
SCHOOL IMPROVEMENT PLAN

2005-2006



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

Lillie C. Evans Elementary School

Lillie Carmichael Evans Elementary School is located in an urban community that has complex social, educational, and economic challenges. The school serves 349 students in grades pre-kindergarten through six. Ninety-nine percent of the student population is African-American and one percent is Hispanic. The percentage of students eligible for free and reduced lunch is 91 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 2005-2006 school year will serve as the guide for all planned activities. The objectives identified for the 2005-2006 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 from 58 percent to 61 percent, in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 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 from 56 percent to 59 percent, in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 Florida Comprehensive Assessment Test administration.

Given instruction using the Sunshine State Standards, fourth grade students will increase their writing skills as evidenced by 94 percent of students scoring a 3.5 or above on the 2006 administration of the FCAT Writing+ Test, an increase of one percentage point when compared to the 2005 administration of the FCAT Writes Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 286, as evidenced by the 2006 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 2005-2006 school year as compared to the 2004-2005 school year.

Given the results of the Percentage of Attendance Report, students will increase their average daily attendance by one percentage point, as evidenced by the June 2006 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 SuccessMaker technology program as evidenced by a 10 percent increase in the number of hours students use the program during the 2005-2006 school year as compared to the 2004-2005 school year.

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 1, 3, and 6 whose Body Mass Index (BMI) is calculated to be in the normal weight range.

Given the benefits of participation in the Art Club, membership will increase by five percent from the 2004-2005 school year, as evidenced by the total number of students enrolled in the Art Club at the end of the 2005-2006 school year.

Given results of the 2003-2004 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 five percentage points.

In addition to the SIP, the results of the 2005 Self-Assessment Survey will be utilized as a tool to accomplish the objectives set forth in the 2005-2006 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

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School Demographics

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 underenrollment in the school's population. The students in grades pre-kindergarten through six are ninety-nine percent African American and one percent Hispanic. The percentage of students eligible for free and reduced lunch is 91 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 printers. 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. Painting the interior as well as the exterior of the building and window replacement are in progress. The window replacement should result in a reduction of the number of counts of vandalism that occur in the classrooms. The interior of classrooms and exterior buildings need to be updated in order to provide teachers, students, and staff with the most comforting environment that ensures safety and is attractive to all individuals who enter the doors of Lillie C. Evans. 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, twenty-six 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, one 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 two teachers new to Lillie C. Evans and new to Miami-Dade County Public Schools. Four teachers have a Master's degree and three have Specialist degrees. Our leadership team includes the Principal, Assistant Principal, the "I Choose" Lead Teacher, the Reading Coach, Writing Coordinator, and Technology Facilitator. The Strategic Planning Team is composed of Grade Level Chairs and Department Heads. The ethnicity of the faculty and staff is 66 percent African American, 18 percent Hispanic and 16 percent White Non-Hispanic.

The average teacher student ratio at Lillie C. Evans Elementary is 1:18. There is one pre-kindergarten teacher, three kindergarten teachers, three first grade teachers, two second grade teachers, four third grade teachers, three fourth grade teachers, three fifth grade teachers, and one sixth grade teacher. The number of students per grade level is as follows: 17 pre-kindergarten, 52 kindergarten, 54 first graders, 37 second graders, 60 third graders, 59 fourth graders, 56 fifth graders and 14 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 exceptional education students, Limited English Proficiency (LEP) students, a

before school tutorial program, and a creative thinking chess program.

The Literacy Through the Arts "I Choose" program is in its second 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 2004-2005 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 2005 -2006 school year.

School Foundation

Leadership:

A review of the 2005 Organizational Performance Improvement Snapshot indicates 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, 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 Plan-Do-Study-Act (PDSA) cycle which ensures continuous improvement.

Stakeholder Engagement:

Based on the results of the survey, it is evident 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:

Results of the survey indicate 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 school 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 the faculty and staff are satisfied with the manner in which the school has planned extended learning opportunities. To supplement instruction for struggling 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. 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 PDSA Instructional Cycle as the schoolwide improvement model to support improved student achievement. The PDSA Instructional Cycle is a four-step analysis approach for continuous improvement. The four-step process includes the following: (1) Plan-for change aimed at improvement, collect data, and establish a timeline, (2) Do- implement the plan, (3) Study-analyze data to assess results, and (4) Act- incorporate the improvement model, modify the plan as needed, and replicate strategies yielding positive results.

Performance Results:

The 2005 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 2004-2005 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 2005 FCAT Reading Test indicate that 56 percent of the third grade students, 61 percent of the fourth grade students, 58 percent of the fifth grade students, and 38 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 needs: a decline in mastery of Words and Phrases, Main Idea and Purpose, and Reference and Research for third grade students, and a decline in mastery of Words and Phrases, Main Idea and Purpose, and Comparisons for fourth grade students. Students in grades five and six must continue to demonstrate mastery in all areas of reading. The results indicate the need for continued professional development to ensure that reading benchmarks are effectively taught in the classrooms. The Reading Coach will conduct professional development that includes strategies that demonstrate improvement and enhancement of instruction in the classroom. Students will be able to identify and apply strategies to become successful on the 2006 FCAT Reading test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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, students in grades three through six will increase their reading performance as evidenced by a five percent increase from 58 percent to 61 percent, in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 Florida Comprehensive Assessment Test administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to utilize monthly assessments for students in grades two through six for the purpose of tracking, analyzing progress, and redirecting instruction using the Sunshine State Standards and research-based reading programs.	Administration	8/8/05	5/24/06
Use the Plan-Do-Study-Act (PDSA) to plan grade level appropriate activities by disaggregating and analyzing the data from the 2005 FCAT Reading Test for grades three through six, to identify strengths and weaknesses and develop an instructional focus calendar for reading.	Administration	8/8/05	5/24/06
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.	Administration I Choose Lead Teacher	8/8/05	5/24/06
Continue to implement the Comprehensive Research-Based Reading Plan (CRRP) for one hundred twenty minutes daily in grades kindergarten through six. Students in Tiers 2 and 3 will receive an additional 60 minutes of daily reading instruction in order to provide intervention strategies and focus on guided reading, repeated reading, reciprocal teaching, selective underlining, question-answer-relationships (QARs), and the implementation of graphic organizers.	Administration Reading Coach	8/8/05	5/24/06
Continue to provide before school tutorial instruction to improve reading comprehension.	Administration I Choose Lead Teacher	8/8/05	5/24/06
Develop career awareness utilizing weekly career themes in grades pre-kindergarten through six in order to expose students to various genres of literature as well as mediums including: morning announcements, biographical sketches, essay	Administration Guidance Counselor I Choose Lead Teacher	8/8/05	5/24/06

contests, business community member presentations, and implementation of the “I Choose” program, with an emphasis on Literacy Through the Arts.	
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Research-Based Programs

Houghton-Mifflin Reading Series

Voyager

Soar to Success

Early Success

Professional Development

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

1. PACES In-services (Focusing on Domain 5)
2. Plan-Do-Study-Act (PDSA) Workshop
3. SuccessMaker Technology Programs: Interpretation of Data to Classroom Application
4. Strategies for curriculum differentiation using Houghton Mifflin Reading Series.

Evaluation

The 2006 FCAT Reading Test will serve as a summative evaluation. Students will be formatively evaluated on a monthly basis using school site assessments to ensure that progress is being made in reading.

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 2005 FCAT Mathematics Test indicate that 55 percent of the third grade students, 68 percent of the fourth grade students, 45 percent of the fifth grade students, and 78 percent of the sixth grade students scored at or above level 3. In addition, 56 percent of students achieved proficiency as per the No Child Left Behind (NCLB) Adequate Progress report. The assessment revealed: a decline in the areas of Geometry and Algebraic Thinking for third, fourth, and fifth grade students. Additionally, fifth grade students' skills declined in the areas of Number Sense and Measurement. Sixth grade students had an average of 44 percent correct in the area of measurement. The results indicates the need for professional development that demonstrate how the mathematics strands can be effectively taught. With the assistance of district and regional Educational Specialists, professional development will focus on instructional strategies, the item specs and content limits of the Sunshine State Standards. This will produce results of students in grades three through six showing mastery of the standards as assessed by the 2006 FCAT Mathematics test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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, students in grades three through six will increase their mathematics performance as evidenced by a five percent increase from 56 percent to 59 percent, in the number of students scoring FCAT Achievement Level 3 or higher on the 2006 Florida Comprehensive Assessment Test administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Deliver a sound and effective instructional mathematics program using the Plan-Do-Study-Act (PDSA) for students in grades kindergarten through six, in order to plan grade level appropriate instruction and activities.	Administration	8/8/05	5/24/06
Disaggregate and analyze data from the 2005 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Administration	8/8/05	5/24/06
Utilize the district's Interim Assessment in Mathematics to analyze progress and redirect instruction using the Sunshine State Standards and research-based mathematics programs.	Administration	8/8/05	5/24/06
Continue to implement the Harcourt-Brace Mathematics curriculum and infuse it with the district's Scope and Sequence for students in grades kindergarten through five.	Administration	8/8/05	5/24/06
Provide all students with a variety of uses of mathematics in various careers. Projects will be displayed demonstrating an understanding of the Sunshine State Standards' benchmarks and the use of mathematics in careers.	Administration Guidance Counselor	8/8/05	5/24/06
Continue to utilize the before school tutorial program to improve mathematics skills. This program will assist less proficient students at levels 1 and 2 to become more proficient in mathematics.	Administration I Choose Lead Teacher	8/8/05	5/24/06

Research-Based Programs

Harcourt-Brace Mathematics Series

Professional Development

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

1. SuccessMaker Technology Program: Interpretation of Data to Classroom Applications
2. Item Specifications for Mathematics

Evaluation

Summative evaluation will be documented by the 2006 administration of the FCAT Mathematics Test.

Formative evaluation will be documented on a monthly basis using school site 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

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<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 2005 FCAT Writes test indicate that 46 students were tested and achieved a combined mean score of 3.9. Of the 46 students tested, 23 were tested using a narrative prompt and 23 were tested using an expository prompt. Thirty-four percent of the students scored below a 4.0. Scores indicate that 93 percent of fourth grade students met high standards in writing for the 2005 administration of the FCAT Writing+ test. This data indicates a need for professional development for third and fourth grade teachers in process writing with a particular emphasis on strategies that will help students improve narrative writing skills. As a result of classroom instruction, an increase of 5 percent of the number of students tested, will achieve a score of 4.0 or above on the 2006 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 94 percent of students scoring a 3.5 or above on the 2006 administration of the FCAT Writing+ Test, an increase of one percentage point when compared to the 2005 administration of the FCAT Writes Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan, implement, and monitor a schedule in writing using the Plan-Do-Study-Act (PDSA) model in which teachers include daily instruction and weekly practice opportunities across the curriculum.	Administration	8/8/05	5/24/06
Continue to engage students in bi-weekly cycles of instruction through the use of Expository and Narrative writing techniques using strategies that feature the use of diagnostic writing samples, and the organization of homogeneous groups based on results; instruct-informally, monitor, and redirect instruction as needed.	Administration Writing Coordinator	8/8/05	5/24/06
Utilize Kids and the Power of Work (KAPOW) themes in fourth and fifth grades provided by the school counselor, in order to increase Career Awareness through writing research and hands-on experiences. Emphasis will be placed on magnified moments, show and tell, and vocabulary usage.	Administration Guidance Counselor	8/8/05	5/24/06
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.	Administration Writing Coordinator	8/8/05	5/24/06
Continue to implement the Lucy Calkins "Writer's Workshop" for students in kindergarten through second grade and expose children to a variety of genres as well as provide children with the skills to become young authors.	Administration I Choose Lead Teacher	8/8/05	5/24/06

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. FCAT Writing+ Workshop

Evaluation

Summative evaluation will be documented by the spring 2006 administration of the FCAT Writing Test.

Formative pre-writing, monthly writing, and post-writing assessments using former state prompts will be administered. 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 2005 FCAT Science test reflect a mean scale score of 268. Scores reflect a decrease of one mean scale score point when compared to the 2004 administration of the FCAT Science test. Results further indicate that school performance was 18 points lower than the District's average of 286. Although there is an improvement in the area of Scientific Thinking, fifth grade students did not meet the District's percentage of 58. In the area of Earth and Space, students only answered 38 percent of the questions correctly, and 46 percent of the questions in Life and Environmental were answered correctly. The results indicate the need for professional development opportunities that will demonstrate how the science strands can be effectively taught in the classroom. With assistance from the Science Educational Specialists and departmentalized teachers, professional development will also include intervention strategies to promote mastery of the Sunshine State Standards as assessed by the 2006 FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 286, as evidenced by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement effective teaching strategies using the Plan-Do-Study-Act (PDSA) 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.	Administration	8/8/05	5/24/06
Disaggregate and analyze data from the 2005 FCAT Science test to identify strengths and weaknesses and develop an instructional focus calendar for science.	Administration	8/8/05	5/24/06
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.	Administration	8/8/05	5/24/06
Provide opportunities for selected teachers to participate in professional development activities focused on curriculum instruction and assessment in the Sunshine State Standard benchmarks in science to improve classroom instruction.	Administration	8/8/05	5/24/06
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.	Administration Science Club Sponsor	8/8/05	5/24/06
Utilize business community representatives to assist with the Science and Health Fair in order to expose the students to various activities and careers that relate to science.	Administration I Choose Lead Teacher Full Service Center Coordinator	8/8/05	5/24/06

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 2005-2006 school year:

1. School-site science inservices include:
 - Item Specifications for Science
 - Understanding the Scientific Process

Evaluation

Summative evaluation will be documented by the 2006 administration of the FCAT Science Test.

Students will be evaluated formatively by using Weekly Science Logs, FOSS Kits, and Teacher-created Tests.

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

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<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 65 percent when compared to the 2004-2005 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 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 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administration, faculty, parent representatives, and community-based organizations will combine efforts in surveying parents' needs and prioritizing and planning activities.	Administration	8/8/05	5/24/06
Develop career awareness by providing career opportunity pamphlets and the use of the Internet services in the Computer Skills Lab and the media center.	Administration Community Involvement Specialist Media Specialist	8/8/05	5/24/06
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.	Administration Full Service Center Coordinator Community Involvement Specialist	8/8/05	5/24/06
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.	Administration Technology Facilitator	8/8/05	5/24/06
Continue to plan and deliver workshops which empower parents with the knowledge to improve their parenting skills, their understanding of child-related health issue, their own personal educational growth and use of technology.	Administration Community Involvement Specialist Full Service Center Coordinator	8/8/05	5/24/06
Utilize the parent resource bulletin board and monthly newsletter to inform parents of school-sponsored activities including community events, parent workshops, and any relevant information	Administration Community Involvement Specialist	8/8/05	5/24/06

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 2005-2006 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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<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 2004-2005 school year indicate a need to improve the school's average daily attendance. On the June 2005 report the school ranked 122 out of a possible 176 with an average daily attendance of 95.16 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 one percentage point, as evidenced by the June 2006 Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Reward classes with perfect attendance on a nine week basis by providing a celebration.	Administration Media Specialist	8/8/05	5/24/06
Reward students at the end of the school year for perfect attendance by providing each student with a small trophy.	Administration	8/8/05	5/24/06
Recognize parents on a quarterly basis for students with perfect attendance.	Administration	8/8/05	5/24/06
Recognize teachers with the highest percentage of attendance on a quarterly basis.	Administration	8/8/05	5/24/06
Publicize students with perfect attendance in the monthly parent newsletter.	Administration Newsletter Editor	8/8/05	5/24/06
Recognize classes with perfect attendance, on a daily, weekly, and monthly basis during morning announcements and through special activities.	Administration Media Specialist	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Summative evaluation will reflect an increase in school ranking and average daily attendance as documented by the 2005-2006 school year Percentage of Attendance Report.

Formative evaluation is documented by 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.)

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

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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 in 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. Seventy-five percent of instructional staff is uncomfortable infusing technology into the curriculum. These results indicate the need for professional development focusing on programs that support the curriculum with an emphasis on infusing technology throughout the instructional day.

Measurable Objective

Given an emphasis on the use of technology in education, teachers will augment the instructional program with the use of the SuccessMaker technology program as evidenced by a 10 percent increase in the number of hours students use the program during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Review the Success Maker reports on a weekly basis for planning and remediation.	Administration Technology Facilitator	8/8/05	5/24/06
Explore opportunities to secure funds needed to increase the SuccessMaker licenses.	Administration	8/8/05	5/24/06
Enroll all third graders in the SuccessMaker reading and mathematics courseware for thirty minutes daily.	Administration Technology Facilitator	8/8/05	5/24/06
Conduct professional development on the use and interpretation of SuccessMaker reports on a regular basis.	Administration Technology Facilitator	8/8/05	5/24/06
Inform parents of students who require an Academic Improvement Plan, based on the SuccessMaker Cumulative Performance Report results.	Administration	8/8/05	5/24/06

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 2005-2006 school year:

1. SuccessMaker Technology Program: Interpretation of Data to Classroom Application

Evaluation

Summative evaluation will be documented by a 10 percent increase in the number of hours students use technology throughout the instructional day.

Formative evaluation of the increased use of technology throughout the instructional day will be based on the monthly Cumulative Performance Report which indicates the total time spent utilizing the SuccessMaker Technology Program.

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"/>

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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 2005 Body Mass Index (BMI) screening indicate that 38 percent of first graders tested are at an inappropriate body weight, 33 percent of third graders tested are at an inappropriate body weight, and 33 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 1, 3, and 6 whose Body Mass Index (BMI) is calculated to be in the normal weight range.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize the value of physical activities and healthy life style choices through regular instruction using the Competency Based Curriculum.	Administration	8/8/05	5/24/06
Provide opportunities for students to learn about healthy nutritional choices from a nutritional expert on a monthly basis.	Administration Full Service Center Coordinator	8/8/05	5/24/06
Instruct students on fitness related activities which emphasize improved cardiovascular health, muscular strength, flexibility, and endurance.	Administration Physical Education Teacher	8/8/05	5/24/06
Provide opportunities for parents to learn good nutritional practices from a nutritionist and visiting experts through the monthly Second Cup of Coffee meetings.	Administration Full Service Center Coordinator	8/8/05	5/24/06
Educate parents and students on how the Body Mass Index (BMI) is related to a healthy life style.	Administration Full Service Center Coordinator	8/8/05	5/24/06

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"/>

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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 2004-2005 Art Club membership, only 24 students out of a possible 150 were active members. Results indicate a need to increase membership in the Art Club during the 2005-2006 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, membership will increase by five percent from the 2004-2005 school year, as evidenced by the total number of students enrolled in the Art Club at the end of the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recruit students in grades three through six who demonstrate an interest in the visual arts to become members of the Art Club.	Administration Art Teacher	8/8/05	5/24/06
Create a calendar of events, contests, and activities for art club members.	Administration Art Teacher	8/8/05	5/24/06
Recognize an "artist of the month" whose picture and work will be displayed in the media center.	Administration Art Teacher	8/8/05	5/24/06
Host an Art Club Fair/Auction featuring the students' work.	Administration Art Teacher	8/8/05	5/24/06
Create an art gallery in the reception area of the main office consisting of work from the art club members.	Administration Art Teacher	8/8/05	5/24/06

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.)

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

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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 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

Results of the 2003-2004 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 2003-2004 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 five percentage points.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the knowledge of the school's leadership team in the use of financial resources as related to school programs.	Administration	8/8/05	5/24/06
Collaborate with the district on resource allocations.	Administration Leadership Team	8/8/05	5/24/06
Utilize data from a variety of programs currently in use to determine their effectiveness.	Administration Leadership Team	8/8/05	5/24/06
Reallocate funds based on data analysis of school programs.	Administration	8/8/05	5/24/06
Collaborate with demographically similar schools to determine more effective ways to use financial resources.	Administration Leadership Team	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI Index publication, Lillie C. Evans Elementary School will show progress toward achieving the 90th 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:

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.

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:

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