Community Involvement Specialist will assist in making parents aware of available resources/agencies specific to the student's needs. These services include, but are not limited to therapy, instruction in classroom-based social skills, the availability of psychological and medical evaluations, counseling, support groups, and workshops on child-related topics. Through an affiliation agreement and partnership with these agencies students in need of additional counseling and therapeutic services can be addressed on-site.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Van E. Blanton Elementary School uses a variety of data sources to identify and monitor students that are at risk. The team monitors students that have:

- been retained
- excessive absences (Excused and Unexcused)



- excessive Tardies
- Three (3) or more Disciplinary Referrals
- SAT-10 Stanines of (1,2,3, or 4) or score lower than 50th Percentile on the Stanford Achievement Test
- been promoted to Grade 4 based on Good Cause
- scored a Level 1 or 2 on state assessments

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	14	11	5	9	9	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	8	8	12	8	11	14	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	10	13	30	0	10	47	0	0	0	0	0	0	0	110
Retention	13	5	8	6	0	0	0	0	0	0	0	0	0	32

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	10	9	17	4	11	31	0	0	0	0	0	0	0	82

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Intervention strategies employed by Van E. Blanton Elementary School to improve academic performance of students identified by the EWS are:

iReady (Math/Reading): is a comprehensive, web-based assessment and instruction program that includes adaptive diagnostic assessment, instantaneous reporting, and engaging, online instructional modules. The assessment, the reporting, and the instruction all work together to give students the one-on-one attention they need to accelerate their learning and progress toward or beyond grade level.

MyOn Reader (Reading): is a browser-based online library. This digital content offers varied subjects both fiction and non-fiction selections so that students can personalize their reading interests. "MyOn Reader addresses key elements in the Common Core Standards with MetaMetrics, creators of the Lexile Framework for Reading". Digital books are available in both English and Spanish and all core content areas.

Reflex Mathematics: is adaptive individualized digital software which continuously monitors student math fluency. It is game-based and highly engaging for students.

Wonder Works Tier II Intervention: is designed for students two years below grade level, the program closes achievement gap, provides intensive, scaffolded support, addresses foundational skills (grades 2-5) and includes accessing complex text (grades 2-5).

Intensive Acceleration Course (IA): provides additional reading instruction to retained third graders

and 4th graders promoted on good cause. Students receive additional instruction on foundational reading skills including phonemic awareness, phonics, and fluency. Comprehension strategies are taught to these struggling readers as a way of monitoring and improving their reading comprehension.

After School/Saturday Tutoring: Van E. Blanton Elementary School hosts an after-school tutoring program from February to March each year and eight sessions of Saturday Academy. The two programs are funded through Title I and identified FSA level 1 and 2 students and students who require additional interventions participate in the programs.

Truancy Child Study Team: is a collaborative effort between the school's counselor, social worker, and administrative team to reduce the number of unexcused absences. The team monitors excessive absences and tardies, communicates the importance of regular/punctual attendance to parents, and develops a plan of action with parents to improve attendance.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/321972>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The Community Involvement Specialist in conjunction with the Guidance Counselor makes contact with local business, parents, local colleges and universities to secure and utilize resources to support the school and student achievement. The companies and organizations are as follows:

Rotary Club of Hialeah Miami Springs: Donates dictionaries and backpacks to students in need,  
Shoes That Fit: Donates shoes to students in need.

Mount Tabor Baptist Church: Provides school supplies, food baskets, and holiday gifts for students.

Publix: Gift card to be used at Publix provide Thanksgiving baskets for the families of students in need.

Heiken Optical: Provides eye exams and glassed for students who do not have vision insurance.

Barry University (School of Education): Interns to provide additional assistance to the classroom teacher.

Miami Dade College: Interns to provide additional assistance to the classroom teacher.

Florida International University: Interns to provide additional assistance to the classroom teacher.

Florida Memorial University: Interns to provide additional assistance to the classroom teacher.

Open Arms Community Center: provides on site mental health services.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

## 1. School Leadership Team

### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Parrish-Gay, Trellany	Principal
Louis, Samuel	Assistant Principal
Duren, Althea	Attendance/Social Work
Mathis, Leah	Instructional Coach
Griffin, Ebonie	Instructional Coach

### b. Duties

#### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Team Members and their responsibilities:

Mrs. Trellany Parrish-Gay, Mr. Samuel J. Louis (Principal/Assistant Principal): Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/Rtl skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/Rtl functions, plans and projects.

Ms. A. Luma, Ms. M. Malebranche, Ms. R. Scott, Mrs. A. Duren, Mr. F. Noel, Ms. L. McClain (Counselor, Teacher Leaders, Bilingual Instructors and ESE Instructor): Share data and information pertinent to the instructional curriculum that accentuates the basic skills and core area subjects; retrieve and disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.

Ms. Leah Mathis (Reading Instructional Coach) and Ms. Ebonie Griffin (Math Instructional Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief with teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading, mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Althea Duren (Guidance Counselor): Prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure

academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/Rtl.

Ms. St. Fleurose (School Psychologist): Conducts assessment of students; consults with teachers, parents and MTSS/Rtl to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in collection and interpretation of data.

Ms. Cydney Tornopsky (Speech/Language Pathologist): Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS/Rtl .

#### Tier 2

Mr. Samuel J. Louis, Ms. St. Fleurose, Mrs. Althea Duren, Ms. Leah Mathis, Ms. Ebonie Griffin, Ms. Latonia McClain and Ms. Cydney Tornopsky, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

Mr. Samuel J. Louis, Ms. St. Fleurose. Althea Duren, Ms. Leah Mathis, Ms. Ebonie Griffin, Ms. Latonia McClain and Ms. Cydney Tornopsky, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS/Rtl Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? ( MTSS/Rtl problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students (within SST guidelines) for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

#### Title I, Part A

Van E. Blanton Elementary School has a conglomerate of programs that coordinate with other local, state and federal funds and initiatives aimed at improving student performance. The District has purchased and made available to students and teachers Internet-based programs such as iReady, Reading Plus, Reflex Math, and DIAL-A-TEACHER ON-LINE. This technology-based learning provides a collection of high-value educational software solutions that enhance student achievement in Reading, Language Arts, Mathematics, Social Studies and Science. Daily, students in all grade levels engage in the use of these learning tools. The media center - as well as the classrooms are equipped with computers that are readily accessible to students. Additionally, students are provided with Reading, Writing, Mathematics, and Science journals for opportunities to write about and solve real world problems. The DIAL-A-TEACHER ON-LINE is a service provided by Miami-Dade County Public Schools in cooperation with the United Teachers of Dade and WLRN-TV. DIAL-A-TEACHER ON-LINE offers homework help in most subject areas in grades K - 12. Van E. Blanton Elementary students and parents are encouraged to take advantage of this free cyber-help with homework. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

As it relates to district, Title II, and Title III, funds are appropriated to ensure staff development opportunities are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide



support for assessment and implementation monitoring.

#### Title I, Part C- Migrant

A thorough review of available data disclosed that of the students currently enrolled at Van E. Blanton Elementary, no student has been recognized as having an official migrant status. However, should this be reversed, the school will apply the District's protocol for addressing the needs of migrant students. This will include notifying the appropriate district staff of the enrollment at this site of such students.

#### Title I, Part D

N/A

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Revenues from the Title III pecuniary source are allocated to supplement and enhance programs for English Language Learners (ELL). These programs include: extended day tutorial programs, parent outreach activities, professional development with a focus on best practices for ESOL and content area teachers, coaching and mentoring for ESOL and content area teachers, reading and supplementary instructional material, hardware and software for the development of language and literacy skills in reading, mathematics and science.

Services are provided through the District for educational materials and ELL District support services to improve the education of immigrant and English Language Learners.

#### Title VI, Part B - NA

#### Title X- Homeless

Currently, there are 6 students officially enrolled at Van E. Blanton Elementary School classified as homeless. Being familiar with the McKinney Vento Homeless Assistance Act, the school understands procedures to observe should this status become altered. The school is knowledgeable of existing policies that eliminate barriers to enrollment, and ensure retention and success in school for homeless students. The school obligates itself to educate personnel regarding the McKinney Act. Critical to understanding the plight of homeless students, staff is aware that homelessness does not only mean someone who literally lives on the street. Its meaning spans to include: an individual who has a primary nighttime residence that is: a supervised publicly or privately operated shelter designed to provide temporary living accommodations; an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. District sponsors the Homeless Assistance Program and the Project Upstart Program – both aimed at providing essential assistance to homeless children and their families.

#### Violence Prevention Programs

Van E. Blanton Elementary School's Violence Prevention Program parallels with its Drug and Violence Prevention initiative. This effort enables Van E. Blanton Elementary to establish a school-wide foundation, which entails supporting positive discipline, academic success, and mental and emotional wellness through a supportive and nurturing school environment, as well as teaching students appropriate behaviors and problem solving skills. Should the school identify at-risk students,

it implements services or intervention that addresses their individual needs.

#### Nutrition Programs

The Food Service Department at Van E. Blanton Elementary School prepares and serves meals that are balanced and nutritiously fortified. The school fully understands the benefits attached to healthy eating. The correlation between nutritious eating and academic achievement has received massive attention. Given the contention that the physical well-being of students is intrinsically interwoven in eating habits, the school incorporates Health and Nutrition lessons into the Physical Education curriculum. The instructional contents convey to students that nutrients give energy and keep the heart beating, the brain active, and the muscles working. This translates into having a body physically able and ready to successfully undertake the challenge of learning. The School Food Service Program - school breakfast, school lunch, and after care snacks - follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

#### Head Start

Van E. Blanton Elementary School is host site for two VPK/Head Start classes. The VPK program has as its premier purpose - a responsibility to prepare, equip and build a solid foundation for the educational success of every four-year-old student. Similarly, four-year-old children attending Head Start at venues other than the public schools are enabled with classroom strategies that maximize the probability of their academic success upon their official entrance into the school environment.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Van E. Blanton Elementary School embraces parents as Partners in Education inasmuch as the Family Resource Center serves as an onsite facility that exists exclusively to accommodate parents and families. To get parents acclimated with the education process, the school informs parents of structured programs available to their children and seeks their input and feedback. Additionally, at designated times, the school extends an opportunity for parents to visit classrooms, meet teachers and become familiar with the instructional curriculum, as well as the functions and activities of the school. The Community Involvement Specialist (CIS) sponsors adult workshops to educate parents on the benefits of eating nutritiously, home buying tips, and food handling. A series of FSA/FCAT/SAT-10 workshops are offered to equip parents with the skills, materials and resources necessary to assist in the academic preparation of their children. Given that parents are viewed as vital stakeholders of the school, many attend and are members of the Educational Excellence School Advisory Council (EESAC), which is the decision-making entity for this site.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:



Name	Stakeholder Group
Trellany Parrish-Gay	Principal
Crystal Alvarez	Teacher
Juanita Vickers	Teacher
Fritzlaine Demosthenes	Teacher
Constance Johnson	Education Support Employee
Verna Rawls	Education Support Employee
Jeanette Romero	Parent
Zoraida Acevedo	Parent
Zulie Hernandez	Parent
Stephanie Morales	Parent
Eloise Owens	Parent
Victoria Martinez	Parent
Mina K. Mandel	Business/Community
John Fraser	Business/Community
Samuel J. Louis	Education Support Employee
Ann Fernandez	Teacher
Anne Luma	Teacher
Marylin Velasquez	Parent

**b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

The School Advisory Council (SAC) engaged in the problem solving process of setting goals for the 2016-2017 School Improvement Plan (SIP). When data became available, the SAC determined that they were unable to determine whether 2015-2016 SIP goals were met due to the limited availability of data. However, the members feel that while the school's goals were addressed, insufficient progress was made particularly in 4th and 5th grade mathematics and 5th grade science.

*b. Development of this school improvement plan*

The EESAC is diligent in its commitment to the fidelity of the School Improvement Plan. At each meeting, the objectives are discussed and the strategies are monitored so that members are assured that the written plan is put into action for the academic and social growth of each student.

*c. Preparation of the school's annual budget and plan*

The principal shares information with the SAC regarding the proposed budget and suggests curriculum materials that can be purchased to promote student achievement. Members of the SAC can provide suggestions referencing curriculum materials and propose changes to the school's annual budget.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

\$600.00 Computer Lab/Testing Headphones  
\$1500.00 End-of-the-Year Academic Awards

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Oce, Kimula	Principal
Louis, Samuel	Assistant Principal
Duren, Althea	School Counselor
Mathis, Leah	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills. The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Establishing an Instructional Coach-led common planning session with all teachers of literacy.
- Monitor consistency of Florida Standards program implementation school-wide aimed at affording each student the opportunity to make adequate progress.
- Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.
- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction based on Florida Standards.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Maintain an effective system for using instructional support personnel and establish a support system for improvement and comprehension of Florida Standards .
- Establish a process that lends focus to collaborative study of student progress, Florida Standards, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.
- Plan literacy events that allow parents to collaborate with the school to promote literacy at home.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Van E. Blanton's incorporates strategies to encourage positive working relationships between teachers by providing:

- Teacher schedules are structured to accommodate Collaborative Planning that is led by an Instructional Coach
- Highlighting and sharing of "Best Practices" during faculty meetings
- Committees are formed to raise morale
- Professional Learning Communities are implemented to address areas of need across grade levels
- Peer mentoring to observe and model best practices

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

The Leadership Team, meticulous in its efforts, conducts the initial interview of the screening process. Applicants who meet specified criteria during this stage of the interview are referred to the principal for a subsequent interview. Additionally, the school collaborates with District and attends job fairs in order to recruit highly qualified personnel. Moreover, the school networks with colleges and universities in its efforts to recruit proficient, competent and highly qualified graduates, majoring in education. In order to develop these professionals, professional development opportunities are provided on- and off-site both during the school day and after school/weekends through the district. Retaining these individuals involves providing adequate supports to promote a sense of collegiality while also provide timely feedback.

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Ms. Carolyn Scalfano (1st Year Kindergarten Teacher)

Ms. Sheila Jean-Pierre, a veteran teacher is MINT trained. She has served as a Kindergarten teacher for the past 4 years and previously served as an ESE teacher. She consistently has satisfactory Kindergarten SAT-10 Reading and Math scores.

Mrs. Rosalyn Hightower-Myers (1st Year First Grade Teacher)

Ms. Oscar, a veteran teacher. She has taught 1st grade for numerous years and is experienced in both departmentalized and self-contained settings. Her experience with struggling students makes her a good match to serve as mentor. She is also ESE certified and has a wide range of strategies to improve student proficiency.

Ms. Tangela Williams (1st Year Third Grade Teacher)

Ms. Ruth Scott, a veteran teacher, is MINT trained. She has served as a Grade 3 teacher for numerous years. She is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Grade 3 FCAT 2.0 and FSA scores.

Ms. Taylor Martin (1st Year Third Grade Teacher)

Ms. Leah Mathis a veteran teacher, is MINT trained. Ms. Leah Mathis has served as a Grade 4 teacher for 8 years and now serves as the reading instructional coach. Additionally, Ms. Leah Mathis is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Grade 4 state assessment scores.

Benjamin Menendez (1st Year Fourth Grade Teacher)

Ms. Ebonie Griffin a veteran teacher that has served as a teacher in various grade levels and now

serves as the mathematics instructional coach. Additionally, Ms. Griffin is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by state assessment scores.

Desire Stanley

Ms. Leah Mathis a veteran teacher, is MINT trained. Ms. Leah Mathis has served as a Grade 4 teacher for 8 years and now serves as the reading instructional coach. Additionally, Ms. Leah Mathis is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by Grade 4 state assessment scores.

Teresa Hawk

Ms. Ebonie Griffin a veteran teacher that has served as a teacher in various grade levels and now serves as the mathematics instructional coach. Additionally, Ms. Griffin is thoroughly abreast of the instructional curriculum and has consistently actualized gains in student performance as measured by state assessment scores.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

Van E. Blanton ensures its core instructional programs and materials are aligned to Florida's standards by following district Pacing Guides, utilizing Item Specifications and fully implementing district adopted materials such as; McGraw-Hill Reading Wonders, McGraw-Hill Wonder Works for Tier II Intervention and Houghton Mifflin Go Math.

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Van E. Blanton Elementary School establishes and maintains a student assessment system as well as systematic processes and procedures to collect and analyze data, and improve student learning. Teachers and support staff are trained in the evaluation, interpretation and use of data. A process exists for analyzing data, and policies and procedures are clearly defined. The Literacy Leadership Team (LLT) monitors student learning, and regularly communicates results to all stakeholders.

Teachers modify instruction through DI (Differentiated Instruction) to assist students having difficulty meeting proficiency on classroom, district, or state assessments. Students meeting proficiency on classroom, district, or state assessments are provided enrichment opportunities during DI. Additionally, students deemed as having difficulty grasping concepts during DI receive additional Tier II Intervention utilizing the Wonder Works Intervention program or the Go Math Tier 2/3 program.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy: After School Program**

**Minutes added to school year: 840**

Tutorial services that address identified area(s) of need will be provided to students in the form of immediate intensive Tier II and Tier III Intervention as well as opportunities in after school programs. State and District assessment data or IEP's will be utilized when selecting the appropriate intervention. Van E. Blanton Elementary School hosts an after-school tutoring program from January/February to March/April each year. The program runs through Title I funding. Identified FSA level 1 and 2 students and students who require additional interventions participate in the program. The reading and mathematics tutoring occurs two to four days a week.

**Strategy Rationale**

Tier II and Tier III Interventions are implemented based on State/District assessment data, LEP Plans and/or IEP's. This data will be utilized when selecting the appropriate intervention for students.

Tutoring services are provided as an intervention/enrichment to extend the learning day two to four times a week for a period of 60 minutes and on Saturdays for a minimum of 120 minutes.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Louis, Samuel, slouis@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

After the administration of the iReady Diagnostic 1, each grade level will participate in a school-wide data disaggregation activity as they review and analyze the Intervention Screener and Class Profile reports. Subject/grade level teams in conjunction with the leadership team will discuss and analyze the data from bi-weekly and/or monthly assessments to determine student needs and instructional strategies. Grade levels meet after each iReady Diagnostic Assessment to make necessary changes to their instruction to meet individual student needs. Furthermore, grade level teams will meet to discuss results from any district baseline, midyear, or interim assessments to make necessary changes to their instruction in order to meet individual student needs.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,080

Tutorial services that address identified area(s) of need will be provided to students in the form of immediate intensive Tier II and Tier III Intervention during Saturday School. State and District assessment data or IEP's will be utilized when selecting the appropriate intervention. Van E. Blanton Elementary School hosts five- right sessions of Saturday Success Academy (SSA) from January/February to March/April each year. The program runs through Title I funding. Identified FSA level 1 and 2 students as well as higher performing students are able to participate in the program. Reading, mathematics, and science instruction is addressed in the SSA.

**Strategy Rationale**

Tutoring services are provided as an intervention/enrichment to extend the learning day two to four times a month for 180 minutes each session on Saturdays.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Louis, Samuel, slouis@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

After the administration of the iReady Diagnostic 1, each grade level will participate in a school-wide data disaggregation activity as they review and analyze the Intervention Screener and Class Profile reports. Subject/grade level teams in conjunction with the leadership team will discuss and analyze the data from bi-weekly/monthly assessments to determine student needs and instructional strategies. Grade levels meet after each iReady Diagnostic Assessment to make necessary changes to their instruction to meet individual student needs. Furthermore, grade level teams will meet to discuss results from any district baseline midyear, or interim assessments to make necessary changes to their instruction in order to meet individual student needs.

**Strategy:** After School Program

**Minutes added to school year:** 5,220

After School Computer Lab

**Strategy Rationale**

Students need additional time to work at their instructional level in iReady, Reflex Math, and various instructional technologies.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Louis, Samuel, slouis@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Iready Diagnostic data in conjunction with district and school-based assessments.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Van E. Blanton invites and hosts visits from neighboring childcare centers. The preschool students become participants in the learning experience, as they visit the kindergarten classes, the media center and other locations in the school. They are also guests in the cafeteria and subsequently partake of the meal provided by the school. This venture affords the students exposure to the school setting prior to their official entrance. They become familiar with the academic milieu and therefore gain increased comfort in this environment. The school also articulates and meets with the pre-school teachers and parents with the intent of ensuring a smooth transition. The open channel of communication between the school, pre-school teachers and parents ensures continuity in the process to ready the students for their entrance into kindergarten.

Assessment tools utilized by the pre-kindergarten teachers to determine student readiness rates and to posttest include: the VPK Assessment (AP1, AP2, and AP 3). Each of these addresses the 4 core components (Print Knowledge, Phonological Awareness, Oral Language/Vocabulary, and Mathematics). When testing a LEP (Limited English Proficient) student, teachers must take into consideration the child's ESOL level. Children with ESOL Levels I and II must be tested in their home language and in English for those skills that they may have learned in the classroom environment. Children with ESOL Levels III and IV must be tested using both languages. The test item may be introduced in English and if the child appears to have difficulty, the home language must be used in order to facilitate understanding. Correct answers in the home language must be considered acceptable.

Special Education children who are ELL must be assessed with the M-DCPS Oral Language Proficiency Scale-Revised (OLPS-R), Pre-K level or the Relative Language Dominance Checklist-



Revised in order to determine an ESOL level. This assessment must have been completed prior to entering the program for the first time and again in May for children who obtained ESOL Levels I - IV. It is important that parents and families are informed on a regular basis about their child's progress in school.

The Parental Involvement component is a key factor in encouraging the home to assume a proactive role in order to ensure a successful transition for preschool students. The parents are invited to attend meetings wherein they are encouraged to join with the elementary school and preschool program to identify and coordinate services for a smooth and uneventful move into the elementary school system. The pre-kindergarten program is Title I funded and it is monitored and evaluated by the Division of Early Childhood Programs. In order to ascertain the effectiveness of the pre-kindergarten program, the Florida Kindergarten Readiness Screener (FLKRS) will be administered. This evaluation will not be done until after students enter kindergarten. Given that school readiness is the major goal of the Voluntary Pre-Kindergarten (VPK) program, it is imperative that the school find out if the students are prepared to adequately function in elementary school. The Florida Kindergarten Readiness Screener will be utilized. A non-intrusive way of evaluating children's knowledge is used as teachers observe students during class to determine whether they have certain skills, such as knowing how to use a book or how to play with others. They then create lesson plans to help each child progress. This style of assessing is viewed as evaluating the "whole child" in a normal setting.

Inter- as well as intra-grade level articulation is critical for a smooth transition from pre-kindergarten to kindergarten. Articulation occurs between the pre-kindergarten teachers as well as between the pre-kindergarten and kindergarten teachers. Through articulation, standards, curriculum and teacher training are synergistic. As a team, teachers will meet and discuss the results of the FLKRS and devise activities that will be guided by developmentally appropriate foundations in all content areas. In addition, articulation between the teachers will extend the opportunity to share best practices. This in return will ensure that the students are ready for kindergarten and that kindergarten teachers are ready for the students.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary. Funds are used to provide extended support through a full time highly qualified teacher and Paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

## **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If core instruction in all content areas is improved, then there will be an increase in student achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If core instruction in all content areas is improved, then there will be an increase in student achievement. 1a

G088100

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	52.0
CELLA Reading Proficiency	30.0
CELLA Writing Proficiency	21.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
Math Gains	68.0
Math Lowest 25% Gains	68.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	77.0
FCAT 2.0 Science Proficiency	56.0

**Targeted Barriers to Achieving the Goal** 3

- Content knowledge, comprehension and level of comfort concerning the MAFS/LAFS/Science NGSSS. Teachers lack a thorough understanding of student expectations and how students will be assessed.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Literacy Resources: DOK Levels Chart, Common Planning Protocols, Reading Wonders Series, Coaching and Modeling from Reading Coach, FSA ELA Item Specifications, ELA Pacing Guides (Constructed Response Items), iReady, Title I Budget, Grade Level Chairpersons, Curriculum Support Specialist, Computer Lab, Promethean Board
- Mathematics Resources: Title I Budget, Mathematics Manipulatives, Mathematics Pacing Guides, Grade Level Chairpersons, Curriculum Support Specialist, Mathematics Liaison, common planning times, Go Math, Item Specifications, Computer Lab, Promethean Board, Reflex Math, Explore Learning Gizmos
- Science Resources: Title I Budget, Science Pacing Guides, Grade Level Chairpersons, Science Liaison, Common Planning Times, Scott Foresman, P-SELL Curriculum, NGSSS Item Specifications, Lab Kits, Science Manipulatives, Explore Learning Gizmos, Promethean Boards

**Plan to Monitor Progress Toward G1. 8**

iReady (Diagnostic, Instruction, Growth Monitoring), district assessments, and core curriculum-aligned resources/assessments will be collected and reviewed throughout the year to determine the progress towards the goal and/or targets.

**Person Responsible**

Samuel Louis

**Schedule**

Monthly, from 8/29/2016 to 6/8/2017

***Evidence of Completion***

The evidence that will be collected/used to demonstrate that the goal is being monitored and whether progress is being made toward the selected targets will include, but not be limited to iReady Intervention Screener and Class/Student Profile reports.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy


**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If core instruction in all content areas is improved, then there will be an increase in student achievement.

1

 G088100

**G1.B5** Content knowledge, comprehension and level of comfort concerning the MAFS/LAFS/Science NGSSS. Teachers lack a thorough understanding of student expectations and how students will be assessed. 2

 B234251

**G1.B5.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S247028

### Strategy Rationale

To clearly plan instruction linked to standards as a means of achieving intended learning outcomes.

### Action Step 1 5

Provide Professional Development on effective use of the English Language Arts, Mathematics, and Science interactive journals during the respective instructional block.

#### Person Responsible

Leah Mathis

#### Schedule

On 11/8/2016

#### Evidence of Completion

Agenda, Handouts, Sign-In Sheet



## Action Step 2 5

With the use of a planning framework, work collaboratively during common planning time to develop lesson plans aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), Science Next Generation Sunshine State Standards. Teachers implement developed lesson plans.

### **Person Responsible**

Samuel Louis

### **Schedule**

Weekly, from 8/22/2016 to 6/8/2017

### **Evidence of Completion**

Coaching and CSS Log, Common Planning Sign-In Sheet and Lesson Plans

## Action Step 3 5

Conduct coaching cycles to model the different components of instructional routines based on teacher need. The teachers in need of intensive support will receive a full cycle of coaching on instructional routines and LAFS.

### **Person Responsible**

Leah Mathis

### **Schedule**

Weekly, from 9/5/2016 to 6/8/2017

### **Evidence of Completion**

Coaching and CSS Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Sign-in Sheets

**Action Step 4** 5

Conduct instructional walk-throughs by administration to assess the improvement on the implementation of the developed lessons. Principal and Assistant Principal will debrief with Reading Coach, Math Coach, and CSS to determine next steps based on the debriefing.

**Person Responsible**

Kimula Oce

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.

**Action Step 5** 5

Conduct coaching cycles to model the different components of instructional routines based on teacher need. The teachers in need of intensive support will receive a full cycle of coaching on instructional routines and MAFS.

**Person Responsible**

Ebonie Griffin

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Coaching and CSS Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G1.B5.S1 6**

Consistently monitor the delivery of instruction with fidelity of developed lessons aligned to the Standards (LAFS/MAFS/Science NGSSS)

**Person Responsible**

Kimula Oce

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

Consistently monitor the effective delivery of developed lessons aligned to the Standards (LAFS/MAFS/Science NGSSS)

**Person Responsible**

Kimula Oce









**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B5.S1.A1  A321313	Provide Professional Development on effective use of the English Language Arts, Mathematics, and...	Mathis, Leah	11/8/2016	Agenda, Handouts, Sign-In Sheet	11/8/2016 one-time
G1.MA1  M334455	iReady (Diagnostic, Instruction, Growth Monitoring), district assessments, and core...	Louis, Samuel	8/29/2016	The evidence that will be collected/used to demonstrate that the goal is being monitored and whether progress is being made toward the selected targets will include, but not be limited to iReady Intervention Screener and Class/ Student Profile reports.	6/8/2017 monthly
G1.B5.S1.MA1  M334453	Consistently monitor the effective delivery of developed lessons aligned to the Standards...	Oce, Kimula	8/22/2016	Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.	6/8/2017 weekly
G1.B5.S1.MA1  M334454	Consistently monitor the delivery of instruction with fidelity of developed lessons aligned to the...	Oce, Kimula	8/22/2016	Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.	6/8/2017 weekly
G1.B5.S1.A2  A321314	With the use of a planning framework, work collaboratively during common planning time to develop...	Louis, Samuel	8/22/2016	Coaching and CSS Log, Common Planning Sign-In Sheet and Lesson Plans	6/8/2017 weekly
G1.B5.S1.A3  A321315	Conduct coaching cycles to model the different components of instructional routines based on...	Mathis, Leah	9/5/2016	Coaching and CSS Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Sign-in Sheets	6/8/2017 weekly
G1.B5.S1.A4  A321316	Conduct instructional walk-throughs by administration to assess the improvement on the...	Oce, Kimula	8/22/2016	Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.	6/8/2017 weekly
G1.B5.S1.A5  A321317	Conduct coaching cycles to model the different components of instructional routines based on...	Griffin, Ebonie	8/22/2016	Coaching and CSS Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Sign-in Sheets	6/8/2017 weekly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If core instruction in all content areas is improved, then there will be an increase in student achievement.

**G1.B5** Content knowledge, comprehension and level of comfort concerning the MAFS/LAFS/Science NGSSS. Teachers lack a thorough understanding of student expectations and how students will be assessed.

**G1.B5.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### PD Opportunity 1

Provide Professional Development on effective use of the English Language Arts, Mathematics, and Science interactive journals during the respective instructional block.

#### Facilitator

Leah Mathis, Reading Coach Samuel Louis, Assistant Principal Ebonie Griffin, Math Coach

#### Participants

All teachers (K-5)

#### Schedule

On 11/8/2016

### PD Opportunity 2

With the use of a planning framework, work collaboratively during common planning time to develop lesson plans aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), Science Next Generation Sunshine State Standards. Teachers implement developed lesson plans.

#### Facilitator

Grade Level Chairpersons Leah Mathis, Reading Coach Ebonie Griffin, Math Coach

#### Participants

All K-5 teachers, ELL, CCHL, Gifted, and SPED teachers

#### Schedule

Weekly, from 8/22/2016 to 6/8/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B5.S1.A1	Provide Professional Development on effective use of the English Language Arts, Mathematics, and Science interactive journals during the respective instructional block.	\$0.00
2	G1.B5.S1.A2	With the use of a planning framework, work collaboratively during common planning time to develop lesson plans aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), Science Next Generation Sunshine State Standards. Teachers implement developed lesson plans.	\$0.00
3	G1.B5.S1.A3	Conduct coaching cycles to model the different components of instructional routines based on teacher need. The teachers in need of intensive support will receive a full cycle of coaching on instructional routines and LAFS.	\$0.00
4	G1.B5.S1.A4	Conduct instructional walk-throughs by administration to assess the improvement on the implementation of the developed lessons. Principal and Assistant Principal will debrief with Reading Coach, Math Coach, and CSS to determine next steps based on the debriefing.	\$0.00
5	G1.B5.S1.A5	Conduct coaching cycles to model the different components of instructional routines based on teacher need. The teachers in need of intensive support will receive a full cycle of coaching on instructional routines and MAFS.	\$0.00
<b>Total:</b>			<b>\$0.00</b>