Van E. Blanton Elementary School

2022-23 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: 7/15/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: B (55%) 2017-18: C (52%)
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	ATSI
* 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.](http://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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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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. 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: 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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

Friday 7/15/2022, Kimula Oce D

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

381

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	51	61	56	80	50	78	0	0	0	0	0	0	0	376
Attendance below 90 percent	0	12	7	14	10	15	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	22	11	15	0	0	0	0	0	0	0	49
Course failure in Math	0	0	2	19	5	9	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	10	27	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	8	23	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	0	7	37	12	30	0	0	0	0	0	0	0	86

Using the table above, complete the table below with the number of students by current grade level who have 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	2	27	11	29	0	0	0	0	0	0	0	70

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	15	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	4	3	7	0	0	0	0	0	0	0	14

Date this data was collected or last updated

Thursday 8/11/2022

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	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

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	62%	56%				46%	62%	57%
ELA Learning Gains	57%						54%	62%	58%
ELA Lowest 25th Percentile	50%						63%	58%	53%
Math Achievement	48%	58%	50%				69%	69%	63%
Math Learning Gains	52%						69%	66%	62%
Math Lowest 25th Percentile	39%						57%	55%	51%
Science Achievement	28%	64%	59%				27%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	60%	-2%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	42%	64%	-22%	58%	-16%
Cohort Comparison		-58%				
05	2022					
	2019	28%	60%	-32%	56%	-28%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	67%	7%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	62%	69%	-7%	64%	-2%
Cohort Comparison		-74%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	53%	-28%	53%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	25		31	27						
ELL	44	60	58	45	50	40	13				
BLK	49	58	52	53	59	38	31				
HSP	35	53	45	31	31	40	21				
FRL	45	57	48	48	53	40	28				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	398

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA proficiency increased by 3 percentage points including students with disabilities who increased by 4 percentage points and ELL students who increased by 7 percentage points. Math proficiency increased by 3 percentage points. Math learning gains increased by 33 percentage points school-wide. ELA learning gains increased by 17 percentage points school-wide. Math learning gains of L25 increased by 10 percentage points school-wide.
ELA learning gains of L25 increased by 7 percentage points school-wide. Science proficiency decreased by 8 percentage points school-wide.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our science proficiency decreased by 8 percentage points. Fifth grade math cohort's proficiency decreased by 18 percentage points.

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

Additional support for math and science was needed to support students beyond core instruction during regular school hours to address their lack of foundational knowledge stemming from unfinished learning over the past two years.

Actions to address our need for improvement in math and science include incorporating the following instructional strategies into the instructional delivery process with fidelity: formative assessments (Exit Slip, Check for Understanding); Essential Labs for science; weekly science inquiry instruction; Differentiated Instruction; targeted remediation; scoring OPMs and providing data driven instruction; targeted feedback; and student accountability.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When reviewing the 2022 State Assessment data, it was determined that there was a 32 percentage points increase in Math learning gains from 20% in 2021 to 52% in 2022. In addition, there was a 19 percentage points increase in ELA learning gains from 38% in 2021 to 57% in 2022. Our focus this year will be to increase learning gains in all subgroups.

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

The transition from hybrid instruction to exclusively in-person schooling contributed to the increase in student attendance and engagement thus increasing learning gains in ELA and math. Ongoing monitoring of attendance and the weekly classroom walkthroughs to monitor instruction will be instrumental in our continuous growth.

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

Strategies to accelerate learning include: an increase the implementation of Essential Labs (Hands On Learning); Extended Learning Opportunities; Collaborative Conversations; Incentives/ Student accountability
immediate scoring of OPM and remediation of deficiencies through Differentiated Instruction; increased participation in fifth grade for extended learning opportunities; effective use of Formative Assessments (Exit Slips, Check for Understandings) for remediation; and, Corrective Feedback.

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.

The following professional development will be offered at the school to support instruction: Tips and Suggestions on how to remediate reading and math; Best Practices; Gallery Walks; Time Management for Differentiated Instruction; Instructional Strategies for low-performing students and Teacher-Driven Peer Observations. These professional development opportunities will conclude by the end of October 2022. As well, coaching cycles and collaborative planning and support will be ongoing throughout the 2022 - 2023 school year.

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

Extended Learning Opportunities will be provided such as before and after school tutoring and interventions (Saturday School, Before/Afterschool tutoring, Spring Break). As well, professional development opportunities will be provided to primary teachers in Differentiated Instruction and instructional delivery.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021 FSA proficiency data, 31% of fifth grade students demonstrated basic knowledge of math standards, scoring a level 3 or higher. This is an 18% decrease from the previous year. In ELA, 2021 fifth grade proficiency indicated that 37% of fifth grade students scored a level 3 or higher. This is a 4% decrease from the previous year. Teachers will use data from formal and informal assessments to make informed instructional decisions that are aligned to the Florida B.E.S.T. Standards. With the implementation of standards-aligned instruction, focusing on data-driven decision making, students will show mastery of grade level standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standards-aligned instruction, focusing on data-driven decision making, the percentage of students attaining proficiency will increase by two percentage points in ELA, an additional seven percentage points in the area of Mathematics, and an additional 10 percentage points in the area of Science on the Spring Administration of the 2022-2023 State Assessments.(May 1, 2022- June 2, 2022)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our area of focus will be monitored by implementing the following actions: Transformation Coaches will create online data trackers for Math, ELA, and Science to monitor assessment data. The Leadership Team will conduct bi-weekly walkthroughs to review student work samples, and ensure a differentiation of instructional practices. Administrators will lead monthly Data Chats during faculty meetings using formative assessments to observe student progress (Topic Assessments, DEPs, Exit Slips, PM Assessments, OPMs). Administrators will review lesson plans to ensure that additional instructional strategies are implemented to support lower performing students. Transformation Coaches will conduct data chats during collaborative planning sessions after each assessment.
Person responsible for monitoring outcome:	Marie Robinson (mariesmith@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the Targeted Element of Standards-Aligned Instructions , our school will focus on the evidence-based strategy of: Data-Driven Decision Making. Data-Driven Decision Making is a systematic instructional approach that allows educators to use an assessment analysis to meet the needs of their students.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Teachers will use data from formal and informal assessments to make informed instructional decisions that are aligned to the Florida B.E.S.T. Standards. Data-Driven Decision Making will ensure that teachers are making ongoing adjustments to their instructional delivery as new data becomes available. With the implementation of standards-aligned instruction, focusing on data-driven decision making, students will show mastery of grade level standards by scoring at a level three or higher on the F.A.S.T. Assessment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create an online data tracker for Math, ELA, and Science. (August 29, 2022- Oct 14, 2022)

| **Person Responsible** | Kimula Oce (pr0401@dadeschools.net) |

Teachers will track student assessment data in DI Folders. August 29, 2022- Oct 14, 2022)

| **Person Responsible** | Marie Robinson (mariesmith@dadeschools.net) |

Analyze data from formative assessments (Topic Assessments, DEPs, Exit Slips, PM Assessments) during collaborative planning to observe student progress and to plan for instruction. (August 29, 2022- Oct 14, 2022)

| **Person Responsible** | Ayisha Brailsford (312637@dadeschools.net) |

Lead Quarterly Data Chats with teachers using formative assessments to observe student progress. (August 29, 2022- Oct 14, 2022)

| **Person Responsible** | Kimula Oce (pr0401@dadeschools.net) |

Review Model and Real Life and Dig Deeper questions during planning to address misconceptions and provide opportunities for students to complete multiple levels of questions that are aligned to the Florida B.E.S.T. Standards. (October 31st - December 16th)

| **Person Responsible** | Ayisha Brailsford (312637@dadeschools.net) |

Create a walkthrough schedule with a focus (ex: intervention, lesson plans, DI, writing, etc.). During collaborative planning, compare the assessment with the RWC to prioritize which portions of the book should be completed with students. (October 31st - December 16th)

| **Person Responsible** | Leah Mathis (lmathis@dadeschools.net) |

#2. Positive Culture and Environment specifically relating to Family Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 School Climate Staff Survey feedback form, 80 % of teachers agreed or strongly agreed that students were deficient in basic academic skills compared to 73% on the 2020-2021 Climate Survey. In order to improve this category, we will build the capacity of our community by hosting quarterly family workshops emphasizing literacy skills, team building, and other content specific resources.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on the 2021-2022 School Climate Survey, 80 % of teachers agreed or strongly agreed that students were deficient in basic academic skills. At the 2022-2023 Opening of Schools Meeting staff members were asked to choose an area of focus that would have the greatest positive impact on School Culture. The majority of staff members indicated that improving Family Engagement would boost staff morale. An increase in Family Engagement promotes collaboration and enhances the school to home partnership which should positively impact student attendance and academic achievement. If we successfully implement the evidence based strategy of Family Engagement, results from the 2022-2023 School Climate Survey will indicate that there is a 10% decrease in the number of teachers who believe that students are deficient in basic academic skills.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our area of focus will be monitored by implementing the following actions: -The School Leadership team will conduct parent surveys which will promote parental participation on various topics. -The School Leadership team will track the attendance from community events hosted by the school. -The Student Support Team will conduct staff surveys regarding the effectiveness of family engagement events, and allow staff members to make suggestions for improvement.
Person responsible for monitoring outcome:	Marie Robinson (mariesmith@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Positive School Culture and Environment, our school will focus on building a community partnership by increasing Family Engagement.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Based on the 2021-2022 School Climate Survey, 80% of teachers agreed or strongly agreed that students were deficient in basic academic skills. This data point from our School Climate Survey correlates with data points from i-Ready that show over 50% of students in first and second grade deficient in specific foundational skills and data from the Florida Standards Assessment. By implementing family engagement activities, we will create genuine and collaborative relationships with families which will help close achievement gaps of various groups of students by providing practical academic strategies and Best Practices to parents to assist their child(ren) at home. In doing so, the percentage of teachers who feel that students are deficient in basic skills will decrease by 10 percentage points and the number of students who are deficient in basic academic skills will decrease by at least 10 percentage points.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a committee to plan out family engagement activities.
(August 29, 2022- Oct 14, 2022)

Person Responsible	Marie Robinson (mariesmith@dadeschools.net)

Create a survey to track the attendance from community events hosted by the school.
(August 29, 2022- Oct 14, 2022)

Person Responsible	Marie Robinson (mariesmith@dadeschools.net)

Conduct staff surveys regarding the effectiveness of family engagement events, and allow staff members to make suggestions for improvement.
(August 29, 2022- Oct 14, 2022)

Person Responsible	Marie Robinson (mariesmith@dadeschools.net)

Host a First Quarter Family Event: Relationship building - Dining With Your Daughter, Donuts and Dads, Talent show, Family Movie Night, Family Game Night.
(August 29, 2022- Oct 14, 2022)

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

At least one school-wide Family Engagement Activity will be hosted monthly by Grade Levels from October 31, 2022 to December 16, 2022.

Person Responsible	Marie Robinson (mariesmith@dadeschools.net)

i-Ready AP1 Post Data Meetings with parents/guardians will be held between October 31, 2022 to December 16, 2022.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

At least one Family Engagement Activity will be hosted monthly by Grade Levels by December 31, 2022

Person Responsible Kimula Oce (pr0401@dadeschools.net)

i-Ready AP1 Post Data Meetings with parents/guardians will be held by December 31, 2022.

Person Responsible Kimula Oce (pr0401@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data from the School Climate Survey reveals that 52% of the staff believes that their ideas are listened to and considered. To increase this percentage, we selected Engaging the Team because it will create a climate where staff feels their ideas are listened to and considered.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we are successful at Empowering Others, the majority of staff will believe that their ideas are listened to and considered. By providing teachers with the opportunity to share ideas, provide feedback, and opportunities for improvements at least 70% of teachers will feel valued and empowered.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the implementation of Empowering Others, an additional 10% of staff will agree with the statement that their ideas are listened to and considered by January 31, 2023.
Person responsible for monitoring outcome:	Kimula Oce (pr0401@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Transformational Leadership , our school will focus on the evidence-based strategy of: Engaging the Team.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to create opportunities for staff to be heard, the administrative team will set aside time once a month on Wednesdays, from 2:00 p.m. - 3:00 p.m., to have Collaborative Conversations with individual staff members to discuss ideas/suggestions and concerns.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Generate quarterly surveys for staff to elicit concerns and possible solutions.(September 1, 2022 - October 14, 2022.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

Host monthly Collaborative Conversations to be held on Wednesdays. (September 1, 2022 - October 14, 2022.)

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

Create a Suggestion Box for staff to share their ideas. These ideas will be shared with staff members during EESAC Meetings and Faculty Meetings. (September 1, 2022 - November 12, 2022.)

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

During every Grade Level Meeting, staff will have the opportunity to share ideas and/or concerns. This will be documented on the agenda and posted in the minutes from meetings through October 14, 2022.

Person Responsible	Kimula Oce (pr0401@dadeschools.net)

Continue to generate quarterly surveys for staff to elicit concerns and possible solutions. (October 31, 2022 - December 16, 2022.

Person Responsible   Kimula Oce (pr0401@dadeschools.net)

During every Department Meeting, staff will continue to have the opportunity to share ideas and/or concerns. This will be documented on the agenda and posted in the minutes from meetings from October 31, 2022 - December 16, 2022.

Person Responsible   Kimula Oce (pr0401@dadeschools.net)

Continue to conduct "Engage the Team Problem/Solution Survey" monthly to ascertain the concerns of staff and identify solutions by December 31, 2022.

Person Responsible   Kimula Oce (pr0401@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement ongoing progress monitoring to support our students with disabilities. We selected this area based on our findings that 77% of our students in this subgroup scored a level one. This stands in stark contrast to the 46% of their counterparts who scored a level one in the district. According to data provided on the FLDOE school report card, our students in this subgroup have performed below the district since the 2018-2019 administration of the FSA. Therefore, we will systematically monitor the performance of these students in Tier 1 instruction and during intervention using Ongoing Progress Monitoring (OPMs). Data points will enable teachers and instructional support personnel to make adjustments to meet the needs of these students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers are monitoring data and utilizing appropriate resources to make adjustments in instruction, then the number of students with disabilities that make a learning gain will increase by 5 percentage points as evidenced by their performance on the 2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will disaggregate data during Leadership Team meetings, followed up by a targeted walk-through with a specific look-for that monitors the work products being produced by our students with disabilities. Targeted feedback will be provided to all teachers monthly and shifts with instructional planning and support will occur based on the feedback provided. Teachers will administer OPM assessments as evidenced by skill checks in intervention folders and data reports pulled from the Reading Horizons website. Teachers will also have students track their data in their intervention journals.
Person responsible for monitoring outcome:	Kimula Oce (pr0401@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data analysis of progress monitoring assessments, as well as the review of student work products, will be utilized to track student progress and determine the effectiveness of standard-based instruction, planning, and intervention. If ongoing progress monitoring is implemented with fidelity this will lead to shifts in our instruction that will meet the needs of our learners and will produce greater student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will implement data trackers that can be used to track ELA whole group in order to assess the quality of instruction. Teachers will use data trackers to monitor student progress and adjust as necessary by October 14, 2022.

Person Responsible	Leah Mathis (lmathis@dadeschools.net)

Teachers and interventionists will utilize i-Ready data, PM assessment data, and intervention checkpoints to to establish ELA DI groups, rotations, and align resources based on student needs . Student folders will be used as evidence that instructional adjustments have been made based on student data. These action steps will by completed by October 14, 2022.

Person Responsible	Leah Mathis (lmathis@dadeschools.net)

Teachers will implement data trackers for intervention assessments in order to assess the quality of instruction by October 14, 2022.

Person Responsible	Leah Mathis (lmathis@dadeschools.net)

Teachers will debrief and review assessments with students to correct misconceptions by October 14, 2022.

Person Responsible	Leah Mathis (lmathis@dadeschools.net)

Students who fall into the ESSA subgroup will have DI and intervention folders labeled so their data can be monitored more strategically. (October 31st - December 14th)

Person Responsible	Leah Mathis (lmathis@dadeschools.net)

Continue to implement data trackers for intervention assessments and analyze relevant data from intervention Skill Checks. (October 31st-December 14th)

Person Responsible	[no one identified]

#5. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Data from the 2022 administration of the i-Ready AP3 assessment indicates that 62% of 1st grade students and 71% of second grade students exited their grade level reading one or more years below grade level in phonics. To remedy this issue, there will be a focus on standard-aligned instruction. Teachers will use data from standard-aligned informal and formal assessments to make instructional decisions that will improve student mastery.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Data from the 2022 administration of the FSA indicates that 35% of 5th grade students scored a level 3 or higher. This is a 6% decrease in this group's performance from the previous year. Teachers will use data from standard-aligned informal and formal assessments to make instructional decisions that will improve student mastery.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Data from i-Ready AP3 indicates that 62% of first grade students and 71% of second grade students performed one or more grade levels below in phonics. Based on this data, our goal is to decrease the percentage of students scoring below grade level in phonics to no more than 49%.

Grades 3-5: Measureable Outcome(s)

Data from the 2022 administration of the FSA indicates that 35% of 5th grade students scored a level 3 or higher. Using standard-based collaborative planning, the number of 5th grade students who are proficient on the 2023 FAST assessment will increase by at least five percentage points.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

-Administration will attend collaborative planning on a biweekly basis to ensure that all participants are engaged and prepared for each session.
-The leadership team will review student work samples to ensure standard-aligned work is being given to students.
-Teachers and the instructional coach will review completed checks for understanding during collaborative planning to make plans for remediation.
-After Progress Monitoring Assessments, teachers and the instructional coach will analyze data and make plans for remediation.
-Foundational skills data from i-Ready and Reading Horizons will be analyzed monthly during collaborative planning. Teachers along with the leadership team will conduct a quarterly data chat to evaluate the effectiveness of the action plan.

-Impact of the implementation plan will be evaluated throughout the year at leadership team meetings by reviewing relevant formative assessment data points.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Green, Kimula, kimulagreen@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our school will focus on the evidence-based strategy of standard-aligned collaborative planning with a focus on data-driven instruction. Data driven decisions rely on the teacher's use of student performance data from standard-aligned assessments to inform instructional planning and delivery.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Using the standard-based collaborative planning strategy will use ELA and intervention pacing guides to inform teachers on specific standards to target during instruction throughout the year based on the data outcomes. Collaborative planning will provide a means for teachers to collaborate on a plan and evaluate the execution of the plan based on relevant data points. If this strategy is executed effectively, the number of students receiving an "on grade level" rating in phonics in first and second grade will increase to 50%, and the number of students meeting proficiency in fifth grade will increase to 50%.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
The instructional coach and the ELA teachers in grades 3-5 will use the Progress Monitoring and sample response questions to develop standard-aligned checks for understanding.	Green, Kimula, kimulagreen@dadeschools.net
The administration team will attend collaborative planning, conduct walk-throughs and provide feedback to the instructional coach. As a result, this feedback will allow the coach to improve the quality of collaborative planning and provide coaching support to the teachers in need.	Green, Kimula, kimulagreen@dadeschools.net
During collaborative planning teachers and the instructional coach will analyze data from PM assessments and Reading Horizons intervention and make plans for remediation.	Oce, Kimula, pr0401@dadeschools.net
Students will track data from PM assessments and Reading Horizons intervention in the DI folder and the intervention folder.	Mathis, Leah , lmathis@dadeschools.net
Strategic questions in the RWC will be chosen during collaborative planning based on the PM assessment and will be completed with students by the classroom teacher. (October 31st-December 14th)	Mathis, Leah , lmathis@dadeschools.net
Administration will continue to attend collaborative planning focusing on primary grades to offer feedback that will improve the quality of coaching and instruction. (October 31st-December 14th)	Oce, Kimula, pr0401@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 meetings or conversations throughout the day. These open avenues of communication enable teachers to get answers to questions and quick feedback. Our theme for this school year is "Battle for the "B"". Staff members participate in theme based team building activities throughout the school year during Faculty and Staff Meeting. Winning teams will be recognized at the meetings and will be eligible to receive certificates, medals and other incentives to increase staff engagement and morale.

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

All stakeholders are involved in building positive school culture. The administration will continue to have an open-door policy to meet the diverse needs of all stakeholders. The Principal,
as the Instructional Leader, is to oversee and monitor all school initiatives. Additionally, administration is responsible cultivating morale and infusing team-building activities and fostering 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.