Van E. Blanton Elementary School

2021-22 Schoolwide Improvement Plan

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Van E. Blanton Elementary School

10327 NW 11TH AVE, Miami, FL 33150

http://vblanton.dadeschools.net/

Demographics

Principal: Kimula Oce D

Start Date for this Principal: 6/18/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (52%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Part I: School Information

School Mission and Vision

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

Provide the school's vision statement.

We are committed to increasing student engagement via active learning experiences where they can demonstrate growth towards their academic and social-emotional goals.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Oce, Kimula	Principal	Direct and manage instructional programs and supervise operations and personnel at the campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, the success of instructional programs, and the operation of all campus activities.
Robinson, Marie	Assistant Principal	Assistant principals deal with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. They coordinate with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Mathis, Leah	Instructional Coach	Transformational Literacy Coach The Instructional Coach serves as part of the Leadership Team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Brailsford, Ayisha	Instructional Coach	Transformational Math Coach The Instructional Coach serves as part of the Leadership Team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Demographic Information

Principal start date

Thursday 6/18/2020, Kimula Oce D

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

411

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	36	57	68	80	79	72	0	0	0	0	0	0	0	392
Attendance below 90 percent	3	17	18	23	19	27	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	8	25	39	17	0	0	0	0	0	0	0	90
Course failure in Math	0	0	5	19	17	30	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	17	37	45	31	26	0	0	0	0	0	0	0	156

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	6	26	22	27	0	0	0	0	0	0	0	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	5	2	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	65	76	85	89	75	81	0	0	0	0	0	0	0	471
Attendance below 90 percent	16	18	24	20	26	36	0	0	0	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	23	42	16	24	0	0	0	0	0	0	0	112
Course failure in Math	0	4	17	20	29	25	0	0	0	0	0	0	0	95
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	23	27	26	30	0	0	0	0	0	0	0	112

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	6	2	4	0	0	0	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	62%	57%	37%	62%	56%
ELA Learning Gains				54%	62%	58%	53%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	59%	59%	48%
Math Achievement				69%	69%	63%	65%	69%	62%
Math Learning Gains				69%	66%	62%	57%	64%	59%
Math Lowest 25th Percentile				57%	55%	51%	57%	55%	47%
Science Achievement				27%	55%	53%	39%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	60%	-2%	58%	0%
Cohort Comparison						
04	2021					
	2019	42%	64%	-22%	58%	-16%
Cohort Comparison		-58%				
05	2021					
	2019	28%	60%	-32%	56%	-28%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	67%	7%	62%	12%
Cohort Comparison						
04	2021					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-74%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	25%	53%	-28%	53%	-28%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

PreK - VPK Assessment Assessment is administered three times per year. (AP1, AP2, AP3) Kindergarten- Fifth Grade diagnostic data from iReady is used to compile the data for the needs assessment and analysis - AP1 data for the Fall, AP2 for Winter, AP3 Spring monitoring tool. Fifth Grade Science Baseline and Mid-year assessments for science progress monitoring tool.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	54	65.1	49.2
	Economically Disadvantaged	54.1	65.6	47.5
	Students With Disabilities			
	English Language Learners		71.4	
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	38.1	50.8	42.9
	Economically Disadvantaged	37.7	49.2	41.0
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	36.1	38.6	41.7
	Economically Disadvantaged	36.6	49.3	42.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	19.4	38.9	37.5
	Economically Disadvantaged	19.7	39.4	38
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.6	48.2	54.3
	Economically Disadvantaged	28.2	47.4	53.9
	Students With Disabilities			
	English Language Learners			34.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.9	37.0	44.4
	Economically Disadvantaged	38.0	35.9	43.6
	Students With Disabilities			
	English Language Learners		30.4	39.1

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.6	28.1	42.2
	Economically Disadvantaged	25.4	27.0	41.3
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.3	37.5	45.3
	Economically Disadvantaged	31.8	36.5	46.0
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.7	28.8	21.9
	Economically Disadvantaged	23.9	26.8	21.1
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.0	37.0	56.2
	Economically Disadvantaged	23.9	35.2	54.9
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		9.5	
	Economically Disadvantaged		8.2	
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19			18							
ELL	34	46		44	21		30				
BLK	45	35	33	44	16	29	29				
HSP	25	42		39	32		35				
FRL	39	36	39	43	19	30	30				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	42		44	38						
ELL	39	53	61	70	74	55	20				
BLK	47	56	67	67	69	62	28				
HSP	42	49	55	73	69		24				
FRL	47	53	63	69	70	61	28				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	7	50		40	80						
ELL	28	49	60	57	50	52	33				
BLK	36	52	57	63	58	54	35				
HSP	39	56	64	68	52		50				
FRL	37	54	59	64	56	57	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the data, the subject with the most significant percentage increase in proficiency is fifth-grade science. The emerging trend from the FSA Spring Reading and Mathematics data is regression. Results indicate that the most significant decrease occurred in the Learning Gains Sub Category for Reading and Math. ELA learning gains decreased by 16 percentage points. While learning gains for the lowest twenty-five percent decreased by 19 percentage points. In addition, Math Learning Gains decreased by 49 percentage points for students in the lowest twenty-five percent. Third Grade ELA proficient students decreased by 22 percentage points from 58 percent to 36 percent. Fourth Grade ELA proficient decreased by five percentage points from 42 to 37 percent. Fifth Grade ELA proficient students increased by 13 percentage points from 28 percent to 41 percent. Third Grade Mathematics proficient students decreased by percent points from 58 percent to 39 percent. Fourth Grade Mathematics proficient students decreased by 20 percentage points from 62 percent to 42 percent. Fifth Grade Mathematics proficient students increased by 13 percentage points from 28 percent to 41 percent.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2020-2021 FSA Reading and Mathematics Assessments, the area that demonstrates the greatest need for improvement is Learning Gains among students in our Lowest 25 Percentile Ranking. Our lowest quartile of students will be involved in intense remediation to mitigate regression.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Several instances of two-week periods of quarantine, along with inconsistent attendance from MSO students contributed to the decrease in learning gains experienced by fifth-grade students. Students have returned to the school site and are no longer eligible for MSO. Student attendance will be monitored daily and school-wide attendance initiatives.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the data, the subject that had the largest percent increase in proficiency is Fifth Grade Science. In 2021, 32% of our students were proficient on the Science State Assessment compared to 25% in 2019. Additionally, fourth grade experienced the highest level of learning gains for reading and math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

During 2020-2021, teachers participated in weekly common planning sessions, allowing staff members to develop content knowledge, plan for standard-aligned instruction, and provide high-quality instruction. In addition, Tier 2 and Tier 3 students received intensive support during reading intervention which increased their comprehension, vocabulary, and phonics skills. During the whole group instruction, students were taught by highly effective educators with sound content knowledge. To encourage student participation and build staff and student relationships, staff members created incentives to increase motivation in the classroom. Furthermore, students were provided with extended learning opportunities during after-school tutoring sessions. Throughout our extended

learning opportunities, teachers followed an instructional framework that focused on remediating previously taught skills.

What strategies will need to be implemented in order to accelerate learning?

Intervention that is conducted consistently and invariably adheres to the Reading Horizons framework will accelerate the learning gains of our high-needs students. Furthermore, tier-one instruction will need to support students in mastering the standards for their grade level. This is accomplished through consistent collaborative planning sessions during which teachers and instructional coaches ensure that instruction is appropriately scaffolded, yet rigorous, and engaging. Collaborative planning participants will consult planning cards, assessment limits, achievement level descriptors, and topic or progress monitoring assessments to appropriately align instruction to the depth and rigor of the standards.

Another integral part of tier one instruction is differentiated instruction. As is the case with intervention, differentiated instruction must be done with consistency and fidelity. Data must be analyzed prior to DI; this will ensure that activities done during DI correlate with the needs of the students. Data should be tracked to note improvements or a lack thereof, and instructional adjustments must be made in a timely manner.

Finally, for mathematics, learning acceleration will occur through a hands-on approach to instruction using manipulatives.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

According to the professional development survey, coaching models and teacher-driven observations were selected as two professional development opportunities that teachers are interested in participating in.
Teacher-driven observations and coaching models may focus on effective instruction during intervention and DI or engaging and rigorous whole group instruction.

Van E. Blanton Elementary will offer professional development that includes Inclusive teaching practices that will provide learning experiences that meet the diverse needs of all learners. In addition, transformational coaches will provide DI and Intervention professional development opportunities will be offered.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to ensure sustainability and decrease teacher turnover at Van E. Blanton, we will empower staff members by recognizing achievements and acknowledging them on the PA System, honor staff members monthly with the Brilliant Bulldog Medal, and create opportunities for them to share Best Practices. During the 2021-2022 school year we will focus on primary grades to ensure that students receive a solid foundation in reading and math. During whole group instruction, the goal is to increase student interaction by incorporating collaborative learning opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Students are returning from a year of learning loss. They faced a variety of challenges which led to academic regression. Since our students and the challenges that they face are unique, instruction will need to be tailored to meet their specific needs. Learning gaps can only be closed if this occurs. Differentiated instruction is essential to ensuring that the teacher is able to reinforce or re-teach specific skills and concepts taught in whole-group in a smaller group setting. If utilized effectively, teachers are able to identify gaps in students' understanding of learning targets and immediately remediate them during this time. In addition, teachers are also able to differentiate the instruction to meet the students' needs and learning styles. While small group instruction is critical to student's progression of learning of grade-level material, it often lacks structure and rigor for many of our teachers. This is evidenced by documented classroom walkthroughs and informal assessments such as student work products and journals.
Measurable Outcome:	On the 2022 administration of the Florida Standards Assessment, Van E. Blanton seeks to boost learning gains from 38% to 50%, an increase of 12 percentage points.
Monitoring:	The following areas will be monitored: * Quarterly progress monitoring assessments, OPM, and common assessments. * DI framework and DI lesson plans * Teacher use of Differentiated Instruction in daily Administrative walkthroughs * Monitor DI products * Collaborative Planning with teachers and coaches
Person responsible for monitoring outcome:	Kimula Oce (pr0401@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Van E. Blanton's major area of regression on the 2021 Florida Standards Assessment was learning gains (for both reading and math). Differentiated instruction will allow teachers to target each student's needs and thus attain progress.

Action Steps to Implement

Teacher's in K-5 will participate in a DI professional development during the Opening of School's Meeting to ensure that teachers are equipped with necessary resources.

Person Responsible	Leah Mathis (lmathis@dadeschools.net)

All ELA teachers in kindergarten through fifth grade will receive a DI/Data Binder. Teachers will use this binder to refer to the DI framework, DI lesson plan menu, and data. This will help teachers successfully use data to plan for differentiated instruction from September 13, 2021, to October 11, 2021.

Person Responsible	Leah Mathis (lmathis@dadeschools.net)

During collaborative planning teachers and coaches will look at data to plan for differentiated instruction from September 13, 2021, to October 11, 2021.

Person Responsible Marie Robinson (mariesmith@dadeschools.net)

The leadership team will conduct biweekly walkthroughs to monitor the progress of DI systems and instruction from September 13, 2021, to October 11, 2021.

Person Responsible Kimula Oce (pr0401@dadeschools.net)

Teachers will provide students with feedback in their DI packets from November 1, 2021 - December 17, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

Teachers will score Ongoing Progress Monitoring checkpoints in DI packets from November 1, 2021 - December 17, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

1) Conduct product reviews specifically focusing on students who are close to making learning gains.
January 31, 2022 to April 29, 2022

Person Responsible Leah Mathis (lmathis@dadeschools.net)

2) Administer McGraw-Hill's Test Preparation and Practice and triangulate this data with PM assessments and i-Ready AP2 data.
January 31, 2022 to April 29, 2022

Person Responsible Leah Mathis (lmathis@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Intervention - Students are returning from a year of learning loss. They faced a variety of challenges which led to academic regression. Intervention using a researched-based program is a proven way to support students to achieve learning gains. The percentage of students in Kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, which are not on track to score Level 3 or above on the statewide standardized grade 3 English Language Arts assessments are noted below by grade level. In Kindergarten, 74.5percent were proficient; therefore, 25.5 percent were not proficient. First Grade 50 percent were proficient; therefore, 50 percent were not proficient. Second Grade 42.3 percent were proficient; therefore, 57.7 percent were not proficient. Third Grade 62.0 percent were proficient; therefore, 38 percent were not proficient.
Measurable Outcome:	On the 2022 administration of the Florida Standards Assessment, Van E. Blanton seeks to boost our proficiency from 41% to 44% proficiency on Florida Standards Assessment, therefore increase the percentage of third through fifth-grade students scoring Level 3 on the 2022 Florida Standards English Language Arts assessment.
Monitoring:	The area of focus will be monitored by: * Ensuring accurate Intervention rosters for students receiving the intervention. * Monitoring Interventionist and time of intervention to facilitate effective monitoring of the intervention program. * Reviewing student progress during intervention instruction during collaborative planning sessions, and leadership meetings. * Continuous faculty participation in District or Transformational training on Reading Horizons and follow-up at the school site with recommendations and/ alterations.
Person responsible for monitoring outcome:	Leah Mathis (lmathis@dadeschools.net)
Evidence-based Strategy:	Effective Curriculum and Resource Utilization- Effective Curriculum and Resource Utilization refer to district curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards, and supplemental resources to support student learning.
Rationale for Evidence-based Strategy:	Van E. Blanton's major area of regression on the 2021 Florida Standards Assessment was learning gains (for both reading and math). Differentiated instruction will allow teachers to target each student's needs, and thus attain progress.
Action Steps to Implement	

Develop intervention rosters that list students receiving the intervention, time of intervention, and interventionist by September 13, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

All students receiving intervention have an intervention folder that contains data to monitor student progress. The students will use intervention folders to track data from September 13, 2021, to October 11, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

*All instructional staff administering intervention will attend a district training for Reading Horizons. In addition, As well faculty participate in additional training from the Transformational Reading Coach from September 13, 2021, to October 11, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to share intervention data and brainstorm challenges, needs, and shared best practices related to the intervention from September 13, 2021, to October 11, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

Students will track their OPM data in their intervention folder from November 1, 2021 - December 17, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

Teachers will participate in mini professional developments focusing on components of the intervention program from November 1, 2021 - December 17, 2021.

Person Responsible Leah Mathis (lmathis@dadeschools.net)

1) The leadership team will conduct weekly walkthroughs on Wednesdays or Fridays to observe DI and intervention products and instruction. Feedback will be shared with teachers and evidence of improvement will be noted on subsequent visits.
January 31, 2022 to April 29, 2022

Person Responsible Kimula Oce (pr0401@dadeschools.net)

2) We will place a greater emphasis on test-taking strategies. During collaborative planning, data will be analyzed to determine questions and standards in need of remediation and identify common misconceptions that need to be addressed.
January 31, 2022 to April 29, 2022

Person Responsible Leah Mathis (lmathis@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Van E. Blanton Elementary recognizes that a significant amount of learning occurs in the classroom. One criterion of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and academic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. Therefore, it is the expectation of the school that students attend school regularly.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction to improve student outcomes. With consistent student incentives, the number of students with 16 or more absences will decrease from 51 to 41 percent.
Monitoring:	The area of focus will be monitored by: * The teachers will monitor their daily attendance and submit that data daily. * The counselor and administration will monitor selected students' attendance based on the attendance bulletin. * Monthly Attendance Review meeting will be conducted to monitor trends, identified students, and any attendance concerns that may arise.
Person responsible for monitoring outcome:	Marie Robinson (mariesmith@dadeschools.net)
Evidence-based Strategy:	An effective attendance plan monitors student attendance and provides practical solutions and strategies to assist students' families with attendance issues. Within the targeted element of student attendance, our school will focus on the evidence-based approach of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored every week to prevent a pattern of excessive absences. Rewards/Incentives will be provided based on students attending schools consistently.
Rationale for Evidence-based Strategy:	Van E. Blanton's significant areas of regressions can be attributed in part to the increased absenteeism of the 2020-2021 school year. Attendance Initiatives will assist in decreasing the number of student absences. In addition, the initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

Attendance will be monitored by the administration and counselor daily. Students that have displayed a truancy trend will be identified and monitored. Appropriate action will be taken to ensure that parents are notified and that the truancy process will be implemented with fidelity from September 13, 2021, to October 11, 2021.

Person Responsible Kimula Oce (pr0401@dadeschools.net)

Homeroom Classes will keep track of their perfect attendance days by coloring in a letter of the phrase "PERFECT ATTENDANCE." The activity will motivate and increase student attendance trends.

Person Responsible Kimula Oce (pr0401@dadeschools.net)

Homeroom classes completing PERFECT ATTENDANCE". tracker for the first time: Dress Down Day, second time: Popcorn Party, third time: Cookie Party. from September 9, through October 11, 2021.

Person Responsible Kimula Oce (pr0401@dadeschools.net)

Students with Perfect Attendance will be recognized at a virtual awards assembly from the week of October 11, 2021.

Person Responsible Marie Robinson (mariesmith@dadeschools.net)

Activities and/or Incentives will be provided on Mondays to increase student attendance from November 1, 2021 - December 17, 2021.

Person Responsible Kimula Oce (pr0401@dadeschools.net)

Homeroom Classes will keep track of their perfect attendance days by coloring in a letter of the phrase "PERFECT ATTENDANCE" from November 1, 2021 - December 17, 2021.

Person Responsible Marie Robinson (mariesmith@dadeschools.net)

Homeroom classes will be recognized over the P.A. System for having perfect attendance daily from January 31- April 29, 2022

Person Responsible Marie Robinson (mariesmith@dadeschools.net)

Grade Level teams develop monthly incentive activities to encourage and improve student attendance on Mondays and Fridays from January 31- April 29, 2022

Person Responsible Kimula Oce (pr0401@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on qualitative data based from the SIP survey and review of Core Leadership Competencies, we want to use the targeted element of the Instructional Leadership Team. Forty-four percent of the teachers in the building did not feel they were aware of the members of the PLST Team or their expertise in developing their knowledge and skills. Therefore, we want to continue to develop our instructional PLST and all aspiring administrators.
Measurable Outcome:	We will successfully implement the targeted element of leadership for the members of the PLST and aspiring administrators. In that case, our teachers will be aware of the expertise of PLST Members and all aspiring administrators. This will be evident by a decrease in survey findings regarding teachers being aware of the PLST members and their expertise in developing their knowledge and skills. The percentage of survey participants will decrease by at least 10%.
Monitoring:	The area of focus will be monitored by: * The leadership team will survey faculty and staff interested in serving as leaders. * Periodically, conduct surveys monitor staff needs of PLST Teacher Leaders.
Person responsible for monitoring outcome:	Marie Robinson (mariesmith@dadeschools.net)
Evidence-based Strategy:	Within the targeted element of the Instructional Leadership Team, we will focus on the evidence-based strategy of Innovative Leadership. This strategy involves using members of the PLST Team and aspiring administrators to highlight their areas of expertise and provide teachers collegial expertise.
Rationale for Evidence-based Strategy:	The PLST Team and aspiring administrators will assist in integrating the talents of teachers within the building to carry out the vision, the mission of Van E. Blanton Elementary Throughout this process, the leadership team will create buy in and bring new leaders to the forefront.

Action Steps to Implement

By September 20, 2021, administrators will solicit new members of the PLST Team to share varied expertise with other members of the faculty.

Person Responsible	Marie Robinson (mariesmith@dadeschools.net)

By October 11, 2021, PLST Team's varied expertise will be highlighted to colleagues through faculty meetings and email blasts.

Person Responsible	Marie Robinson (mariesmith@dadeschools.net)

By September 30, 2021, aspiring administrators will be assigned various leadership roles to develop their leadership skills.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

By September 30, 2021, teachers will have the opportunity to sign up and participate in a committee with PLST Members and aspiring administrators serving in leadership roles to develop their leadership skills.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

Teachers will share "Best Practices" during Faculty Meetings to develop the instructional craft of their colleagues from November 1, 2021 - December 17, 2021.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

Aspiring administrators will identify and implement strategies to increase student attendance and punctuality.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

Grade Level Chairpersons will participate in shared strategies decision-making of critical areas such as attendance and behavior during Leadership Team Meetings with administration from January 31- April 29, 2022.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

Aspiring Administrator and PLST Members participate in the school articulation process from January 31- April 29, 2022

Person Responsible	Marie Robinson (mariesmith@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on SafeSchoolsforAlex.org, Van E. Blanton Elementary School reports 0.40 incidents per 100 students, less than the statewide of 1.0 incidents per 100 students, which falls in the low range. Van E. Blanton Elementary ranked 456 of 1395 elementary schools. We will continue to monitor student behaviors using the Student Code of Conduct and perform periodic student orientations to establish norms and standards throughout the school year.

Part IV: Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Van E. Blanton Elementary prioritizes building positive school culture and establishing a safe environment for students, faculty, and staff. Therefore, we incorporate various strategies to build relationships with parents, families, and other stakeholders related to the school's mission. Our strengths with school culture are in providing a safe, secure, and clean environment in which there is no evidence of gang violence and support the needs of the students, such as (but are not limited to): individual and small group counseling based on student's needs (i.e., homeless, incarcerated parents, deceased parents, parents on drugs, displaced or living in foster care, etc.); anti-bullying pledge, celebrating diversity through the various months—in addition, conducting our Annual Open House, Education Excellence School Advisory Council meetings, inviting parents to participate in the RTI meetings, asking parents to participate in virtual events, and encouraging teachers to conduct conferences with student's families.
In addition, we have embedded open lines of communication within our school day, such as the Administrators open-door policy to allow open lines of communication with all stakeholders. The principal is available daily for private virtual meetings entitled Morning with Ms. Oce. These open avenues of communication enable teachers to get answers to questions and quick feedback. Our theme for this school year is "Going for the Gold"; staff members will receive Olympic-type medals and other incentives on lanyards if they excel in instructional practices.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders are involved in building positive school culture. The administration will continue to have an open-door policy both virtually and in-person to meet the diverse needs of all stakeholders. The Principal, as the Instructional Leader, is to oversee and monitor all school initiatives. Additionally, cultivating morale and infusing team-building activities and foster positive morale. The Assistant Principal ensures all information is shared with stakeholders. The faculty will monitor student behavior and create a stimulating and nurturing environment for students, conducting verbal or virtual parent conferences with parents to cultivate relationships to thrust student achievement. Grade-level teams will schedule virtual make and take workshops to increase student achievement and parental involvement during this school year. In addition, all school stakeholders are essential to making efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0401 - Van E. Blanton Elementary Schl	SIG 1003	411.0	$0.00
			Notes: Classroom Teachers will provide DI for their students.			
			0401 - Van E. Blanton Elementary Schl	SIG 1003	411.0	$0.00
			Notes: Classroom Teachers will provide DI for their students.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development				$0.00

Total:		**$0.00**