

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Lillie C. Evans Elementary School (1681)

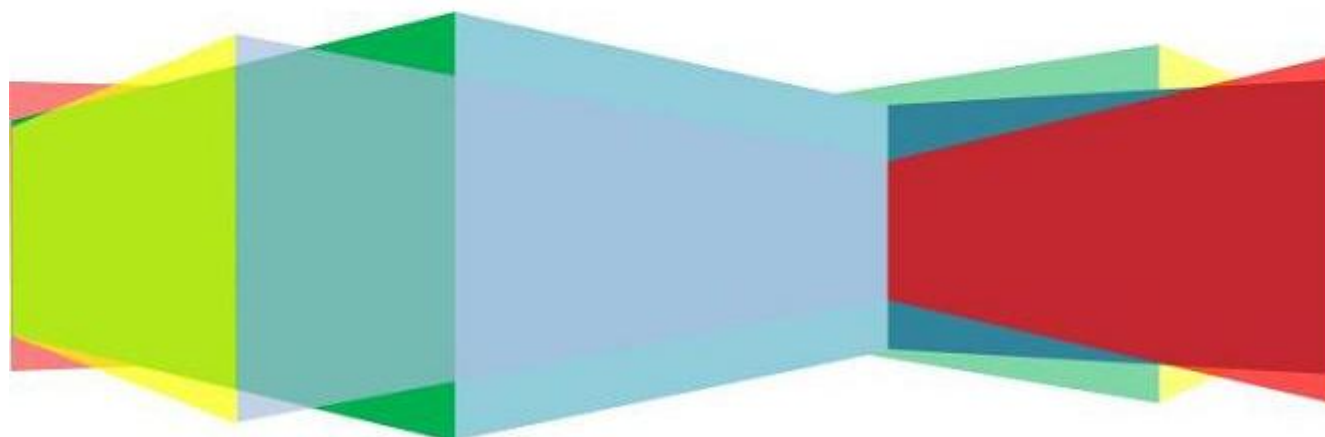
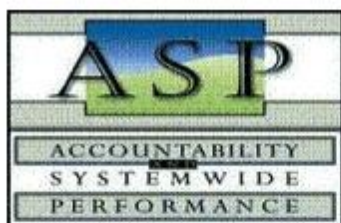
Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Reginald Johnson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Lillie Carmichael Evans Elementary School is located in an urban community that has complex social, educational, and economic challenges. The school opened in 1959, and is located on 13 acres at 1895 NW 75th Street, in Miami, Florida. The main building of the school contains 42 classrooms. There are three additional buildings consisting of a Full Service Center, a physical education center, and a media center. In addition, there are 11 portable classrooms on the property, which were erected two years ago to house Holmes Elementary School while the old school was demolished and the new school erected. Holmes Elementary moved into the new facility for the opening of the 2007-2008 school year. The 11 portable classrooms are currently leased to The Liberty City Charter School for their use as classrooms.

The school is well maintained and was recently repainted and re-landscaped. The classrooms have been updated with white-boards, new cabinets, and technology. The school serves 385 students in grades pre-kindergarten through six. Pre-kindergarten has a population of 18 students, kindergarten has 51 students, first grade has 44 students, second grade has 41 students, third grade has 78 students, fourth grade has 45 students, fifth grade has 60 students, and sixth grade has 48 students. Four new teachers have been hired and will begin their assignments shortly resulting in the following average teacher to student ratio: pre-kindergarten 1:18; kindergarten 1:17; first grade 1:22; second grade 1:14; third grade 1:26; fourth grade 1:15; fifth grade 1:20; sixth grade 1:24. Ninety-seven percent of the student population is Black and three percent are Hispanic. The percentage of students eligible for free and reduced lunch is ninety-five percent, resulting in the school qualifying for Title I additional funding, which is used to promote student achievement and the hiring of additional personnel to reduce the student-to-teacher ratio. Based on the 2007 results of the Florida Comprehensive Assessment Test (FCAT) in reading, there are a total of 46 students performing below grade level. The breakdown is as follows: current fourth graders, Level 1=2, Level 2=12; current fifth graders, Level 1=9, Level 2=8; current sixth graders, Level 1=5, Level 2=10. There are a total of 29 Special Education (SPED) students: kindergarten=1; second grade=1; third grade=6; fourth grade=4; fifth grade=11; sixth grade=6. There are also 10 English Language Learners (ELL). The school is in the Northwestern Feeder pattern and feeds students into Charles R. Drew Middle School and eventually Northwestern Senior High School. The attendance rate is currently running at about 98% per week, up from the 97.3% average of the 2006-2007 school year.

The philosophy of the entire faculty and staff is that all students can learn and master essential skills. As a designated "Ready School (Kellogg Foundation)," the faculty and staff will be working to improve their interpersonal skills to create a better learning environment. 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. These strategies will be implemented to reduce the number of FCAT Level 1 and Level 2 performing students. In addition, these strategies should reduce the number of students retained per grade level. In the 2006-2007 school year 8 kindergarteners, 3 first graders, 2 second graders, 9 third graders, and 1 fifth grader were retained.

The school has been very fortunate in having as its community partners very proactive and caring people and organizations which include: Florida International University; Florida Memorial College; The University of Florida Extension Program; The Progressive Officers Club; Mr. Trophy; Federal Judge Orlando Prescott; Gwen S. Cherry Black Women Lawyers Association. The School Improvement Plan (SIP) for the 2007-2008 school year, will serve as the guide for all planned activities. The objectives identified for the 2007-2008 SIP are as follows:

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, fourth grade students will demonstrate their skill proficiency in writing as evidenced by 90 percent or more of the students meeting high standards on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 10 percent increase in the number of parents/family/community members who attend school sponsored activities during the 2007-2008 school year, as compared to the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, students will increase their average daily attendance by .80 percentage point during the 2007-2008 school year as compared to the 2006-2007 school year, as evidenced by the June 2008 Percentage of Attendance Report.



School Improvement Plan

2007-2008



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

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

Given the emphasis on the benefits of participating in the Art Club as part of the "I Choose, Literacy Through the Arts Program", membership will increase by five percent from the 2006-2007 school year, as evidenced by the total number of students enrolled in the Art Club at the end of the 2007-2008 school year.

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

In addition to the SIP, the results of the Organizational Performance Improvement Snapshot will be utilized as a tool to accomplish the objectives set forth in the 2007-2008 SIP. Although the results were favorable in all of the 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 indicates that the faculty and staff are satisfied with the administration's high ethical standards thus reflecting 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 enabling them to determine the most appropriate course of action in order to reach the school's goals. A high approval rating for the school's Human Resource Focus, Customer Market Focus, Process Management and Business Results was indicated in the remainder of the categories in the survey. Although high employee satisfaction is evident, a small percentage of the faculty and staff felt that the school's leadership should elicit their ideas when planning for the future. In addition, a small number of employees were uninformed about the school's financial performance. Through increased consensus building, faculty and staff will have a larger role in the decision making process for use of funds and in planning.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

1681 - LILLIE C. EVANS ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

Lillie Carmichael Evans Elementary School is located in an urban community that has a predominantly Black 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. The students in grades pre-kindergarten through six are 97 percent Black and 3 percent Hispanic. The percentage of students eligible for free and reduced lunch is 95 percent. Some of the challenges we will face during this school year include: about 40 newly enrolled students from other sites who are classified by the FCAT or Dynamic Indicator of Basic Early Literacy Skills (DIBLES) as low performing. There are a total (previous students + new students) of 16 students classified as Level 1, and 30 students classified as Level 2. This challenge is further exacerbated by the decrease in funding due to the school's grade of "A" and NO Child Left Behind (NCLB) status, the Title I budget cuts and a reduction in magnet funds limiting the before school tutoring programs which have been so effective in the past few years.

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. 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 laboratory. There are also 11 portable classrooms on the property, which were erected two years ago to house Holmes Elementary School while the old school was demolished and the new school erected. Holmes Elementary moved into the new facility for the opening of the 2007-2008 school year. The 11 portable classrooms are currently leased to The Liberty City Charter School for their use as classrooms.

The school has been retrofitted to provide Intranet/Internet capabilities to all classrooms. Two computer laboratories are used to effectively implement the Reading Plus and SuccessMaker programs. The implementation of the Citibank FamilyTech Program also provides parents with computers and software which are for use in the homes.

All the classrooms are equipped with at least four computers and a printer. As funds have become available, the administration has taken a proactive role in improving the quality of educational materials for the students' use. The students have been provided with book bags and writing materials. In addition, all classrooms have been provided with new furniture. A major paint project along with other facility improvements and upgrades to the infrastructure are nearing completion. As a result, the appearance of the physical plant has been greatly improved. The school administration continues to update other aspects of the school plant in order to provide teachers, students, and staff with a comfortable, safe and attractive environment.

The faculty and staff consist of one principal, one assistant principal, twenty-eight certified teachers (classroom and special area), one guidance counselor, three full-time Educational Professionals, two part-time Educational Professionals, one Magnet secretary, three full-time and one part-time clerical staff members, one Health Technician, one Community Involvement Specialist (CIS), one Microsystems Technician, five full-time and one part-time custodians, three full-time security monitors, one part-time security monitor, one Food Service Manager, and four part-time Food Service Workers. Five new teachers have joined the staff. Six teachers have Master's degrees. The school's leadership team includes the Principal, Assistant Principal, Magnet Lead Teacher, two Reading Coaches, Guidance Counselor, Physical Education teacher and the Mathematics Facilitator. The Strategic Planning Team is composed of Grade Level and Department Chairpersons. The ethnicity of the faculty and staff is 59 percent Black, 22 percent Hispanic, 16 percent White Non-Hispanic, and three percent Asian/Pacific. Four of the new teachers hired are new to the profession, and will require a great deal of training and supervision to insure their success.

The average teacher-to-student ratio at Lillie C. Evans Elementary is 1:21. The average teacher-to-student ratio per grade level is as follows: pre-kindergarten 1:18; kindergarten 1:17; first grade 1:22; second grade 1:14; third grade 1:26; fourth grade 1:15; fifth grade 1:20; sixth grade 1:24. The faculty is made up of one pre-kindergarten teacher, three kindergarten teachers, two first grade teachers, three second grade teachers, five third grade teachers, three fourth grade teachers, three fifth grade teachers, and three sixth grade teachers. The number of students per grade level is as follows: 18 pre-kindergarten, 52 kindergarten, 42 first graders, 43 second graders, 80 third graders, 45 fourth graders, 60 fifth graders and 48 sixth graders.

Lillie C. Evans Elementary is a school-wide Title I school. This program provides additional funds to help promote student achievement and for the hiring of additional personnel to reduce the student-to-teacher ratio. In addition to this program, Lillie C. Evans provides individualized instruction for 29 special education students (SPED), 10 English Language Learners (ELL), a before school tutorial program, a Saturday Academy, a critical thinking Chess Program, and a before school Hands-on Science program.

The school's "I Choose" program is Literacy Through the Arts. In the program, students in grades kindergarten through second become young authors, as they are immersed in literacy. All students participate in Drama and students in grades three through six explore literary arts programs of 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 adjusted 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.



School Improvement Plan 2007-2008



After careful review and evaluation of the pertinent data including the School's Demographic and Academic Profiles, Student Report Cards, Florida Comprehensive Assessment Test (FCAT) results, and the 2006-2007 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 2007 -2008 school year.

School Foundation

Leadership:

A review of the Organizational Performance Improvement Snapshot indicates with a score of 4.4 that the staff agrees 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:

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

Stakeholder Engagement:

Results of the survey indicate with an agreement score of 4.3 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:

A score of 4.3 indicates that faculty and staff agree 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 and brings 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:

A category score of 4.3 indicates that the school's 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.

Education Design:

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

Performance Results:

The 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 "A" for the 2006-2007 school year.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

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

Needs Assessment

Results on the 2007 FCAT Reading Test indicate that 57 percent of the third grade students, 70 percent of the fourth grade students, 70 percent of the fifth grade students, and 59 percent of the sixth grade students scored at or above Level 3. In addition, 65 percent of the students achieved proficiency as per the No Child Left Behind (NCLB) Adequate Yearly Progress report. The assessment revealed the following strengths: third grade students earned points on 67 percent of the questions in Words and Phrases and 59 percent of the Comparison questions; fourth grade students improved the percent of questions answered correctly in Main Idea/Author's Purpose from 55 to 64 percent, in Comparisons from 59 to 65 percent and in Reference/Research from 50 to 75 percent; fifth grade students improved the percent of questions they answered correctly in Comparisons from 60 to 67 percent and Reference/Research from 67 to 75 percent and sixth grade students improved in Words and Phrases ; increasing the percent of correct responses from 55 to 60 percent. These results indicate that many of the strategies being used with the students have been effective. The assessment revealed the following needs: there was a decline in mastery of Main Idea/Author's Purpose for third and fifth grade students, and a decline in mastery of Words and Phrases for fourth, fifth and sixth grade students. Sixth grade students also showed a decline in Comparisons and Reference and Research.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional programs on an on-going basis.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Continue to implement the Comprehensive Research-Based Reading Plan (CRRP) for ninety minutes daily in grades kindergarten through five. The district's pacing plan will be used to ensure that all of the standards have been taught. Students in Tiers 1 and 2 will receive an additional 30 minutes and students in Tier 3 will receive an additional 60 minutes of daily reading instruction using the Voyager Program in order to provide intervention strategies.	Principal, Assistant Principal, Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Continue to provide before school tutorial instruction to improve the reading skills of the lowest performing students.	Principal, Assistant Principal, I Choose Lead Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	50000
Utilize the Regional Center Data Review Protocol to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the "I Choose" program emphasizing the Literacy Through the Arts curriculum in order to monitor the progress of students, as well as, expose them to a variety of genres related to literacy and reading.	Principal, Assistant Principal, I Choose Lead Teacher	8/20/2007	6/05/2008	Parental Choice Options	0

Research-Based Programs

Houghton-Mifflin Reading Series
 Voyager
 Soar to Success
 Early Success
 Reading Plus

Professional Development

In order to increase student performance in reading, the following professional development activities will be offered during the 2007-2008 school year:

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

Evaluation

Summative evaluation - 2008 FCAT Reading Test
 Formative evaluations - monthly school site assessments, district interim assessments and the intervention program assessments. (Voyager, Reading Plus and Success Maker)
 Tutorial program students will be formatively evaluated on a monthly basis using school site assessments.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

Results on the 2007 FCAT Mathematics Test indicate that 85 percent of the third grade students, 93 percent of the fourth grade students, 62 percent of the fifth grade students, and 52 percent of the sixth grade students scored at or above Level 3. In addition, 75 percent of students achieved proficiency as per the No Child Left Behind (NCLB) Adequate Progress report. The assessment revealed the following strengths: third grade students increased the points earned on 67 percent of the questions in Number Sense, and 67 percent of the questions in Algebraic Thinking and maintained the percentage of correct responses in Measurement (63 Percent), Geometry and Spatial Sense (57 percent) and Data Analysis and Probability (71 Percent). Fourth grade students increased the percentage of correct responses in Number Sense from 55 to 64 percent, Geometry and Spatial Sense from 57 to 86 percent and Algebraic Thinking from 57 to 71 percent, while maintaining the percent of correct responses in Measurement (63 percent), and Data Analysis and Probability (71 percent).

Students in fifth grade demonstrated growth in the areas of Geometry and Spatial Sense, from 54 to 55 percent, Number Sense from 38 to 46 percent, Measurement from 45 to 62 percent and Data Analysis and Probability from 42 to 50 percent of correct responses while maintaining in Algebraic Thinking (45 percent).

The assessment revealed a decline in the percent of correct responses on the Algebraic Thinking questions by third grade students from 67 percent to 50 percent. Additionally, sixth grade students showed a decline in all five content areas.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Deliver a sound and effective instructional mathematics program for students in kindergarten through grade six, using the Harcourt-Brace Mathematics Program and following the district's pacing plan in order ensure that students are being instructed in all of the Standards.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional programs on an on-going basis.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Continue to utilize the before school tutorial program to improve the mathematics skills of the less proficient students at Levels 1 and 2.	Principal, Assistant Principal, I Choose Lead Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	35000
Utilize the Regional Center Data Review Protocol to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the SuccessMaker Technology Program to provide intervention strategies and practice for students in 2nd through 5th grade.	Principal Assistant Principal	08/20/2007	06/5/2008	District-wide Literacy Plan	

Research-Based Programs

Harcourt-Brace Mathematics Series
SuccessMaker Technology Program

Professional Development

In order to increase student performance in mathematics, the following professional development activities will be offered during the 2007-2008 school year:

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

Evaluation

Summative - 2008 FCAT Mathematics Test.

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

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

Writing Goal

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

Florida Education Priorities

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

Writing Statement

All students will be able to communicate effectively through writing.

Needs Assessment

Results of the 2007 FCAT Writing+ 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. Nine percent of the students scored below a 3.5. Scores indicate that 91 percent of fourth grade students met high standards in writing for the 2007 administration of FCAT Writing+. On the multiple choice portion of the assessment, 59 percent of the students met high standards.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, fourth grade students will demonstrate their skill proficiency in writing as evidenced by 90 percent or more of the students meeting high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a school-wide writing pre-, mid, and post test. Use the FCAT Writing rubric to evaluate the writing process and monitor student achievement in writing.	Principal, Assistant Principal, Writing Coordinator	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Continue to engage fourth grade students in bi-weekly cycles of instruction in the use of Expository and Narrative writing techniques using the CIM Model: administer a diagnostic writing assessment, organize small homogeneous groups based on results; instruct-informally, monitor, and redirect instruction as needed.	Principal, Assistant Principal, Writing Coordinator	8/20/2007	6/05/2008	Continuous Improvement Model	0
Students in kindergarten through second grade will continue to participate in the Lucy Calkins "Writer's Workshop" ensuring that they are exposed to a variety of genres, as well as, being challenged to obtain the skills to become young authors.	Principal, Assistant Principal, I Choose Lead Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Plan, implement, and monitor a writing program in which teachers of all grade levels include daily instruction and weekly practice opportunities across the curriculum.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin Reading Series Writing Component

Professional Development

In order to increase student performance in writing, the following professional development activities will be offered during the 2007-2008 school year:

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

Evaluation

Summative evaluation - 2008 FCAT+ Writing Assessment.

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

Science Goal

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

Florida Education Priorities

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

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

Results on the 2007 FCAT Science test reflect that 28 percent of the students tested scored at a Level 3 or above. In all of the content clusters, the scores of the fifth grade students at Lillie C. Evans Elementary were equal to or better than the district wide scores. In the Clusters of Physical and Chemical and Life and Environmental, students answered 50 percent of the questions correctly while the state average was 58 percent. On the Earth, Space and Scientific Thinking Clusters, the percentage of questions answered correctly was equal to that of students statewide.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Using the district's pacing guide for science, continue to implement an effective science program that uses strategies to develop students' understanding of scientific concepts through science activities and project-based learning such as cooperative groups, hands-on activities, and inquiry and critical thinking.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Using the Continuous Improvement Model, disaggregate and analyze data from the 2007 FCAT Science test, monthly science assessments and the District Interim Assessment, to identify strengths and weaknesses, develop the instructional focus and redirect instruction as needed.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement school-wide instruction of 100 minutes of science per week for kindergarten through grade 2 and 150 minutes of science per week for grades 3 through 6, utilizing science centers, science equipment, multilevel FOSS kits, SF hands-on science kits and science demonstrations for the purpose of developing science process skills.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide opportunities for teachers to participate in professional development activities focused on the use of the new science series, curriculum instruction and assessment in the Sunshine State Standards benchmarks in science to improve classroom instruction.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement a before school science club "Science Wizards" for selected students in grades five and six in order to provide science enrichment activities and information about science skills used in various careers and to promote a knowledge of science process skills.	Principal, Assistant Principal, Science Club Sponsor	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the Regional Center Data Review Protocol to conduct data debriefing sessions.	Principal, Assistant Principal, I Choose Lead Teacher, Health Technician	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Scott-Foresman Science Series

Professional Development

In order to increase student performance in science, the following professional development activities will be offered during the 2007-2008 school year:

- Item Specifications for Science
- Understanding the Scientific Process (Strand H)
- Effective Implementation of Inquiry-based Science Laboratories in the Classroom.

Evaluation

Summative evaluation
2008 FCAT Science Test.

Formative evaluations -
District Interim Assessments for Science (Grades 4 and 5)
School-site monthly assessments.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement 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, Parent Teacher Association (PTA) meetings, EESAC meetings, Second Cup of Coffee, and Honor Roll Assemblies increased during the 2006-2007 school year. A total of 809 parents attended events during the 2006-2007 school year as compared to 437 who attended during the 2005-2006 school year. 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 recommend and coordinate school-sponsored activities (b) the need for additional school sponsored events that provide parents with opportunities to interact with faculty and staff, and (c) the need for additional student recognition and performance activities to promote positive parental involvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 10 percent increase in the number of parents/family/community members who attend school sponsored activities during the 2007-2008 school year, as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
A survey of parents' needs will be conducted in order to prioritize and plan activities that are of interest to the families of the students.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Help parents become more aware of educational opportunities by informing them of events and classes through the district's Parent Academy and by encouraging the use of the Internet services in the Computer Skills Lab and the media center.	Principal, Assistant Principal, Community Involvement Specialist, Media Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Continue to provide health, safety, and other related information through the annual Health Fair and monthly parent newsletter in order to make parents aware that health and safety affect student achievement.	Principal, Assistant Principal, Health Technician, Community Involvement Specialist	8/20/2007	6/5/2008	Student Wellness	0
Provide computers, training, and Internet access in homes through the Citibank FamilyTech Program sponsored by The Education Fund in order to improve parental involvement, which will enhance learning, as well as, improve the school to home connection.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue to plan and deliver workshops which empower parents with the knowledge to improve their parenting skills, their understanding of child-related health issues, their own personal educational growth, and the use of technology.	Principal, Assistant Principal, Community Involvement, Specialist Health Technician	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the parent resource bulletin board and monthly newsletter to inform parents of school-sponsored activities including community events, parent workshops, and other district sponsored parent activities.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Attendance Logs for all events and home visit logs will be reviewed quarterly and at the end of the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety 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 2006 -2007 school year indicate a need to improve the school's average daily attendance. On the June 2007 report, the school's average daily attendance was 95.99 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 an emphasis on a safe and orderly environment, students will increase their average daily attendance by .80 percentage point during the 2007-2008 school year as compared to the 2006-2007 school year, as evidenced by the June 2008 Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize classes with perfect attendance, on a daily, weekly, and monthly basis during morning announcements and through special activities.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/5/2008	Truancy Prevention	0
Publicize the names of students with perfect attendance for the month in the monthly parent newsletter.	Principal, Assistant Principal	8/20/2007	6/5/2008	Truancy Prevention	0
Recognize the parents of students with perfect attendance for the nine weeks during the quarterly honor roll assemblies.	Principal, Assistant Principal	8/20/2007	6/5/2008	Truancy Prevention	0
Reward students with a trophy for perfect attendance at the end of the school year.	Principal, Assistant Principal	8/20/2007	6/5/2008	Truancy Prevention	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Summative evaluation - 2007-2008 school year Percentage of Attendance Report.

Formative evaluation - review of and daily announcement of the attendance results.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

The school will integrate technology into all curricular areas.

Needs Assessment

Results of a site based survey indicate that the comfort level of instructional staff is low when they are required to infuse technology in their instructional program. Forty percent of instructional staff are somewhat uncomfortable infusing technology into the curriculum. The need is for programs which emphasize infusing technology throughout the instructional day. By using the Lexia (Kindergarten through grade two) and Reading Plus (third through sixth grade) programs with students during the 2007-2008 school year, teachers will be able to increase their ability to use reports to drive instruction.

In addition, the instructional staff will be encouraged to infuse the use of the internet to obtain data and information as part of their lessons in social studies and science.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review the Lexia and Reading Plus reports on a weekly basis for planning and remediation and to ensure that all students are spending a minimum of 90 minutes per week on the program.	Principal, Assistant Principal, Technology Facilitator	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Ensure that all students in grades three through six have access to the computer lab for 90 minutes a week.	Principal, Assistant Principal, Technology Facilitator	8/20/2007	6/5/2008	Other/ Not Applicable	0
Inform parents of student's progress on the Lexia and Reading Plus programs.	Principal, Assistant Principal	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide professional development in the use of Lexia or Reading Plus for all reading teachers.	Principal, Assistant Principal	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Conduct professional development with kindergarten, first and second grade teachers on the use and interpretation of Lexia reports.	Principal, Assistant Principal, Technology Facilitator	8/20/2007	6/5/2008	District-wide Literacy Plan	0

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 2007-2008 school year:

1. Lexia: Integration into the classroom and Interpretation of Data to Classroom Application.
2. Reading Plus training for teachers of grades three through six who are new to the school.

Evaluation

Summative evaluation - students will have spent a minimum of ninety minutes per week working on the programs. Kindergarten through grade two will work on Lexia, grades three through six will work in Reading Plus. Formative evaluation of the increased use of technology throughout the instructional day will be based on the weekly performance reports which indicate the total time spent utilizing the Lexia and Reading Plus programs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

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

Needs Assessment

Results of the September 2007 Body Mass Index (BMI) screening indicate that 35 percent of first graders tested are at an inappropriate body weight, 30 percent of third graders tested are at an inappropriate body weight, and 36 percent of sixth graders tested are at an inappropriate body weight. These results indicate a need for instruction in good nutritional practices resulting in weight adjustments.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Emphasize the value of physical activities and healthy life style choices through regular instruction using the Competency Based Curriculum.	Principal, Assistant Principal	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Instruct students on fitness related activities which emphasize improved cardiovascular health, muscular strength, flexibility, and endurance.	Principal, Assistant Principal, Physical Education Teacher	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide opportunities for students to learn about healthy nutritional choices from a nutritional expert on a monthly basis.	Principal, Assistant Principal, Health Technician	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Provide opportunities for parents to learn good nutritional practices from a nutritionalist and visiting experts through the monthly Second Cup of Coffee meetings.	Principal, Assistant Principal, Health Technician	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0
Educate parents and students on how the Body Mass Index (BMI) is related to a healthy life style by providing relevant information at Open Houses, Parent Teacher Association meetings, and Second Cup of Coffee meetings.	Principal, Assistant Principal, Health Technician	8/20/2007	6/5/2008	Healthcare & Healthy Choices	0

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.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

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

Needs Assessment

Based on the 2006-2007 Art Club membership, 18 students out of a possible 150 were active members. Participation in the Art Club will provide students with opportunities for a multi-dimensional education, develop an appreciation for all forms of art, and live a more creative life. During the 2006-2007 school year the Art Club students worked with the Drama Club to produce two school plays with scenery. Results indicate a need to increase membership in the Art Club during the 2007-2008 school year. With the additional membership, the clubs will produce three plays during the 2007-2008 school year.

Measurable Objective

Given the emphasis on the benefits of participating in the Art Club as part of the "I Choose, Literacy Through the Arts Program", membership will increase by five percent from the 2006-2007 school year, as evidenced by the total number of students enrolled in the Art Club at the end of the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit students in grades three through six who demonstrate an interest in the visual arts to become members of the Art Club.	Principal, Assistant Principal, Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create a calendar of events, contests, and activities for Art Club members.	Principal, Assistant Principal, Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Produce the scenery for the school's Drama Productions.	Principal, Assistant Principal, Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
Create an art gallery in the parent resource center of work from the Art Club members.	Principal, Assistant Principal, Art Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0

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.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

Lillie C. Evans Elementary School will rank at or above the third percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs on the 2007-2008 report.

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the knowledge of the school's leadership team in the use of financial resources to improve the effectiveness of the school's programs.	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocations.	Principal, Assistant Principal, Leadership Team	8/20/2007	6/5/2008	Business Process Redesign	0
Utilize data from a variety of programs currently in use to determine their effectiveness.	Principal, Assistant Principal, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Reallocate funds based on the data analysis of the school's programs to increase their effectiveness..	Principal, Assistant Principal	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize school and district in-service training to increase the effectiveness of teaching strategies.	Principal, Assistant Principal, Leadership Team	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

EESAC Compliance

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) made funds 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 the continuation of the 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) supported faculty members applying to local granting sources for additional funding.

Benchmarking:

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

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	50000
Mathematics	35000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	85000



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent