

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Christina M. Eve Elementary School (1691)

Feeder Pattern - Felix Varela Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Carlos Diaz

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Christina M. Eve Elementary School (CME), with a current population of 795 students, began operations in the fall of 1999 in a temporary location. Since its inception, the administration, faculty, and staff made a commitment to provide the students, parents, and community with all the elements essential for a very successful educational program. In August of 2000, Christina M. Eve Elementary finally opened the doors of its permanent location at 16251 S.W. 99th Street. A strong, rapidly growing, middle class community composed of young families surrounds Christina M. Eve Elementary School. Local business partners such as Publix and Mobile on the Run help support school programs by providing incentives for students. In addition, each year the school receives a five hundred dollar grant from Exxon/Mobile on the Run which is used to purchase supplies for students. The school belongs to the Felix Varela Feeder Pattern which is composed of several neighboring schools. At the conclusion of their elementary career, most CME students attend Hammocks Middle School or Jorge Mas Canosa Middle School. The school's faculty is arranged as follows: Two administrators, a principal, and an assistant principal serve as the instructional leaders of the school. There are 34 certified classroom teachers, six Special Education teachers, an Elementary Guidance Counselor, a Speech Pathologist, a Media Specialist, nine Special Area Teachers, a Reading Coach with classroom responsibilities, a Writing Facilitator with classroom responsibilities, a Technology Facilitator with classroom responsibilities, a part-time Media Center clerk and eight part time classroom assistants are employed at the school. Our staff is comprised of 64 percent Hispanic, ten percent Black, and 26 percent White Non-Hispanic. Thirty-eight percent of teachers hold Master's Degrees, seven percent hold Specialist's Degrees, and 12 percent are new to Christina M. Eve. The ethnic characteristics of the student population are as follows: 81 percent Hispanic, 9 percent white, 2 percent black and 8 percent other. Seventeen percent of the students are English Language Learners and 35 percent are eligible for free/reduced priced meals. Ninety-two percent of standard curriculum students scored at or above the State required mastery level in reading and mathematics and the remaining eight percent below the required proficiency levels. Moreover, six percent of all students in grades three through five scored a Level 1 on the Reading subtest of Florida Comprehensive Assessment Test (FCAT) while 9 percent scored a Level 2. Three percent of all students in grades three through five scored a Level 1 on the Mathematics subtest of the FCAT while 10 percent scored a Level 2. The current retention rate is 2 percent which includes new students to the school. Student attendance at the end of the 2006-2007 school year was 97.07, an increase from the previous year. The school was recently awarded a Title III grant in order to provide tutorial services to ELL students. CME has consistently out performed all district elementary schools on the Florida Writing + Assessment. In addition, the school has attained an A+ rating each year since it commenced operations.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 95 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by 95 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards for Writing, 100 percent or more of students in grade four will maintain high achievement in their writing skills as evidenced by the 2008 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade five will demonstrate skilled proficiency in science as evidenced by 60 percent or more of students meeting high standards on the 2008 administration of the FCAT Science Test.

Given schoolwide focus on Parental involvement, 80 percent of parents will participate in at least two parent workshops/activities as evidenced by sign in sheets.

Given an emphasis on a safe and orderly school environment, the average daily student attendance will improve to 98 percent during the 2007-2008 school year.

Given attention to the use of technology, students in kindergarten through grade five will increase their use of computers by 50 percent as evidenced by Accelerated Reader, Reading Plus, River Deep and FCAT Explorer progress reports generated at the end of the year as compared to reports generated in September, 2007.

Given results of the 2006-2007 Fitness Gram 90 percent of students enrolled in Physical Education classes will achieve the Presidential award as documented by the 2007-2008 Fitness Gram report.

Given increased attention in music instruction, students in grades two and three will demonstrate a 90 percent increase in their musical note reading proficiency as measured by a post test.

Christina M. Eve Elementary School will improve its ranking on the State of Florida ROI index publication from the 97th percentile in 2004-2005, to the 98th percentile on the next publication of the index.



School Improvement Plan 2007-2008



According to the Organizational Performance Self-Assessment Survey conducted in May of 2007, the two areas which require attention are Strategic Planning and Process Management. The purpose for choosing these areas is based on stakeholder's perception of their roles in the planning process. Moreover, staff members feel that they lack the needed resources to fulfill their instructional responsibilities as it relates to the acquisition of data. The results of the OPIS indicate a need for teacher participation in policy and curriculum development. In order to remedy these areas of perceived needs, staff members will be urged to express their ideas regarding the development of school improvement goals and objectives. This will be accomplished through an increased focus on data analysis in small group settings designed to bring to the forefront individual class strengths and weaknesses. Best Practices among staff members will be identified and shared with all stakeholders.



School Improvement Plan 2007-2008



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.

1691 - CHRISTINA M. EVE ELEMENTARY SCHOOL

VISION

Christina M. Eve Elementary is committed to the pursuit of excellence seeking to maximize each student's academic, social and patriotic potential enabling them to become lifelong learners and productive citizens.

MISSION

Christina M. Eve Elementary School will strive to form a true partnership between home, school and community that is committed to providing a quality educational program that meets the individual needs of our students. This will be accomplished through a research-developed curriculum infused with technology and character development; while providing a safe and inviting learning environment that will result in productive citizens prepared to compete in a global society.

CORE VALUES

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

School Demographics

Christina M. Eve Elementary (CME) School is a suburban school located in a predominantly Hispanic community in the West Kendall area. The construction of the permanent building was finished in the summer of 2000 and spans over 94,207 feet in area and sits on 9 acres. The CME student population for the 2007-2008 school year consists of approximately 795 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 81 percent Hispanic, 9 percent White Non-Hispanic, 2 percent Black, and 8 percent other. English Language Learners (ELL) constitute 23 percent of the enrollment. Seventeen percent of students participate in a resource gifted program where they receive content area or reading instruction. Special Education (SPED) students make up approximately eleven percent of the student enrollment. Based on 2007 assessment data, six percent of all students in grades three through five scored a Level 1 on the Reading subtest of Florida Comprehensive Assessment Test (FCAT) while 9 percent scored at a Level 2. Three percent of all students in grades three through five scored a Level 1 on the Mathematics subtest of the FCAT while 10 percent scored a Level 2. Forty-one percent of the student body qualify for free and reduced lunch.

Christina M. Eve Elementary is a public elementary utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. In addition, specialty programs provided include a Special Education Program for students with disabilities; an English Language Learner Program which provides instruction in English for students of other languages; an Extended Foreign Language Program which affords students the opportunity to learn Spanish as part of the daily curriculum; a program for Gifted students designed to challenge children with elevated intellectual capacity; and an Academic Excellence Program (AEP) for students who benefit from enrichment strands of instruction. In addition to the programs mentioned above, CME offers a Voluntary Prekindergarten (VPK) program for students who are four years of age as well as a Special Education Prekindergarten program for students with Speech and/or Language disabilities. The readiness rate for VPK students who attended CME in 2005-2006 was 200 as measured by the 2006 administration of the Florida Kindergarten Readiness Survey (FLKRS). These programs focus on improving the educational achievement of all students.

Christina M. Eve Elementary ranks first in the District with respect to writing scores attained on the essay portion of the Florida Comprehensive Assessment Test Writing+ subtest. The performance results in this area may be attributed to the writing program implemented in grades kindergarten through grade five. The most challenging aspect the school faces each year is the number of students entering kindergarten with limited or no formal school experience as evidenced by teacher observations and FLCKRS assessments. The 2006 administration of the FLCKRS revealed that 30 percent of students did not meet readiness criteria.

Two administrators, a principal and an assistant principal serve as the instructional leaders of the school. There are 35 certified classroom teachers, six Special Education teachers, an Elementary Guidance Counselor, a Speech Pathologist, a Media Specialist, nine Special Area Teachers, a Reading Coach with classroom responsibilities, a Writing Facilitator with classroom responsibilities, a Technology Facilitator with classroom responsibilities, and a part-time Media Center clerk employed at the school. Our staff is comprised of 64 percent (37) Hispanic, ten percent (6) Black, and 26 percent (14) White Non-Hispanic. Thirty-eight percent of teachers hold Master's Degrees, seven percent hold Specialist's Degrees, and 12 percent are new to Christina M. Eve. A leadership team is established each year and consists of a representative from each grade level, a SPED teacher, an ELL teacher, the reading coach and media specialist.

The current teacher-to-student ratio is approximately 1:21 in kindergarten through fifth grade. The average class size in kindergarten through grade three is 20.88. The class size in grades 4 and 5 is 23. Students with disabilities participate in the inclusion or resource programs. The inclusion program services students with disabilities in the standard curriculum class with an average teacher-to-student ratio similar to those mentioned above. The current rate of inclusion for students with disabilities attending CME is 76 percent. The teacher-to-student ratio for students with disabilities being serviced in a resource setting is 1:6.

The average daily attendance at the end of the 2006-2007 school year was 97.07 percent an increase of 0.48 percent. Student attendance has steadily increased over the last three years as a result of increased attention in this area. The retention rate was 2 percent including new students to the school. One student in third grade was retained due to FCAT scores.

Christina M. Eve Elementary School belongs to the Felix Varela Feeder Pattern which is composed of several neighboring schools. At the conclusion of their elementary career, most CME students attend Hammocks Middle School or Jorge Mas Canosa Middle School. Upon successful completion of middle school requirements, students then transition to Felix Varela Senior High School.

CME enjoys a positive and productive partnership with several neighboring business partners who work closely with the school community to help meet the needs of students. Local business partners such as Publix and Mobile on the Run help support school programs by providing incentives for students. Each month Publix donates baked goods for our Gator of the Month Celebration. In addition, each year the school receives a five hundred dollar grant from Mobile on the Run which is used to purchase supplies for students.

The Florida Department of Education has graded Christina M. Eve Elementary School an "A" school, for the past 6 years, for high student achievement that consistently has been evident on the FCAT.

School Foundation

Leadership:

According to the May, 2007 Organizational Performance Self Assessment Survey in the area of leadership, Christina M. Eve Elementary School ranked a 4.5 out of 5 indicating that our school has a positive working environment with set directions, share the vision and mission of our school, and employees are involved in the daily operation of the school. The administrative staff will continue to promote the schools vision and mission in order to maintain a high ranking in this area.

District Strategic Planning Alignment:

According to the Organizational Performance Self Assessment Survey administered in May of 2007, Christina M. Eve Elementary School ranked 4.3 out of 5 indicating that staff members feel they are not actively engaged in setting goals and objectives relative to the school program. In addition, staff members feel they are not fully aware of grade level progress as it pertains to the organization's overall plan. Therefore, staff will be asked to take part in the planning stages of the School Improvement Plan in conjunction with periodic grade level meetings with the administration to discuss progress.

Stakeholder Engagement:

According to the Organizational Performance Self Assessment Survey conducted in May, 2007 in the area of stakeholder engagement, Christina M. Eve Elementary School ranked a 4.4 out of 5 indicating that the level of customer satisfaction is adequate. The school will continue to provide activities that will promote stakeholder engagement.

Faculty & Staff:

According to the Organizational Performance Self Assessment Survey conducted in May of 2007, Christina M. Eve Elementary School ranked a 4.5 out of 5 indicating that staff members utilize a team approach to the overall function of the school. Collaboration and best practices will continue to be encouraged in order ensure future success.

Data/Information/Knowledge Management:

According to the Organizational Performance Self Assessment Survey conducted in May, 2007 in the area of Measurement, Analysis, and Knowledge Management, Christina M. Eve Elementary School ranked a 4.5 out of 5 indicating that the staff has the ability to utilize data to monitor the progress of its employees and school functions. Staff will continue to be involved in the area of data management to ensure future success in this area.

Education Design:

According to the Organizational Performance Self Assessment Survey conducted in May, 2007 in the area of education design, Christina M. Eve Elementary School ranked a 4.5 out of 5 indicating the school should continue to implement the schoolwide improvement model, provide extended learning opportunities to children performing in the lowest quartiles and offer advanced courses to those who excel in academics achievement. The aforementioned will continue to be implemented to ensure future success in this area.

Performance Results:

As a result, our school will strengthen and achieve even higher standards as we analyze and apply strategies to improve areas where needed. This process will have a positive impact on enhancing our overall social and academic growth.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will read at or above grade level.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 78 percent of students tested made learning gains and 92 percent of standard curriculum students achieved high standards in reading. An analysis of data across the grade levels indicates that 25 percent of English Language Learners (ELL) scored below the state required mastery level on the FCAT Reading subtest. Additionally, 17 percent of Economically Disadvantaged students scored below the state required mastery level on the FCAT Reading subtest.

Close examination of each content area assessed on the FCAT indicate that grade five students scored highest on the Reference/Research content strand (75%) and demonstrated the greatest deficiency on the Main Idea/Purpose content area (65%). Like students in fifth grade, fourth grade scored highest in Reference and Research (75%) and lowest on Main Idea/Purpose (72%). Third grade students demonstrated greatest strengths in the Words and Phrases content strand (78%) and showed a need for improvement in Main Idea (72%) and Comparisons (72%). Based on the aforementioned, reading instruction must focus on Main Idea/Purpose content area.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading as evidenced by 95 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement District's Comprehensive Research Based Reading Plan to address content area deficiencies.	Principal, Assistant Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide interventions for students performing in the lowest 25 percent utilizing technology resources and Voyager Passport research based materials.	Principal, Assistant Principal, Teacher	8/20/2007	6/4/2008	District-wide Literacy Plan	15000
Analyze data from the 2007 FCAT reading test in order to identify weaknesses and strengths. Review periodic assessments administered throughout the school year in order to adjust instructional program as needed.	Principal and Grade Level Chairs	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use Accelerated Reader and FCAT Explorer computer assisted resources to reinforce reading skills during reading and language arts period.	Assistant Principal, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Engage selected students in critical thinking activities through participation in the Chess Club.	Teacher, Principal	9/5/2006	5/8/2007	Advanced Academics	3900
Provide English Language Learner (ELL) students, Economically Disadvantaged Students and Students with Disabilities who scored below level 3 additional reading assistance during the school day.	Principal, Assistant Principal	8/20/2007	6/4/2008	Diversity & Educational Equity	0
Provide an uninterrupted 90-minute reading block for students in kindergarten through fifth grade in order to address all tested benchmarks with a focus on Main Idea.	Assistant Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Develop a focus calendar based on FCAT and DIBELS assessment data that address content area needs of students.	Principal, Assistant Principal, Teacher	8/20/2007	6/4/2008	Continuous Improvement Model	
Implement the Continuous Improvement Model to monitor student achievement and adjust the instructional program on an ongoing basis.	Principal, Assistant Principal, Teacher	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Research based programs include:
 Houghton Mifflin Reading Series
 Voyager Passport
 Reading Plus

Professional Development

Professional development activities include:
 Houghton Mifflin Reading Series
 Accelerated Reader
 Reading Plus program
 FCAT Reading Strategies related to The Comprehensive Research Based Reading Program.

Evaluation

This objective will be evaluated by 95 percent of students reaching the state required mastery level on the 2008 administration of the FCAT Reading subtest. The Continuous Improvement Model will be utilized to monitor student performance. The following assessment instruments will be used: DIBELS, DAR, classroom assessments, interim assessments as well as pre and post assessments.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Christina M. Eve Elementary students will be proficient in mathematics.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 74 percent of students tested made learning gains and 92 percent of students achieved high standards in mathematics. An analysis of data across the grade levels indicates that 16 percent of ELL students and 18 percent of Economically Disadvantaged students scored below the state required mastery level on the FCAT Mathematics subtest.

Mathematics performance data on individual content strands revealed that on average, students earned the least points possible on the Number Sense (68%) and Algebraic Thinking (63%) content strands and earned about the same amount of possible points on the remaining strands (70%). The data indicate, that students need more support in the areas of Number Sense and Algebraic Thinking in order to improve performance in their mathematics skills.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by 95 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide English Language Learner (ELL) students, Economically Disadvantaged Students and Students with Disabilities who scored below level 3 additional mathematics assistance.	Principal, Teachers	8/20/2007	6/4/2007	Diversity & Educational Equity	0
Provide timed mathematics practice for students to increase their speed and accuracy in order to improve mathematical skills using teacher made tests as well as Math Facts in a Flash computer program.	Teachers, Principal	8/20/2007	6/4/2007	Other/ Not Applicable	0
Provide an uninterrupted daily 60 minute block in Mathematics in Kindergarten through Fifth Grade.	Principal, Assistant Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Develop a focus calendar based on FCAT and school site assessment data that addresses the content area needs of students.	Teachers	8/20/2007	6/4/2007	Continuous Improvement Model	0
Provide interventions for students performing in the lowest 25 percent in order to address all content areas.	Tutorial Staff, Assistant Principal	8/20/2007	6/4/2007	Diversity & Educational Equity	1500
Analyze data from the 2007 FCAT Mathematics test in order to identify weaknesses and strengths in all assessed content areas. Continuously monitor student performance and adjust instructional program as needed.	Principal, Grade Level Chairs	8/20/2007	6/4/2008	Continuous Improvement Model	0
Maintain high levels of proficiency by providing selected student opportunities to participate in the Chess Club offered through the Advanced Academics Program.	Teachers, Assistant Principal	8/20/2007	6/4/2008	Academic Enrichment Opportunities	3900
Engage ELL students in after school tutorial funded by a Title III grant.	Principal, Assistant Principal	8/20/2007	6/4/2008	Other/ Not Applicable	8000
Use Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model to monitor student achievement and the instructional program on an ongoing basis.	Principal, Assistant Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Research based programs include:
Scott Foresman / Addison Wesley

Professional Development

Professional development activities include:
Riverdeep
FCAT Explorer
Voyager Math

Evaluation

This objective will be evaluated by the results of the 2008 administration of the FCAT Mathematics scores as evidenced by 90 percent or more of students achieving high standards.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

The results obtained from the FCAT Writing + Assessment indicate that 95 percent of fourth grade students achieved high standards in Writing. Students achieved a combined score of 4.8 on the essay portion of the test. On the multiple choice section of the test, 89 percent of students achieved a Level 3 or above. The results gathered from this portion of the test indicate that fourth grade students scored lowest on questions measuring Focus (70%) and earned approximately the same number of possible points on the other assessed areas.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards for Writing, 100 percent or more of students in grade four will maintain high achievement in their writing skills as evidenced by the 2008 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement school-wide "Vivid Verb of the Week" on morning announcements to enhance vocabulary acquisition	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Administer District Pre and Post Test to determine proficiency level to modify instruction as needed.	Principal, Writing Facilitator, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide students with opportunities to engage in the Writing Process in all curriculum areas.	Writing Facilitator, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Implement a schoolwide writing program.	Writing Facilitator, Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Expand the quality of writing through the use of word processing programs to help write, edit, illustrate, and publish original pieces of writing.	Technology Chair, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Provide differentiated instruction for reading Level 1 and 2 students in the area of writing.	Assistant Principal, Tutors	8/20/2007	6/4/2008	Continuous Improvement Model	1000

Research-Based Programs

Research based programs include:
The Houghton Mifflin Reading Series

Professional Development

Professional development activities include:
Word Processing
Power Point
Developing Setting
Expository Writing
Site Based Writing Plan

Evaluation

This objective will be evaluated by students in grade 4 maintaining high achievement in their writing skills as evidenced by the 2008 FCAT Writing +Assessment as well as the District developed pre and post test.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All students will be able to apply the Scientific Method.

Needs Assessment

The results of the 2007 FCAT Science Test indicate that only 43 percent of students met the state required mastery level. The data shows that on average students answered 53 percent of Earth Space questions correctly and 58% correct on the remaining content strands. The results of the science test indicate that the instructional program must focus equally on the content clusters assessed on the FCAT.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will demonstrate skilled proficiency in science as evidenced by 60 percent or more of students meeting high standards on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model to monitor student performance and the instructional program on an on-going basis.	Assistant Principal, Grade Level Chairs, Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize science-themed periodicals to provide instruction on Scientific Thinking Skills.	Teachers, Assistant Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Conduct a schoolwide Science Fair.	Assistant Principal, Science Chair, Teachers	8/20/2007	4/11/2008	Other/ Not Applicable	0
Analyze data from the 2007 Science Pre and Post Scores in order to identify strengths and weaknesses, and adjust instruction accordingly.	Principal, Assistant Principal, Science Chair	8/20/2007	6/4/2008	Continuous Improvement Model	0
Develop and maintain interest in scientific thinking skills through the use of hands-on experiments.	Science Chair, Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	1000
Implement the new Scott Foresman science series in kindergarten through fifth grade.	Principal, Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	
Use Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal, Science Chair	8/20/2007	6/4/2008	Continuous Improvement Model	0
Conduct weekly guided and independent labs related to concepts presented in the Scott Foresman Science series.	Principal, Teacher	8/20/2007	6/4/2008	Other/ Not Applicable	0
Develop student knowledge of science concepts through vocabulary instruction.	Assistant Principal, Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

Research based programs include:
The Scott Foresman Science Program

Professional Development

Professional development programs include:
Power Writing
Scientific Method
Textbook Training

Evaluation

This objective will be evaluated by 60 percent or more of fifth grade students achieving high standards on the 2007 administration of the FCAT Science subtest.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their child's education.

Needs Assessment

An assessment of data compiled from sign-in sheets gathered from several parental involvement activities reveals that 76 percent of parents participated in parental involvement activities. In addition, 200 volunteers have been approved and an other 40 are pending approval.

Measurable Objective

Given schoolwide focus on Parental involvement, 80 percent of parents will participate in at least two parent workshops/activities as evidenced by sign in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the "Gator Gazette Newsletter" to provide parents with integral school information and highlight current events.	School Guidance Counselor	8/20/2007	6/4/2008	Improve Public Perception	0
Encourage parents to utilize the on-site Parent Resource Center.	Assistant Principal, Media Specialist	8/20/2007	6/4/2008	Improve Public Perception	0
Utilize workshops for parents of ELL students to provide insightful information on assisting their children to succeed in school.	Principal, Assistant Principal, Bilingual Outreach Program Representative	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Encourage parent participation in decision-making groups such as the PTA and EESAC.	Principal, Assistant Principal, EESAC Chair, PTA President	8/20/2007	6/4/2008	Improve Public Perception	0
Conduct Bilingual Parent FCAT Workshops in order to provide parents with strategies.	Principal, Assistant Principal	8/20/2007	6/4/2008	Improve Public Perception	0
Host Parent Academy workshops for the school community.	Counselor	9/21/2007	6/4/2008	Exchange Meaningful Information	0
Invite parents to "Gator of the Month" ceremonies.	Counselor	9/7/2007	6/4/2008	Other/ Not Applicable	1000
Invite volunteers to attend orientation activities and Volunteer Appreciation Breakfast.	School Guidance Counselor	8/20/2007	6/4/2008	Improve Public Perception	0

Research-Based Programs

Research based programs include:
National Standards for PTA

Professional Development

Professional development activities include:
Bilingual Parent Outreach Workshops
Parent Academy Workshops
Volunteer Training
EESAC Training
PTA Training

Evaluation

This objective will be evaluated by 80 percent of parents participating in at least two parent workshops/activities as evidenced by sign-in sheets.

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

Our school will strive to maintain a safe and disciplined school environment by ensuring students attend school regularly.

Needs Assessment

According to 2006-2007 attendance data, the average daily attendance of students in kindergarten through grade five attendance was 97.07. A review of daily attendance averages throughout the year demonstrated that kindergarten students attained the lowest average attendance rate (96.88%).

Measurable Objective

Given an emphasis on a safe and orderly school environment, the average daily student attendance will improve to 98 percent during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide incentives for classes with the greatest number of perfect attendance days each month.	Principal, Assistant Principal, Teachers	8/20/2007	6/4/2008	Truancy Prevention	0
Conduct activities to promote attendance for students in kindergarten and first grade.	School Counselor, Principal	8/20/2007	6/4/2008	Truancy Prevention	0
Provide incentives for classes with the greatest number of perfect attendance days each month.	School Counselor, Teachers, Principal	8/20/2007	6/4/2008	Truancy Prevention	0
Recognize students with 100% attendance each grading period.	School Counselor, Teachers, Assistant Principal	8/20/2007	6/4/2008	Truancy Prevention	100
Call parents of students who are absent on a daily basis.	Office Staff, Assistant Principal	8/20/2007	6/4/2008	Truancy Prevention	0
Monitor students with excessive absences and provide interventions.	Assistant Principal, Counselor	8/20/2007	6/4/2008	Truancy Prevention	0
Refer students with 3 absences to school counselor.	Assistant Principal, Counselor	8/20/2007	6/4/2008	Truancy Prevention	0
Conduct parent conferences for students with five, seven, ten and more absences.	Principal, Assistant Principal	8/20/2007	6/4/2008	Truancy Prevention	0

Research-Based Programs

Not Applicable

Professional Development

Professional development activities include:
 Attendance School Board Rule
 Schoolwide Attendance Plan

Evaluation

This objective will be measured by attaining an average daily attendance of 98.0 by the end of the school year as reported by the District.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

Students will enhance their computer skills through increased interaction with technology.

Needs Assessment

According to the data compiled from Accelerated Reader reports, River Deep enrollment and FCAT Explorer reports, 65 percent of students are using technology with greater frequency as a learning tool.

Measurable Objective

Given attention to the use of technology, students in kindergarten through grade five will increase their use of computers by 50 percent as evidenced by Accelerated Reader, Reading Plus, River Deep and FCAT Explorer progress reports generated at the end of the year as compared to reports generated in September, 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Accelerated Reader program to enhance reading and technology skills.	Teachers, Assistant Principal	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Utilize EasyTech in order to enhance computer literacy skills.	Teachers	8/20/2007	6/4/2008	Education Innovation	0
Engage students in FCAT Explorer activities that will enhance their academic performance as well as their technology skills.	Teachers, Assistant Principal	8/20/2007	6/4/2008	Continuous Improvement Model	0
Encourage students to complete PowerPoint Presentations and publish books.	Technology Chair, Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Require students in grades 3-5 to conduct 2 research projects per year following the FINDS research model.	Media Specialist	8/20/2007	6/4/2008	District-wide Literacy Plan	100

Research-Based Programs

Research based programs include:
EasyTech

Professional Development

Professional development activities include:
Reading Plus
Accelerated Reader
FCAT Explorer

Evaluation

This objective will be evaluated by a 50 percent increase in the usage of technology as evidenced by Accelerated Reader, River Deep, FCAT Explorer and Reading Plus progress reports.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Students will improve their level of health and physical fitness through active participation in athletic activities and health instruction.

Needs Assessment

An assessment of data reveals that 85 percent of students in grades two through five met minimum standards on the FitnessGram.

Measurable Objective

Given results of the 2006-2007 Fitness Gram 90 percent of students enrolled in Physical Education classes will achieve the Presidential award as documented by the 2007-2008 Fitness Gram report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in the "Mileage Club" to provide students with daily exercise to enhance their physical fitness.	Physical Education Teachers	8/20/2007	6/4/2008	Student Wellness	0
Engage students in active Field Day activities approved by The National Standards for Physical Fitness.	Physical Education Teachers	8/20/2007	6/4/2008	Student Wellness	0
Encourage student participation in a Saturday, Two Mile Walk / Run.	Principal, Assistant Principal, Physical Education Teachers, Teachers	8/20/2007	6/4/2008	Student Wellness	0
Recognize student athletes during morning announcements to serve as inspirational role models for students.	Physical Education Teachers	8/20/2007	6/4/2008	Student Wellness	500
Implement 150 minutes of Physical Education instruction weekly.	Teachers, Principal	8/20/2007	6/4/2008	Student Wellness	0

Research-Based Programs

Research based programs include:

Moving Into the Future: National Standards for Physical Fitness, National Association for Sports and Physical Education

Professional Development

Professional development activities include:

Fitness Gram Workshops

Evaluation

This objective will be evaluated by 90 percent of students meeting the minimum physical fitness standards as evidenced by the 2007 administration of the FitnessGram.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Targeted students will increase their note reading proficiency in music.

Needs Assessment

According to data compiled from a pretest and individual student observation, 2nd and 3rd grade students need greater support in determining the value of musical notes and rests. In addition, students in fourth and fifth grade have demonstrated mastery of note reading. Therefore, students in second and third grade need instruction on the acquisition of note and rest values.

Measurable Objective

Given increased attention in music instruction, students in grades two and three will demonstrate a 90 percent increase in their musical note reading proficiency as measured by a post test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage students to develop an admiration and appreciation of the arts by participating in extensive group discussions on famous artwork and artists.	Art Teacher	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Meet with students weekly to enhance and expand their musical skills by conferencing directly with the teacher.	Music Teacher	8/20/2007	6/4/2008	Exchange Meaningful Information	0
Develop and improve students musical talents by constant exposure to various instruments, musicians, and music styles.	Music Teacher	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Participate in rehearsal preparations and intensive practices for the Holiday and Talent Shows in order for students to be given the opportunity to refine their fine arts skills.	Art Teacher, Music Teacher	8/14/2006	5/30/2007	Academic Enrichment Opportunities	500
Integrate mathematics concepts to develop student understanding of note and rest rates.	Music Teacher, Assistant Principal	8/20/2007	6/4/2008	Other/ Not Applicable	0
Engage students in rhythmic exercises that focus on note and rest frequency.	Music Teacher	8/20/2007	6/4/2008	Other/ Not Applicable	0

Research-Based Programs

Research based programs include:

- Art – SRA Art Connections
- Music – The Music Connection, Silver Burdett Ginn

Professional Development

Professional development activities include:

- Art – Florida Art Educator's Conference
- Music – Florida Music Educator's Conference

Evaluation

This objective will be evaluated by a 90 percent increase in student performance as compared by pretest and post test administration on note reading.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Return On Investment Statement

Christina M. Eve Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Christina M. Eve Elementary ranked at the 97th percentile on the State of Florida ROI index.

Measurable Objective

Christina M. Eve Elementary School will improve its ranking on the State of Florida ROI index publication from the 97th percentile in 2004-2005, to the 98th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, School Counselor	8/14/2006	5/30/2007	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	10/10/2006	5/30/2007	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundation, volunteer networks.	Principal, Assistant Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

Not applicable

Professional Development

Training will be provided in reviewing budget documents.

Evaluation

On the next State of Florida ROI index publication, Christina M. Eve Elementary will show progress toward reaching the 98th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

After engaging in budget training, EESAC members reviewed the needs of the school as it pertains to the expenditures of funds.

Training:

Members made suggestions for training that directly impact science and mathematics instruction.

Instructional Materials:

EESAC members recommended and voted to enhance the book collection in our media center and provide hourly funds for tutoring program.

Technology:

EESAC members recognized the need to further enhance our Accelerated Reader Program thus increasing the time students spend using computers. The committee decided to provide incentives that would continue to enhance the program.

Staffing:

EESAC members were trained on the school budget and advised of current expenditures related to the staffing needs of the school. Members concurred with the current practices.

Student Support Services:

EESAC members recognized the function of the student support services program and the role it plays in assisting with student performance. No recommendations were made by members.

Other Matters of Resource Allocation:

None

Benchmarking:

EESAC members agreed that Interim Progress Assessments and quarterly DIBELs reading screenings will be valid determinants in benchmarking.

School Safety & Discipline:



School Improvement Plan 2007-2008



EESAC members agreed that the Walk Safe Program would benefit student safety.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	18900
Mathematics	13400
Writing	1000
Science	1000
Parental Involvement	1000
Discipline & Safety	100
Technology	100
Health & Physical Fitness	500
Electives & Special Areas	500
Return On Investment	0
Total	36500



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent