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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1681 - Lillie C. Evans Elementary School

*FeederPattern:* Miami Northwestern Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Reginald Johnson

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Lillie C. Evans Elementary School*

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Lillie Carmichael Evans Elementary School is located in an urban community that has complex social, educational, and economic challenges. The school serves 330 students in grades pre-kindergarten through six. Ninety-seven percent of the student population is African-American and three percent are Hispanic. The percentage of students eligible for free and reduced lunch is 94 percent. The philosophy of the entire faculty and staff is that all students can learn and master essential skills. An array of strategies that focus on the foundational skills of reading, writing, and mathematics will be utilized to meet our primary objectives. Literacy Through the Arts, the school's I Choose Program, will be infused throughout the curriculum. The Educational Excellence School Advisory Council (EESAC) that serves students and their families will collaborate with the administration, faculty, and staff in planning, implementing, and evaluating teaching strategies designed to produce significant achievement gains. The School Improvement Plan (SIP) for the 2006-2007 school year will serve as the guide for all planned activities. The objectives identified for the 2006-2007 SIP are as follows:

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading performance as evidenced by a five percent increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2007 Florida Comprehensive Assessment Test administration.

Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematics performance as evidenced by a five percent increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2007 Florida Comprehensive Assessment Test administration.

Given instruction using the Sunshine State Standards, fourth grade students will increase their writing skills as evidenced by a one percent increase in the number of students scoring at or above a 4.0 on the 2007 administration of the FCAT Writing Test, when compared to the 2006 administration of the FCAT Writing Test.

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

Given the need for an increased home-school connection, parent/family/community involvement will increase as evidenced by a 10 percent increase in the number of parents/family/community members who attend school sponsored activities during the 2006-2007 school year, as compared to the 2005-2006 school year.

Given the results of the Percentage of Attendance Report, students will increase their average daily attendance by .80 percentage point, as evidenced by the June 2007 Percentage of Attendance Report.

Given an emphasis on the use of technology in education, teachers will augment the instructional program with the use of the Lexia and Reading Plus technology programs as evidenced by the weekly performance reports indicating that 90 percent of the students are working on the programs for a minimum of ninety minutes per week.

Given instruction in good nutritional and health practices, students will improve their nutritional habits as evidenced by a 10 percent increase in the number of students in grades one, three and six, whose Body Mass Index (BMI) is calculated to be in the normal weight range.

Given the benefits of participation in the Art Club as part of the "I Choose, Literacy Through the Arts Program", membership will increase by five percent from the 2005-2006 school year, as evidenced by the total number of students enrolled in the Art Club at the end of the 2006-2007 school year.

Given results of the 2004-2005 Florida Department of Education Return on Investment (ROI) Index, the school will increase its efficiency and effectiveness, as demonstrated by improving the school's ranking on the State of Florida ROI publication by one percentage point.

In addition to the SIP, the results of the 2006 Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the objectives set forth in the 2006-2007 SIP. Although the results were favorable in all seven categories, the school's strengths are most evident in Leadership (Category 7) and Measurement Analysis and Knowledge Management (Category 4). The school's high ranking in Category 7 indicated that the faculty and staff are satisfied that administration and staff have high ethical standards and this is reflected in a high level of satisfaction for all stakeholders. The results in Category 4 indicate that the faculty and staff are adept at measuring and analyzing the quality of their work, thereby allowing them to determine the most appropriate course of action in order to reach the school's goals. The remainder of the survey's categories indicate high approval ratings for the school's Human Resource Focus, Customer Market Focus, Process Management and Business. Although high employee satisfaction is evident, a small percentage of the faculty and staff felt that when planning for the future, the school's leadership does not ask for their ideas. In addition, a few employees were unaware of how well the school is performing financially. Through the use of consensus building, faculty and staff will become a part of the decisions being made in determining the use of funds and in planning for the future.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Lillie C. Evans Elementary School**

### VISION

Students depart through these doors as life long learners with a positive attitude and a mission to make the world a better place in which to live.

### MISSION

We promote academic and personal excellence and strive to make a difference in every student's life by providing activities, experiences, and forms of instruction that will ensure development to their fullest potential.

## CORE VALUES

### Excellence

We pursue the highest standards in academic achievement and organizational performance.

### Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## *School Demographics*

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Lillie Carmichael Evans Elementary School is located in an urban community that has a predominantly African American population. This facility was established in 1959 and is located on 13 acres at 1895 NW 75th Street. The philosophy of the entire faculty and staff is that all children can learn and master essential skills. The community exhibits complex, social, educational, and economic challenges. Some of the challenges this school year include: the sharing of the school campus with Holmes Elementary School, a decrease in local businesses, and under enrollment in the school's population. The students in grades pre-kindergarten through six are ninety-seven percent African American and three percent Hispanic. The percentage of students eligible for free and reduced lunch is 94 percent.

The administration is actively involved in providing strong leadership solutions for the staff and students at Lillie C. Evans Elementary. Forty-two classrooms are housed in a main building, of which half is utilized by Lillie C. Evans Elementary and the other half is utilized by Holmes Elementary. There is also a computer lab that is shared by both schools. The main building is augmented by three additional buildings, which contain a Full Service Center, a physical education center, and a media center with over 15,000 books of various genres. The media center also houses a modern closed circuit television system, a video production studio, and a computer research lab. The school has been retrofitted to provide Intranet/Internet capabilities to all classrooms. The implementation of the Citibank FamilyTech Program also provides parents with computers and software which can be used in the homes, as well as, school.

All the classrooms are equipped with at least four computers and a printer. As funds have become available, the administration has taken a proactive role in improving the quality of educational materials the students receive. The students have been provided with bookbags and writing materials. In addition, all classrooms have been provided with new furniture. A major paint project along with other facility improvements and upgrades to the infrastructure are underway. As a result, the appearance of the physical plant will be improved. The interior of classrooms and exterior buildings need to be updated in order to provide teachers, students, and staff with a comfortable environment that ensures safety and is attractive to all individuals who enter the doors of Lillie C. Evans Elementary. The administration has allowed teachers to enhance the interior of their classrooms by decorating their rooms to meet the needs of their students.

The faculty and staff consists of one principal, one assistant principal, thirty-five certified teachers (classroom and special area), three full-time Educational Professionals, two part-time Educational Professionals, one "I Choose" part-time secretary, three full-time clerical staff members, three part-time clerical, one Full Service Coordinator, one Community Involvement Specialist (CIS), one Microsystems Technician, five full-time custodians, three full-time security monitors, one part-time security monitor, one Food Service Manager, and four part-time Food Service Workers. There are seven teachers new to Lillie C. Evans and new to Miami-Dade County Public Schools. Four teachers have a Master's degree and one has a Specialist's degree. Our leadership team includes the Principal, Assistant Principal, the "I Choose" Lead Teacher, the two Reading Coaches, and the Mathematics Facilitator. The Strategic Planning Team is composed of Grade Level and Department Chairpersons. The ethnicity of the faculty and staff is 73 percent African American, 10 percent Hispanic, 12 percent White Non-Hispanic, and five percent other.

The average teacher student ratio at Lillie C. Evans Elementary is 1:16. There is one pre-kindergarten teacher, three kindergarten teachers, three first grade teachers, three second grade teachers, three third grade teachers, three fourth grade teachers, three fifth grade teachers, and two sixth grade teachers. The number of students per grade level is as follows: 21 pre-kindergarten, 44 kindergarten, 42 first graders, 51 second graders, 51 third graders, 44 fourth graders, 49 fifth graders and 28 sixth graders.

Lillie C. Evans Elementary is a school-wide Title I school. This program provides additional funds to help in the promotion of student achievement and the hiring of additional personnel to reduce the student-to-teacher ratio. In addition to this program, Lillie C. Evans provides individualized instruction for special education students, Limited English Proficiency (LEP) students, a before

school tutorial program, a Saturday Academy, a creative thinking chess program, and a before school Hands-on Science program.

The Literacy Through the Arts "I Choose" program is in its third year at L.C. Evans! In the program, students in grades kindergarten through second become young authors, as they emerge into literacy by participating in the Lucy Calkins Writer's Workshop. Students in grades three through six explore all three of the following literary arts: drama, journalism, and broadcast media. In an effort to invite all students throughout Miami-Dade County to participate in the literacy and learning program, the school hours were changed to allow for more flexibility. School hours are 9:10 a.m. to 2:40 p.m. for pre-kindergarten students and 9:10 a.m. to 3:40 p.m. for students in grades kindergarten through sixth. After students complete their sixth grade year, they have the opportunity to attend Charles R. Drew Middle or Brownsville Middle School.

Lillie C. Evans is also a professional development laboratory school affiliated with Florida International University (FIU). As a professional development school, Lillie C. Evans works to build and sustain a work environment that is collaborative and supports student achievement.

After careful review and evaluation of the pertinent data such as the School's Demographic and Academic Profiles, Student Report Cards, Florida Comprehensive Assessment Test (FCAT) results, and the 2005-2006 SIP, the faculty and staff of Lillie C. Evans Elementary School, in conjunction with the EESAC, have developed school-wide objectives for all stakeholders for the 2006 -2007 school year.

# *School Foundation*

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## ***Leadership:***

A review of the 2006 Organizational Performance Improvement Snapshot indicates that 4.4 percent of the staff believe that Lillie C. Evans Elementary School's leadership is instrumental in the success of the school. All of the leadership items also indicate that the faculty and staff are highly satisfied with the school's leadership. The leadership team sets and deploys organizational values by using the principles of collaboration and consensus. Short-term directions are set and deployed in accordance with the SIP; long-term directions are in alignment with the Miami-Dade County Public Schools (M-DCPS) five year District Strategic Plan.

## ***District Strategic Planning Alignment:***

Based on the survey results, 4.1 percent believe that Lillie C. Evans Elementary School's employees are involved in all the stages of the deployment and implementation of the school's vision, mission, and core values. The strategic planning process is consensus based, incorporating the expectations of the stakeholders and reflecting the school's goals and objectives. This process utilizes the Continuous Improvement Model (CIM) which promotes and ensures long-term success.

## ***Stakeholder Engagement:***

Results of the survey indicate that 4.3 percent of the staff believe that the faculty and staff recognize the importance of establishing and maintaining an alliance with its customers and stakeholders. In addition, the employees analyze the services provided and use the results to develop action plans to better meet the students' needs, thus ensuring customer satisfaction and loyalty.

## ***Faculty & Staff:***

Responses to the survey indicate that 4.3 percent of the school's staff believe that the school's consensus-based approach promotes initiative, cooperation, and innovation, giving employees the opportunities to share their skills and knowledge with the entire community. The consensus-based system capitalizes on the diverse ideas, cultures, and thinking of its employees and the community with which it interacts. The administration utilizes the expertise and creativity of its employees throughout all levels of the organization. The consensus-based approach promotes team structure, bringing together faculty and staff from different parts of the organization to act on issues that affect the organization and its goals.

## ***Data/Information/Knowledge Management:***

An analysis of the survey indicates that 4.4 percent of the school's personnel analyze data pertaining to their professional status, professional development, and Professional Development Plans (PDP) to make decisions to meet the organization's mission, vision, and goals. In order for the staff to monitor the progress of its customers and school functions, pertinent student information is disseminated and analyzed through a team-based approach to effectively plan, align, and manage student performance.

## ***Education Design:***



Survey results indicate that 4.1 percent of the faculty and staff are satisfied with the manner in which the school has planned extended learning opportunities. To supplement instruction for less proficient students, tutoring has been instituted before and during the school day. Students enrolled in these programs work in small groups with more personal instruction to help accelerate their learning. These programs are implemented utilizing funds from the EESAC, Title I, and Student Achievement Enhancement. Extended learning opportunities are also offered through the district funded after school Academic Excellence Program (AEP) to provide enrichment to high achieving students. This program includes a chess class to develop high level thinking skills and hands-on science activities to provide real-life experiences for students. Additionally, extended learning opportunities are provided through the "I Choose" program in conjunction with Florida International University (FIU) through the Family Literacy Arts Program (FLAP).

School-wide Improvement Model: Lillie C. Evans Elementary School implements the Continuous Improvement Model (CIM) as the schoolwide improvement model to support improved student achievement. The CIM is an eight-step analysis approach for continuous improvement. As we implement this eight-step process, we have included the following: we first collected and disaggregated the test data, and we established timelines along with the district's pacing guides; as we implement the plan we administer frequent assessments, (monthly benchmark assessments), which we analyze to assess results; we modify instruction as needed, using tutorials to reteach (both during the school day and before-school) and we continue to reinforce to maintain the learning that has taken place.

### ***Performance Results:***

The 2006 Organizational Performance Improvement Snapshot submitted by the faculty and staff indicates favorable results in all seven categories. The survey results from the Student Climate Survey (SCS) and the Parent Climate Survey (PCS) also indicate the students and stakeholders' satisfaction in relation to the organization's service performance. Lillie C. Evans Elementary School has improved from a low performing school that was graded "F" to a high performing school, with a grade of "B" for the 2005-2006 school year.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 1 STATEMENT:**

All students will be able to read on or above grade level.

### ***Needs Assessment***

Results on the 2006 FCAT Reading Test indicate that 58 percent of the third grade students, 58 percent of the fourth grade students, 47 percent of the fifth grade students, and 64 percent of the sixth grade students scored at or above Level 3. In addition, 58 percent of the students achieved proficiency as per the No Child Left Behind (NCLB) Adequate Yearly Progress report. The assessment revealed the following strengths: third grade students earned points on 57 percent of the questions in Words and Phrases and 59 percent of the the Main Idea/Author's Purpose questions; fourth grade students improved the percent of Words and Phrases questions they answered correctly and sixth grade students improved in Main Idea/Purpose, Comparisons and Reference and Research indicating that many of the strategies being used with the students have been effective. The assessment revealed the following needs: there was a decline in mastery of Comparisons and Reference and Research for third grade students, and a decline in mastery of Main Idea and Purpose, and Comparisons for fourth grade students. Students in grade five declined in the areas of Words and Phrases, Comparisons and Reference and Research while sixth grade students showed a decline in mastery in Words and Phrases.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading performance as evidenced by a five percent increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2007 Florida Comprehensive Assessment Test administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze the data from the 2006 FCAT Reading Test for grades three through six, to identify strengths and weaknesses and develop interventions and instructional strategies which will help students improve their ability to read and comprehend.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to implement the Comprehensive Research-Based Reading Plan (CRRP) for one hundred twenty minutes daily in grades kindergarten through six. The district's pacing plan will be used to ensure that all of the standards have been taught. Students in Tiers 2 and 3 will receive an additional 60 minutes of daily reading instruction in order to provide intervention strategies.	Principal, Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide before school tutorial instruction to improve the reading skills of the lowest performing students.	Principal, Assistant Principal, I Choose Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$250000.00
Utilize monthly assessments, district interim assessments and the data generated from Reading Plus, Successmaker and the Voyager Program for the purpose of tracking and analyzing progress, and redirecting instruction using the Sunshine State Standards and research-based reading programs.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the "I Choose" program emphasizing the Literacy Through the Arts curriculum in order to monitor the progress of students, as well as, expose them to a variety of genres related to literacy and reading.	Principal, Assistant Principal, I Choose Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

Houghton-Mifflin Reading Series

Voyager

Soar to Success

Early Success

Reading Plus

## **Professional Development**

In order to increase student performance in reading, the following professional development activities will be offered during the 2006-2007 school year:

1. PACES In-services (Focusing on Domain 5)
2. Differentiated Instruction
3. SuccessMaker Technology Programs: Interpretation of Data to Classroom Application
4. Houghton Mifflin K -6
5. Other school-site professional development based on needs identified through the disaggregation of monthly data.

## **Evaluation**

Summative evaluation - 2007 FCAT Reading Test

Formative evaluations - monthly school site assessments, district interim assessments and the intervention program assessments. (Voyager, Reading Plus and Success Maker)

Tutorial program students will be formatively evaluated on a monthly basis using school site assessments.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 2 STATEMENT:**

All students will demonstrate increased performance in mathematics.

### ***Needs Assessment***

Results on the 2006 FCAT Mathematics Test indicate that 69 percent of the third grade students, 66 percent of the fourth grade students, 37 percent of the fifth grade students, and 57 percent of the sixth grade students scored at or above Level 3. In addition, 58 percent of students achieved proficiency as per the No Child Left Behind (NCLB) Adequate Progress report. The assessment revealed the following strengths: third grade students increased the points earned on 58 percent of the questions in Number Sense, 71 percent of the questions in Data Analysis and 67 percent of the questions in Algebraic Thinking and they maintained the percentage of correct responses in Measurement (63 Percent) and Geometry (57 percent). Fourth grade students increased the percentage of correct responses in Number Sense from 55 to 60 percent and Data Analysis, from 57 to 71 percent correct, while maintaining the percent of correct responses in Measurement (63 percent), Geometry (57 percent) and Algebraic Thinking (57 percent). Students in fifth grade demonstrated growth in the area of Geometry, from 46 to 54 percent of correct responses, while maintaining the percent of correct responses in Number Sense (38 percent), Measurement (45 percent) and Algebraic Thinking (45 percent). Sixth grade students showed growth in Number Sense, from 56 to 67 percent, Measurement, from 44 to 56 percent, Geometry from 56 to 67 percent and Data Analysis from 56 to 67 percent. The assessment revealed a decline in the percent of correct responses on the Data Analysis questions by fifth grade students from 50 percent to 42 percent.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematics performance as evidenced by a five percent increase in the number of students scoring FCAT Achievement Level 3 or higher on the 2007 Florida Comprehensive Assessment Test administration.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Deliver a sound and effective instructional mathematics program for students in kindergarten through grade six, using the Harcourt-Brace Mathematics Program and following the district's pacing plan in order ensure that students are being instructed in all of the Standards.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Mathematics Test, to identify strengths and weaknesses for the purpose of developing interventions and instructional strategies which will help students improve their ability to do mathematics effectively.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to utilize the before school tutorial program to improve the mathematics skills of the less proficient students at levels 1 and 2.	Principal, Assistant Principal, I Choose Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$25000.00
Utilize the district's Interim Assessments, school site monthly assessments and data generated from the SuccessMaker Program for the purpose of tracking and analyzing progress and redirecting instruction using the Sunshine State Standards and research-based mathematics programs.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

Harcourt-Brace Mathematics Series  
SuccessMaker Technology Program



## **Professional Development**

In order to increase student performance in mathematics, the following professional development activities will be offered during the 2006-2007 school year:

1. SuccessMaker Technology Program: Interpretation of Data to Classroom Applications
2. Item Specifications for Mathematics
3. Effective Strategies for teaching Data Analysis
4. Principles and Standards for School Mathematics

## **Evaluation**

Summative - 2007 FCAT Mathematics Test.

Formative - school site assessments, district interim assessments and SuccessMaker assessments.

Tutorial program students will be formatively evaluated on a monthly basis using school site assessments.

## GOAL 3: WRITING

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

**Needs Assessment**

Results of the 2006 FCAT Writing test indicate that 55 students were tested and achieved a combined mean score of 4.1. Of the 55 students tested, 32 were tested using a narrative prompt and 25 were tested using an expository prompt. Of those tested, two were unscorable. Twenty-eight percent of the students scored below a 4.0. Scores indicate that 96 percent of fourth grade students met high standards in writing for the 2006 administration of the FCAT Writing test.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, fourth grade students will increase their writing skills as evidenced by a one percent increase in the number of students scoring at or above a 4.0 on the 2007 administration of the FCAT Writing Test, when compared to the 2006 administration of the FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a school-wide writing pre-, mid, and post test. Use the FCAT Writing rubric to evaluate the writing process and monitor student achievement in writing.	Principal, Assistant Principal, Writing Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to engage fourth grade students in bi-weekly cycles of instruction in the use of Expository and Narrative writing techniques using the CIM Model: administer a diagnostic writing assessment, organize small homogeneous groups based on results; instruct-informally, monitor, and redirect instruction as needed.	Principal, Assistant Principal, Writing Coordinator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Students in kindergarten through second grade will continue to participate in the Lucy Calkins "Writer's Workshop" ensuring that they are exposed to a variety of genres, as well as, being challenged to obtain the skills to become young authors.	Principal, Assistant Principal, I Choose Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan, implement, and monitor a writing program in which teachers of all grade levels include daily instruction and weekly practice opportunities across the curriculum.	Principal, Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

Lucy Calkins Writer's Workshop

## **Professional Development**

In order to increase student performance in writing, the following professional development activities will be offered during the 2005-2006 school year:

1. The Writing Process
2. Writing+ Grades 3 & 4

## **Evaluation**

Summative evaluation - 2007 FCAT+ Writing Test.

Formative - pre-writing, monthly writing, and post-writing assessments. Longitudinal analysis of data will be completed on a monthly basis to ensure progress is being made.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Increase the scientific knowledge of all students.

### ***Needs Assessment***

Results on the 2006 FCAT Science test reflects that twenty-nine percent of the students tested scored at a level 3 or above. In all of the content clusters, the scores of the fifth grade students at Lillie C. Evans Elementary were equal to the district wide scores. In the areas of Physical and Chemical and Scientific Thinking, students answered 50 percent of the questions correctly while the state average was 58 percent. On Earth and Space questions, students answered 43 percent of the questions correctly while students statewide answered 50 percent correctly.

## Measurable Objective

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

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Using the district's pacing guide for science, continue to implement an effective science program that uses strategies to develop students' understanding of scientific concepts through science activities and project-based learning such as cooperative groups, hands-on activities, and inquiry and critical thinking.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model, disaggregate and analyze data from the 2006 FCAT Science test and monthly science assessments to identify strengths and weaknesses, develop the instructional focus and redirect instruction as needed.	Principal, Assistant Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement school-wide instruction of 150 minutes of science per week, utilizing science centers, science equipment, multilevel FOSS kits, and science demonstrations for the purpose of developing science process skills.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for teachers to participate in professional development activities focused on curriculum instruction and assessment in the Sunshine State Standards benchmarks in science to improve classroom instruction.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a before school science club "Science Wizards" for selected students in grades five and six in order to provide science enrichment activities and information about science skills used in various careers and to promote a knowledge of science process skills.	Principal, Assistant Principal, Science Club Sponsor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize business community representatives to	Principal, Assistant Principal, I	8/14/2006	5/30/2007	District Strategic	\$0.00

assist with the Science and Health Fair in order to expose the students to various activities and careers that relate to science.	Choose Lead Teacher Full Service Center Coordinator		Plan	
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## **Research-Based Programs**

Harcourt-Brace Science Series

## **Professional Development**

In order to increase student performance in science, the following professional development activities will be offered during the 2006-2007 school year:

1. Science inservices include:
  1. Item Specifications for Science
  2. Understanding the Scientific Process
  3. Effective Implementation of Inquiry-based Science Strategies in the Classroom.

## **Evaluation**

Summative evaluation 2007 FCAT Science Test.

Formative evaluations - Weekly Science Logs  
School-site Assessments.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 5 STATEMENT:**

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

### **Needs Assessment**

An analysis of parental involvement trends at Lillie C. Evans Elementary School reveals that attendance at school-wide events such as Open House/Resource Fair, Science Fair, PTA meetings, EESAC meetings, Second Cup of Coffee, and Honor Roll Assemblies, has increased by 84 percent when compared to the 2005-2006 sign-in logs. In an effort to continue the trend to increase parental involvement, the following needs have been identified: (a) the need for the Community Involvement Specialist to make recommendations and coordinate school-sponsored activities (b) the need for additional school sponsored events that provide parents with opportunities to interact with faculty and staff, and (c) the need for additional student recognition and performance activities to promote positive parental involvement.



## Measurable Objective

Given the need for an increased home-school connection, parent/family/community involvement will increase as evidenced by a 10 percent increase in the number of parents/family/community members who attend school sponsored activities during the 2006-2007 school year, as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administration, faculty, parent representatives, and community-based organizations will combine efforts in surveying parents' needs and prioritizing and planning activities.	Principal, Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Help parents become more aware of educational opportunities by informing them of events and classes through the district's Parent Academy and by encouraging the use of the Internet services in the Computer Skills Lab and the media center.	Principal, Assistant Principal, Community Involvement Specialist Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide health, safety, and other related information through the annual Health Fair and monthly parent newsletter in order to make parents aware that health and safety affect student achievement.	Principal, Assistant Principal, Full Service Center Coordinator Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide computers, training, and Internet access in homes through the Citibank FamilyTech Program sponsored by The Education Fund in order to improve parental involvement, which will enhance learning, as well as, improve the school to home connection.	Principal, Assistant Principal, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to plan and deliver workshops which empower parents with the knowledge to improve their parenting skills, their understanding of child-related health issues, their own personal educational growth, and the use of technology.	Principal, Assistant Principal, Community Involvement Specialist Full Service Center Coordinator	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize the parent resource bulletin board and monthly newsletter to inform parents of school-sponsored activities including community events, parent workshops, and	Principal, Assistant Principal, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

other district sponsored parent activities.	
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## **Research-Based Programs**

Not Applicable

## **Professional Development**

Not Applicable

## **Evaluation**

Attendance Logs for all events, as well as, home visit logs will be reviewed quarterly and at the end of the 2006-2007 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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#### *District Strategic Plan*

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

### **GOAL 6 STATEMENT:**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### **Needs Assessment**

Quarterly Percentage of Attendance Reports during the 2005 -2006 school year indicate a need to improve the school's average daily attendance. On the June 2006 report, the school's average daily attendance was 94.88 percent. These results indicate the need to educate parents about the benefits of good attendance and to motivate students to come to school everyday.

## Measurable Objective

Given the results of the Percentage of Attendance Report, students will increase their average daily attendance by .80 percentage point, as evidenced by the June 2007 Percentage of Attendance Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reward classes with perfect attendance on a nine week basis by providing a celebration.	Principal, Assistant Principal, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reward students at the end of the school year for perfect attendance by providing each student with a small trophy.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize parents on a quarterly basis for students with perfect attendance.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Publicize the names of students with perfect attendance for the nine weeks in the monthly parent newsletter.	Principal, Assistant Principal, Newsletter Editor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize classes with perfect attendance, on a daily, weekly, and monthly basis during morning announcements and through special activities.	Principal, Assistaatn Principal, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

Summative evaluation - 2006-2007 school year Percentage of Attendance Report.

Formative evaluation - daily announcement of the attendance results.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

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

**GOAL 7 STATEMENT:**

The school will integrate technology into all curricular areas.

**Needs Assessment**

Results of a site based survey indicate that the comfort level of instructional staff is low when they are required to infuse technology in their instructional program. Sixty percent of instructional staff are somewhat uncomfortable infusing technology into the curriculum. The need is for programs which emphasise infusing technology throughout the instructional day. The implementaion of Lexia (Kindergarten through grade two) and Reading Plus (third through sixth grade) will establish a baseline by which the increased use of technology can be measured.

## Measurable Objective

Given an emphasis on the use of technology in education, teachers will augment the instructional program with the use of the Lexia and Reading Plus technology programs as evidenced by the weekly performance reports indicating that 90 percent of the students are working on the programs for a minimum of ninety minutes per week.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review the Lexia and Reading Plus reports on a weekly basis for planning and remediation and to ensure that all students are spending a minimum of 90 minutes per week on the program.	Principal, Assistant Principal, Technology Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that all students in grades three through six have access to the computer lab for 90 minutes a week.	Principal, Assistant Principal, Technology Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents of student's progress on the Lexia and Reading Plus programs.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development in the use of Lexia or Reading Plus for all reading teachers.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct professional development with kindergarten, first and second grade teachers on the use and interpretation of Lexia reports.	Principal, Assistant Principal, Technology Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

In order to increase the use of technology in all curricular areas, the following professional development activities will be offered during the 2006-2007 school year:

1. Lexia: Integration into the classroom and Interpretation of Data to Classroom Application.
2. Reding Plus Training for teachers of grades three through six.

## **Evaluation**

Summative evaluation - students will have spent a minimum of ninety minutes per week working on the programs. Kindergarten through grade two will work on Lexia, grades three through six will work in Reading Plus.

Formative evaluation of the increased use of technology throughout the instructional day will be based on the weekly performance reports which indicates the total time spent utilizing the Lexia and Reading Plus programs

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

The school will promote the overall health and fitness of students.

### ***Needs Assessment***

Results of the September 2006 Body Mass Index (BMI) screening indicate that 39 percent of first graders tested are at an inappropriate body weight, 31 percent of third graders tested are at an inappropriate body weight, and 35 percent of sixth graders tested are at an inappropriate body weight. These results indicate a need for instruction in good nutritional practices resulting in weight adjustments.



## Measurable Objective

Given instruction in good nutritional and health practices, students will improve their nutritional habits as evidenced by a 10 percent increase in the number of students in grades one, three and six, whose Body Mass Index (BMI) is calculated to be in the normal weight range.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Emphasize the value of physical activities and healthy life style choices through regular instruction using the Competency Based Curriculum.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Instruct students on fitness related activities which emphasize improved cardiovascular health, muscular strength, flexibility, and endurance.	Principal, Assistant Principal, Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to learn about healthy nutritional choices from a nutritional expert on a monthly basis.	Principal, Assistant Principal, Full Service Center Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for parents to learn good nutritional practices from a nutritionist and visiting experts through the monthly Second Cup of Coffee meetings.	Principal, Assistant Principal, Full Service Center Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Educate parents and students on how the Body Mass Index (BMI) is related to a healthy life style.	Principal, Assistant Principal, Full Service Center Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## **Evaluation**

Through our Full Service Center, the school is using the Body Mass Index (BMI) to determine students at risk for inappropriate body weight and related health issues.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

**Needs Assessment**

Based on the 2005-2006 Art Club membership, only 18 students out of a possible 150 were active members. Results indicate a need to increase membership in the Art Club during the 2006-2007 school year, which will provide students with opportunities for a multi-dimensional education, develop an appreciation for all forms of art, and live a more creative life.

## Measurable Objective

Given the benefits of participation in the Art Club as part of the "I Choose, Literacy Through the Arts Program", membership will increase by five percent from the 2005-2006 school year, as evidenced by the total number of students enrolled in the Art Club at the end of the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit students in grades three through six who demonstrate an interest in the visual arts to become members of the Art Club.	Principal, Assistant Principal, Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create a calendar of events, contests, and activities for Art Club members.	Principal, Assistant Principal, Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize an "Artist of the Month" whose picture and work will be displayed in the media center.	Principal, Assistant Principal, Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Host an Art Club Fair/Auction featuring the students' work.	Principal, Assistant Principal, Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create an art gallery in the reception area of the main office consisting of work from the Art Club members.	Principal, Assistant Principal, Art Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

Increased membership in the Art Club as demonstrated by attendance logs for club activities and events.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

Lillie C. Evans Elementary School will rank at or above the third percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs on the 2005 - 2006 report.

### ***Needs Assessment***

Results of the 2004-2005 Florida Department of Education Return on Investment Index indicate that the return on investment for the school is in the lower third of all elementary schools in the state. These results indicate a need to more effectively utilize the money spent to increase learning.

## Measurable Objective

Given results of the 2004-2005 Florida Department of Education Return on Investment (ROI) Index, the school will increase its efficiency and effectiveness, as demonstrated by improving the school's ranking on the State of Florida ROI publication by one percentage point.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the knowledge of the school's leadership team in the use of financial resources to improve the effectiveness of the school's programs.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocations.	Principal, Assistant Principal, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize data from a variety of programs currently in use to determine their effectiveness.	Principal, Assistant Principal, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reallocate funds based on the data analysis of the school's programs to increase their effectiveness..	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize school and district in-service training to increase the effectiveness of teaching strategies.	Principal, Assistant Principal, Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Not Applicable

## Evaluation

Lillie C. Evans Elementary School will increase its ranking from the second percentile to the third percentile on the next publication of the index.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

The Educational Excellence School Advisory Council (EESAC) recommended the allocation of funds to purchase additional incentives to support all motivational school programs.

### ***Training:***

The Educational Excellence School Advisory Council (EESAC) supported all site-based in-services in the areas of Reading, Writing, Mathematics, Science, and Parental Involvement.

### ***Instructional Materials:***

The Educational Excellence School Advisory Council (EESAC) supported all administrative decisions to enhance classroom instruction.

### ***Technology:***

The Educational Excellence School Advisory Council (EESAC) funds were available to purchase incentives to support the school's technology programs.

### ***Staffing:***

The Educational Excellence School Advisory Council (EESAC) supported the use of Title I funds, in conjunction with the school-based budget, to support the school's tutorial program.

### ***Student Support Services:***

The Educational Excellence School Advisory Council (EESAC) promoted all continuation of all school clubs, chess team, and Character Education Program to address self-esteem issues.

### ***Other Matters of Resource Allocation:***

The Educational Excellence School Advisory Council (EESAC) recommended that all faculty and staff members seek Dade Partners and apply to local granting sources for additional funding.

***Benchmarking:***

The Educational Excellence School Advisory Council (EESAC) continued to support the academic evaluation plan used to determine student progress in the areas of reading, mathematics, writing, and science.

***School Safety & Discipline:***

The Educational Excellence School Advisory Council (EESAC) continued to provide full support to the Drug Abuse Resistance Education (DARE) Program.



## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$250,000.00
Goal 2: Mathematics	\$25,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$275,000.00</b>

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*