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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1691 - Christina M. Eve Elementary School

*FeederPattern:* Felix Varela Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Carlos Diaz

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Christina M. Eve Elementary School*

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Christina M. Eve Elementary School, 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. The ethnic characteristics of this population are as follows: 78 percent Hispanic, 11 percent white 3 percent black and 8 percent other. Twenty-one percent of the students are Limited English Proficient and 35 percent are eligible for free/reduced priced meals. The required state tests results were outstanding, granting us a school-wide letter grade of an "A."

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 87 percent of making annual learning gains as documented by the 2006 Reading Florida Comprehensive Assessment Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 88 percent of students reaching the state required mastery level as documented by the 2006 Mathematics Florida Comprehensive Assessment Test.

Given instruction based on the Sunshine State Standards for Writing, 99 percent of students in grade four will maintain high achievement in their writing skills as evidenced by the 2006 FCAT Writing Plus Assessment.

Given instruction based on the Sunshine State Standards in Science, students in grade five will improve their science skills as evidenced by a three point improvement in the mean scale score of the 2006 FCAT Science Test.

Given increased attention to communication with all stakeholders, 68 percent of parents will participate in at least two parent workshops when compared to 2004-2005 sign-in sheets and attendance logs.

Given school-wide attention to Discipline and Safety, 100 percent of staff members will agree that adequate disciplinary measures are used to deal with disruptive behavior according to the 2005-2006 School Climate Survey.

Given attention to the use of technology, students in Kindergarten through grade five will increase their computer skills by 50 percent as evidenced by a schoolwide survey.

Given instruction based on the Sunshine State Standards for Physical Fitness, student in grades two through five will increase their level of physical fitness by three percent on the 2006 administration of the FitnessGram.

Based on direct comparison of student participation in the Art Club and Music Ensembles, student participation will improve by 20 percent as compared to 2004/2005 rosters.

Christina M. Eve Elementary School will improve its ranking on the State of Florida ROI index publication from the 84th percentile in 2003, to the 87th percentile on the next publication of the index.

According to the Organizational Performance Self-Assessment Survey, there are two areas which require attention. These areas are Strategic Planning and Process Management. The purpose for choosing these areas are 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.

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.

# 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.

## **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*

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Christina M. Eve Elementary School is a suburban school located in a predominantly Hispanic community. Its student population for the 2005-2006 school year consists of approximately 800 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 78 percent Hispanic, 11 percent White Non-Hispanic, 3 percent African-American, and 8 percent Multiracial. The number of students qualifying for free or reduced priced lunch averages around 35 percent each year. Limited English Proficiency Students constitute 21 percent of the enrollment. The average daily attendance for the school is 98 percent.

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 Exceptional Student Education Program with an inclusion model for students with diagnosed exceptionalities; Limited English Proficiency Program which provides instruction in English for students of Other Languages; and an Academic Excellence Program (AEP) that is implemented for students who benefit from enrichment strands of instruction. These programs will focus on improving the educational achievement of all students.

Two administrators, a principal, and an assistant principal serve as the instructional leaders of the school. There are 33 certified classroom teachers, ten Exceptional Student 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 65 percent Hispanic, 15 percent African American, and 20 percent White Non-Hispanic. Fifty-eight percent of teachers hold Master's Degrees, five percent hold Specialist's Degrees, and sixteen percent are Nationally Board Certified.

The Florida Department of Education grades Christina M. Eve Elementary School as an "A" level school, as a result of our FCAT Achievement scores. On the 2005 FCAT Test, 84 percent of the students in grades three through five met a high standard in reading and 81 percent met a high standard in mathematics. Scores on the 2005 FCAT Writing Plus indicated that 99 percent of the students in fourth grade met high standards.

# *School Foundation*

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## ***Leadership:***

The status of our school in the area of Leadership according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.5 out of 5 indicating that our school is a positive working environment with set directions, we share the vision and mission of our school, and employees are involved in the daily operation of the school.

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

The status of our school in the area of Strategic Planning according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.1 out of 5 indicating that staff members feel they are not actively engaged setting in the goals and objectives of our school. In addition, staff members feel they are not fully aware of the individual work groups progress as it pertains to the organization's overall plan.

## ***Stakeholder Engagement:***

The status of our school in the area of Customer and Market Focus according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of 5 indicating that the level of satisfaction of its customers is adequately high.

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

The status of our school in the area of Human Resource Focus according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of 5 indicating that staff members utilize a team approach to the overall function of the school.

Teacher Mentoring Programs: PACES

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

The status of our school in the area of Measurement, Analysis, and Knowledge Management according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of 5 indicating that the staff's ability to utilize data to monitor the progress of its employees and school functions is adequately high.

## ***Education Design:***

The status of our school in the area of Process Management according to the Organizational Performance Self-Assessment Survey, states that our school ranked a 4.4 out 5 indicating that the school should continue to implement the schoolwide improvement model, continue to provide extended learning opportunities to children performing in the lowest quartiles and offer advanced courses to offer enriching opportunities for those who excel in academic achievement. These delineate the processes that drive the function of our school.

## ***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 as well as academic growth.

## 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 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"/>

**GOAL 1 STATEMENT:**

Students will demonstrate improved performance in reading.

**Needs Assessment**

The results obtained from the School Performance Accountability Report indicates that 82 percent of students tested made learning gains and 84 percent of students achieved high standards in reading. An analysis of data across the grade levels indicates that 44 percent of Students with Disabilities scored below the state required mastery level on the FCAT Reading subtest. Additionally, 26 percent of Limited English Proficient Students and 19 percent of Economically Disadvantaged students scored below the state required mastery level on the FCAT Reading subtest.

**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, students in grades three through five will improve their reading skills as evidenced by 87 percent of making annual learning gains as documented by the 2006 Reading Florida Comprehensive Assessment Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze Data from the 2005 FCAT reading test in order to identify weaknesses and strengths.	Principal, Reading Coach, Grade Level Chairs	8/8/2005	5/26/2006
Implement District's Comprehensive Reading Plan.	Principal, Assistant Principal	8/8/2005	5/26/2006
Provide an uninterrupted 120-minute reading block for students in kindergarten through fifth grade. Implement District's Comprehensive Reading Plan.	Assistant Principal	8/8/2005	5/26/2006
Use Accelerated Reader, and FCAT Explorer computer assisted resources to reinforce reading skills.	Reading Coach, Teachers	8/8/2005	5/26/2006
Provide after school tutorial services for students performing in the lowest 25 percent.	Principal, Assistant Principal	8/8/2004	5/26/2006
Provide Limited English Proficient students, economically disadvantaged students and students with disabilities who scored below level 3 additional reading assistance during the school day.	Principal, Assistant Principal	8/8/2005	5/26/2006

### Research-Based Programs

Houghton Mifflin Reading Series, Voyager Passport, Read 180

### Professional Development

Professional Development Training will be provided by the Reading Coach regarding the Houghton Mifflin Reading Series, Accelerated Reader and FCAT Reading Strategies related to The Comprehensive Reading Plan.

## **Evaluation**

Achievement of the objective will be considered when students demonstrate improved reading comprehension, as evidenced by 85 percent of students reaching the state required mastery level as documented by scores on the 2006 administration of the FCAT Reading subtest. Additional assessment instruments: DIBELS, DAR, classroom assessments and pre and post assessments within the tutoring program offered to students after school.

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

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*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 2 STATEMENT:**

Students will demonstrate improved performance in mathematics.

**Needs Assessment**

The results obtained from the School Performance Accountability Report indicate that 82 percent of students tested made learning gains and 85 percent of students achieved high standards in Math. An analysis of data across the grade levels indicates that 42 percent of Students with Disabilities scored below the state required mastery level on the FCAT Math subtest. Additionally, 20 percent of Limited English Proficient Students and 27 percent of Economically Disadvantaged students scored below the state required mastery level on the FCAT Mathematics subtest.

**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, students in grades three through five will improve their mathematics skills as evidenced by 88 percent of students reaching the state required mastery level as documented by the 2006 Mathematics Florida Comprehensive Assessment Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze Data from the 2005 FCAT Math test in order to identify weaknesses and strengths.	Principal, Grade Level Chairs	8/8/2005	8/26/2005
Provide after school tutorial services for students performing in the lowest 25 percent.	Tutorial Staff	8/8/2005	5/26/2006
Provide Limited English Proficient students, economically disadvantaged students and students with disabilities who scored below level 3 additional mathematics assistance.	Principal, Teachers	8/8/2005	5/26/2006
Utilize the Mathematics Long-Range Plans for Kindergarten through Fifth Grade.	Teachers	8/8/2005	5/26/2006
Provide an uninterrupted daily 60 minute block in Mathematics in Kindergarten through Fifth Grade.	Principal, Assistant Principal	8/8/2005	5/26/2006
Provide timed mathematics practice for students to increase their speed and accuracy in order to improve mathematical skills.	Teachers	8/8/2005	5/26/2006

### Research-Based Programs

Scott Foresman / Addison Wesley

### Professional Development

Professional Development Training will include in-services on the resources required for the implementation of the School Improvement Plan such as: Riverdeep, FCAT Explorer, The Scott Foreman Mathematics Series, and Eisenhower Workshops.

## **Evaluation**

Achievement of the objective will be considered when students demonstrate improved proficiency in mathematics, as evidenced by 86 percent or more of the students achieving high standards and 85 percent of more making learning gains as evidenced by scores on the 2006 administration of the FCAT Mathematics subtest and pre and post assessments within the tutoring program offered to students after school.

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

### **GOAL 3 STATEMENT:**

Students will demonstrate improved performance by incorporating the following elements: focus, support, organization, conventions.

### **Needs Assessment**

The results obtained from the FCAT Writing Plus Assessment indicate that 99 percent of fourth grade students achieved high standards in Writing.

### 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 based on the Sunshine State Standards for Writing, 99 percent of students in grade four will maintain high achievement in their writing skills as evidenced by the 2006 FCAT Writing Plus Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer District Pre and Post Test and determine proficiency level to modify instruction where needed.	Principal, Writing Facilitator, Teachers	8/8/2005	2/3/2006
Implement school-wide "Vivid Verb of the Week" on morning announcements to enhance vocabulary acquisition	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Expand and improve the quality of writing through the use of technology in the writing process; students will use word processing programs to help write, edit, illustrate, and publish original pieces of writing.	Technology Chair, Teachers	8/8/2005	5/26/2006
Participate in various local, district, state and national Writing Contests.	Writing Facilitator, Teachers	8/8/2005	5/26/2006
Provided Students with opportunities to engage in the Writing Process	Writing Facilitator, Teachers	8/8/2005	5/26/2006
Provide differentiated instruction for Level 1 and 2 students.	Assistant Principal, Tutors	8/8/2005	5/5/2006

### Research-Based Programs

The Houghton Mifflin Reading Series

### Professional Development

The Writing Facilitator will provide teachers with a workshop on how to enhance their student's writing and teachers will be given opportunities to attend in-service trainings in order to improve instruction in student's writing skills.

## **Evaluation**

Ninety-nine percent of students in grade 4 will maintain high achievement in their writing skills as evidenced by the 2006 FCAT Writing Plus Assessment.



## 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.)

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<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*

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

**GOAL 4 STATEMENT:**

Students will improve their science skills by applying the Scientific Method.

**Needs Assessment**

The results of the FCAT Science Test reflected a mean scale score of 306. The scores indicate students require additional instruction in the strands related to Earth and Space as well as Scientific Thinking.

## Measurable Objective

Given instruction based on the Sunshine State Standards in Science, students in grade five will improve their science skills as evidenced by a three point improvement in the mean scale score of the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Analyze data from the 2005 Science Pre and Post Scores in order to identify strengths and weaknesses.	Principal, Assistant Principal, Science Chair	8/8/2005	8/26/2005
Create and sustain interest through the use of hands-on experiments conducted in the Science Lab.	Science Chair, Teachers	8/8/2005	5/26/2006
Implement a school-wide Family Science and Math Night.	Assistant Principal, Grade Level Chairs, Teachers	3/3/2005	3/3/2005
Utilize Science-themed periodicals to instruct on Reference / Research and Scientific Thinking Skills.	Teachers	8/8/2005	5/26/2006
Conduct school-wide Science Fair.	Assistant Principal, Science Chair, Teachers	4/6/2006	4/6/2006
Reinforce Earth and Space concepts through the thematic approaches to instruction.	Science Chair, Teachers	8/8/2005	5/26/2006

### Research-Based Programs

The McGraw- Hill Science Program, FOSS Program

### Professional Development

Professional Development training will focus on Science Scope and Sequence, Science-themed periodicals and fostering Scientific Thinking.

## **Evaluation**

Students in grade five will improve their science skills by a three point improvement in the mean scale score as documented by the 2006 FCAT Science Test.

## 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.)

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<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*

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

**GOAL 5 STATEMENT:**

The school will provide increased opportunities for parents to be involved in their child's education by providing family evening activities such as Family Math and Science Night and FCAT Reading Parent Workshops.

**Needs Assessment**

An assessment of data reveals that 35 percent of parents did not participate in parental involvement activities.

## Measurable Objective

Given increased attention to communication with all stakeholders, 68 percent of parents will participate in at least two parent workshops when compared to 2004-2005 sign-in sheets and attendance logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inform and invite parents to utilize the on-site Parent Resource Center.	Assistant Principal, Media Specialist	8/8/2005	5/26/2006
Invite volunteers to attend a Volunteer Appreciation Breakfast.	School Guidance Counselor	4/26/2006	4/26/2006
Conduct Bilingual Parent FCAT Workshops in order to provide parents with strategies.	Assistant Principal, Teachers	1/9/2006	1/9/2006
Include parent's active participation in decision-making groups such as the PTA and EESAC.	Principal, Assistant Principal, EESAC Chair, PTA President	8/8/2005	5/26/2006
Utilize the "Gator Gazette Newsletter" to provide parents with integral school information and highlight current events.	School Guidance Counselor	8/8/2005	5/26/2006
Utilize the Bilingual Parent Outreach Program to provide workshops for parents of Limited English Proficient Students with insightful information on assisting their children in how to succeed in school.	Principal, Assistant Principal, Bilingual Outreach Program Representative	10/3/2005	5/26/2006

## Research-Based Programs

National Standards for PTA

## Professional Development

Parents will be afforded with opportunities to enhance their child's academic and personal growth by attending School-Based Parent Involvement Workshops.

## **Evaluation**

Parental and community involvement will show that 68 percent of parents participated in at least two parent workshops as evidenced by sign-in logs.

## 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.)

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

### ***GOAL 6 STATEMENT:***

Our school will strive to maintain a safe and disciplined school environment.

### ***Needs Assessment***

According to the 2004-2005 School Climate Survey, two percent of staff members felt that inadequate disciplinary measures are used to deal with disruptive behavior.

## Measurable Objective

Given school-wide attention to Discipline and Safety, 100 percent of staff members will agree that adequate disciplinary measures are used to deal with disruptive behavior according to the 2005-2006 School Climate Survey.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement "Catch You Being Good" Program.	School Counselor, Teachers	8/8/2005	5/26/2006
Employ "Gator of the Month" Program.	School Counselor, Teachers	8/8/2005	5/26/2006
Encourage students to excel to achieve recognition for "Do the Right Thing Program"	School Counselor, Teachers	8/8/2005	5/26/2006
Provide verbal encouragement and reinforcement regularly during the school day.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Participate in the "Walk Safe Program" to promote safety during transitional periods.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006

## Research-Based Programs

Not Applicable

## Professional Development

Volunteer Training, Teacher Education Center (Safety and Discipline Workshops)

## Evaluation

Given school-wide attention to Discipline and Safety, 100 percent of staff members will agree that adequate disciplinary measures are used to deal with disruptive behavior based on the 2006 School Climate Survey.



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

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

### ***GOAL 7 STATEMENT:***

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

### ***Needs Assessment***

According to the data compiled from a school-wide survey, 40 percent of students are not using technology. In addition, technology needs to be integrated with other curricular areas in order to improve student's technological awareness and computer skills.

## Measurable Objective

Given attention to the use of technology, students in Kindergarten through grade five will increase their computer skills by 50 percent as evidenced by a schoolwide survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain teacher sign in logs for computer lab.	Technology Chair, Teachers	10/19/2005	5/26/2006
Utilize the FINDS research model for students in grades three through five in order to improve their research skills by completing two research projects per year following The Finds Research Model.	Media Specialist	9/5/2005	5/26/2006
Utilize online Data Bases and incorporate into student research projects.	Media Specialist, Teachers	8/8/2005	5/26/2006
Encourage students to complete PowerPoint Presentations and publish books.	Technology Chair, Teachers	8/22/2005	5/26/2006
Engage students to navigate various websites which enhance technological skills and research abilities.	Teachers	8/8/2005	5/26/2006
Utilize EasyTech in order to enhance computer literacy skills.	Teachers	8/8/2005	5/26/2006

### Research-Based Programs

EasyTech and The Finds Research Model

### Professional Development

Professional Development Trainings based on teacher needs will be provided by the Technology Chair and by representatives of OIT.

### Evaluation

Achievement of the objective will be considered when 50 percent of the students increase their technological skills as evidenced by a schoolwide survey.

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

**GOAL 8 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 14 percent of students in grades two through five did not meet minimum standards on the FitnessGram.

## Measurable Objective

Given instruction based on the Sunshine State Standards for Physical Fitness, student in grades two through five will increase their level of physical fitness by three percent on the 2006 administration of the FitnessGram.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in active Field Day activities approved by The National Standards for Physical Fitness.	Physical Education Teachers	8/8/2005	5/26/2006
Engage students in the "Mileage Club" to provide students with daily exercise to enhance their physical fitness.	Physical Education Teachers	8/8/2005	5/26/2006
Participate in a Saturday, Two Mile Walk / Run.	Principal, Assistant Principal, Physical Education Teachers, Teachers	12/10/2005	12/10/2005
Recognize athletes during morning announcements and serve as inspirational role models for students.	Physical Education Teachers	1/9/2006	1/31/2006
Participate in "Jump Rope for Heart" program to encourage students to help "The American Heart Association."	Physical Education Teachers, Teachers	2/14/2006	2/14/2006

## Research-Based Programs

Moving Into the Future – National Standards for Physical Fitness

## Professional Development

Fitness Gram Workshops, CRISS Workshops, Problem-Solving Games (FCAT Strategies)

## Evaluation

The student body's level of physical fitness will improve by three percent on the 2006 administration of the FitnessGram.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 9 STATEMENT:***

All students will be provided with opportunities to pursue interests in the special areas.

### ***Needs Assessment***

There are two fine arts programs at Christina M. Eve Elementary, the Art Club and the Music Ensemble. Students need to develop their fine arts skills and increase their knowledge while simultaneously developing an appreciation for the arts. According to teacher rosters, approximately 25 students were enrolled in these fine arts program.

## Measurable Objective

Based on direct comparison of student participation in the Art Club and Music Ensembles, student participation will improve by 20 percent as compared to 2004/2005 rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage Students to play an active role in the selection of pieces to be included in their portfolios through self-assessment based on a teacher-created rubric.	Art Teacher, Music Teacher	8/8/2005	5/26/2006
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	12/1/2005	12/16/2005
Meet weekly with students to enhance their artistic skills and abilities by conferencing directly with the teacher. (art critiques)	Art Teacher	8/8/2005	5/26/2006
Meet with students weekly to enhance and expand their musical skills by conferencing directly with the teacher.	Music Teacher	8/8/2005	5/26/2006
Develop and improve their musical talents by constant exposure to various instruments, musicians, and music styles.	Music Teacher	8/8/2005	5/26/2006
Encourage students to develop an admiration and appreciation of the arts by participating in extensive group discussions on famous artwork and artists.	Art Teacher	8/8/2005	5/26/2006

### Research-Based Programs

Art – SRA Art Connections

Music – The Music Connection, Silver Burdett Ginn

## **Professional Development**

Art – Florida Art Educator’s Conference

Music – Florida Music Educator’s Conference

## **Evaluation**

Based on Fine Arts Portfolios, students in the special areas will develop their fine arts skills and increase their knowledge while simultaneously developing an appreciation for the arts. Additionally, student participation in these fine arts programs will improve by 20 percent as evidenced by teacher rosters.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

**GOAL 10 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 indicate that in 2003, Christina M. Eve elementary ranked at the 84th 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 84th percentile in 2003, to the 87th percentile on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	10/10/2005	5/26/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundation, volunteer networks.	Principal, Assistant Principal	8/8/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, School Counselor	8/8/2005	5/26/2006

## Research-Based Programs

Not applicable

## Professional Development

Not applicable

## Evaluation

On the next State of Florida ROI index publication, Christina M. Eve Elementary will show progress toward reaching the 87th percentile.

## *EESAC Compliance*

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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.

### ***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 DIBEL reading screenings will be valid determinants in benchmarking.

***School Safety & Discipline:***

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

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*