Christina M. Eve Elementary School

2016-17 Schoolwide Improvement Plan

Christina M. Eve Elementary School

16251 SW 99TH ST, Miami, FL 33196

http://cme.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Christina M. Eve Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Christina M. Eve Elementary School 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.

b. Provide the school's vision statement.

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

School Personnel analyses data to identify the demographics and composition of the school culture. This data is considered during articulation when class rosters are initiated and established. The analyses of demographic data is also used when determining which instructional program models are most appropriate for the student population.(ie: ELL and SPED models). The key to building relationships between teachers and students is for teachers to be aware of their students' academic and cultural needs. Accommodations are provided when appropriate and sensitivity is demonstrated to the diverse cultures and customs within the school community. As a school, there are multicultural celebrations scheduled throughout the year bringing awareness to all stakeholders. Some of these events include: Multicultural Shows, Door Decorating Contests, Classroom Celebrations, and presentations/contests during the school's morning announcements.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

An essential component of creating an environment where students feel safe and respected before, during, and after school is to establish specific rules and parameters that apply to all stakeholders in the school community. The mission of Christina M. Eve Elementary School is to form a true partnership between home, school, and community that is committed to providing a quality educational program. This is 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 community. Parent and community involvement is a key to the success of Christina M. Eve Elementary School. The Parent Teacher Association (PTA) works closely with administrators and teachers to provide students with a quality education. The school is a firm believer that parental involvement is a key factor in students' academic success and positive school-wide behavior.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Positive reinforcement is utilized consistently to recognize acceptable behaviors and minimize distractions. Character Education and values are reinforced through the Gator of the Month Assemblies where one student in each homeroom class is recognized each month for displaying a specific character trait (ie: responsibility, trustworthiness, etc.). The Value Matters initiative is reinforced during morning announcements to ensure students are displaying positive character values. Students are also recognized for positive behavior through the Catch You Being Good Program. In this program students are awarded a ticket worth a specific amount of points for demonstrating outstanding behavior. Students are recognized monthly during morning announcements once they have reached 20 points. The faculty and staff at Christina M. Eve Elementary School believes establishing clear parameters and being proactive in addressing concerns minimizes distractions and prevents misbehavior. Parent conferences are scheduled as needed to keep parents informed of academic and behavioral concerns. Progressive discipline is practiced consistently where the Code of Student Conduct is used to determine consequences and corrective strategies.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Lidia M. Gonzalez (Principal), Wilfredo Diaz (Assistant Principal), and Maria Tourino (Assistant Principal) proactively monitor Early Warning System Indicators to address concerns expeditiously and efficiently. They collaborate with the Student Services Team to ensure the social-emotional needs of students are being met. Katherine De La Calle (school counselor), Marylou Raymat (Psychologist), and Raiza Soler-Perea (school social worker) provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker will continue to link child-serving and community agencies to the school and families in order to support the child's academic, emotional, behavioral, and social
success.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance is monitored regularly at Christina M. Eve Elementary School. Daily attendance reports are utilized to monitor attendance and teachers identify students with three or more absences for a follow up. As a school we strive to increase attendance ratings to prevent them from dropping below 90 percent. The use of programs promoting positive behavior and consistent communication with parents and stakeholders reinforces school policies and procedures. This protocol used has enabled us to address behavioral concerns and provide corrective strategies while preventing suspensions. Academic intervention and Response to Intervention (RTI) is utilized to address academic concerns that may lead to course failure or a level one score on statewide standardized testing.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	2	1	2	1	6	15	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	7	4	6	1	1	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	18	10	10	0	0	0	0	0	0	0	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	1	4	2	1	0	0	0	0	0	0	0	0	0	8

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance- Attendance is monitored daily through the use of daily attendance reports. A school created spreadsheet is utilized to identify students with 3 or more absences. The Student Services Team identifies students with excessive absences and then communicates with parents as needed via letters sent home and phone calls made to ensure attendance procedures are being followed. Students with perfect attendance and no more than 5 tardies are invited to participate in the Sock Hop at the end of every grading period. The class with the most days of perfect attendance at the end of the month earns an ice cream party. Attendance Committee meetings are held to identify students with excessive absences. If needed, the administration and Student Services Team schedules meetings with parents of students with an excessive amount of absences or tardies.

Academics-The MTSS/RTI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and
monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RTI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition
to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings

occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year.to The MTSS/RTI Problem-Solving process is used to first

carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. If needed, Tier III students are referred for an SST where strategies are recommended. If the academic deficiencies are not corrected after further monitoring, the child may be referred for academic testing with the School Psychologist.

Academic Intervention is also provided during Spanish and special area times to reinforce key Reading and Math concepts and remediate academic deficiencies.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

During the 2015-2016 school year, approximately 77 % of our parents attended the various Parental Involvement Events sponsored at the school. Our goal is to maintain the percentage of Parental Involvement in all events at 77 %.
Some parents are not aware of the academic expectations of their children due to insufficient communication with their child's teacher. Some parents are not aware of information and notices sent home due to lack of follow up on assignments on a daily basis. Some parents lack the initiative to schedule conferences with their child's teacher to monitor academic progress.
The action steps to be followed are the following:
Offer the parents a Florida Standards Assessment Informational Session. Continue the usage of the Connect-Ed messaging system. Maintain parental telephone logs and activity reports.
The Principal, Assistant Principal, Counselors, and Teachers will monitor the effectiveness of the action steps to ensure parental involvement continues to increase.
The process used to determine the effectiveness of the strategies will be the following: Tally Parental Involvement School and Activity Reports utilizing parent attendance sign-in sheets as the evaluation tool; collect participation data, and review parent telephone logs using the parental involvement activities report as an evaluation tool.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Parent and community involvement is a key to the success of Christina M. Eve Elementary School. The Parent Teacher Association (PTA) works closely with administrators and teachers to provide students with a quality education. The school is committed to maintaining strong business partnerships, as a vital connection to the outside community, through volunteer membership and the Educational Excellence School Advisory Council (EESAC). Christina M. Eve Elementary School has partnered with West Kendall Baptist Hospital to promote their healthy living campaign. Pollo Tropical, Papa Johns, McDonald's, and Publix offer discounts and donations for school events. All these relationships contribute to the continued success of our school. Christina M. Eve Elementary School credits a large part of its success to its parents and volunteers. The school is a firm believer that parental involvement is a key factor in students' academic success and positive school-wide behavior. Through school activities, which involve parent and volunteer help, the school is assured that parents are an important fixture in the school environment. There are parents who volunteer in the school on a daily basis performing several tasks.This ongoing process of building and sustaining partnerships to play an active role in the school community enables our school to utilize resources to support the school and student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gonzalez, Lidia	Principal
Diaz, Wilfredo	Assistant Principal
Olivera, Adamary	Teacher, K-12
DelaCalle, Katherine	School Counselor
Medellin-Reyes, Maria	Teacher, K-12
Duclos, Marie	Teacher, K-12
Gutierrez, Magaly	Teacher, K-12
Rodriguez, Dawn	Teacher, K-12
Cabrera, Annmarie	Teacher, K-12
Rodriguez, Maria	Teacher, K-12
Gonzalez, Jeannie	Teacher, K-12
Gasteli, Marina	Teacher, K-12
Henao, Jenny	Teacher, K-12
Mauri, Janette	Teacher, K-12
Blanco, Julie	Teacher, K-12
Tourino, Maria	Assistant Principal
Menendez, Marybel	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Tier 1(Leadership Team)

• Lidia M. Gonzalez (Principal), Wilfredo Diaz (Assistant Principal), and Maria Tourino (Assistant Principal) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving.
• Adamary Olivera (Reading Liaison), Maria Medellin-Reyes (Media Specialist), and Janette Mauri (P.D. Liaison) will assist in the data collection, will provide professional developments related to Reading and Language Arts strategies, and will keep the administration and staff abreast of any new effective Reading strategies and/or requirements disseminated from the state and/or district. They will also assist with the design and implementation for progress monitoring of students considered "at risk".
• Julie Blanco (Mathematics Liaison), Marie Duclos (Science Liaison), and Janette Mauri (P.D. Liaison) provide professional developments related to Mathematics and Science strategies, and keep the administration and staff abreast of any new effective Mathematics and Science strategies and/or requirements disseminated from the state and/or district.
• Maria Rodriguez (SPED Chairperson) will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching
• Katherine De La Calle (school counselor), Marylou Raymat(Psychologist), and Raiza Soler-Perea (school social worker) will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker will continue to link child-serving and community agencies to the school and families in order to support the child's academic, emotional, behavioral, and social success.

• In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly after each State or District mandated Assessment to review consensus, infrastructure, and implementation of building level MTSS/RtI.

Tier 2
The Principal and Assistant Principals along with members of the Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The Principal, Assistant Principals, Counselor, School Psychologist, Social Worker, and the student's parent/guardian make up the Tier 3 SST Problem Solving Team. The members of the Tier 3 SST Problem Solving Team will collaborate to monitor student academic progress and adjust instruction as needed throughout the RTI process.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Christina M. Eve Elementary School 's Leadership Team identifies and aligns all available resources in order to meet the needs of all students and maximize learning outcomes through the following

process:

Through monthly and quarterly Leadership Team and Grade Level meetings, academic and behavior data is evaluated and monitored. Students' academic needs and progress are addressed by the following important questions:

What will all students learn? (Curriculum based on standards)
How will we determine if the students have learned? (Common assessments)
How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
How will we respond when students have learned or already know? (Enrichment opportunities).

After gathering and analyzing data, the following procedures are followed:

Team meetings are held regularly.
Ongoing communication is kept with staff to elicit feedback and keep everyone informed of changes in testing and the curriculum.
Maintain communication with staff for input and feedback, as well as updating them on new standards and/or instructional strategies that will increase student achievement and enhance teacher knowledge
Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.
Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
Use Educational Excellence School Advisory Committee (EESAC) meetings to discuss the results of assessments, compare those results with the initial goals set forth in the SIP, and make adjustments in the plan as necessary to take into account the new data.
Conduct monthly grade level meetings and data chats to analyze and discuss students' progress, compare current data to that set forth in the initial SIP, and determine if any changes need to be made.

An intricate part of problem solving in the academics component is the Response to Intervention Process (RTI). The steps followed in the RTI process are mentioned below:

The MTSS/RTI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RTI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2

intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year.to The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS/RTI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title III- Title III funds are used to supplement and enhance the programs for English Language Learners by providing funds to implement an after school tutorial program.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Lidia M. Gonzalez	Principal
Craig Walker	Teacher
Lisa Sosa	Teacher
Jane Haguel	Teacher
Annmarie Portal-Cabrera	Teacher
Maria C. Rodriguez	Education Support Employee
Osmary Torres	Parent
Dionisio Torres	Business/Community
Gladys Cala	Business/Community
Frank Padron	Business/Community
Maria Medellin-Reyes	Teacher
Aurora Martinez	Teacher
Carmen VanScoy	Education Support Employee
Brenda Gonzalez	Parent
Vivian Ponce	Parent
David Torres	Student
Marina Gasteli	Teacher
Ivonne Arean	Parent
Mayelin Gonzalez	Parent
Beatriz Duran	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Improvement Plan was presented to EESAC where discussions were generated. The Principal shared data obtained from standardized testing and the different components of the SIP. Emphasis was made on the Action Plan developed as part of Goal #1 in part III of the SIP. Committee members asked questions as needed and were advised of future goals and plans of action.

b. Development of this school improvement plan

School Advisory Committee members provided input on specific strategies to implement in the different areas of the School Improvement Plan. In addition, they provided input on the continuous improvement of the school as a community.

c. Preparation of the school's annual budget and plan

The School Advisory Committee has determined to use the funds in the same manner as last school year. All School Improvement Funds will be used for the upgrades of technology throughout the building.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

All School Improvement Funds were utilized for technology upgrades throughout the school building. $3,000.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gonzalez, Lidia	Principal
Diaz, Wilfredo	Assistant Principal
Olivera, Adamary	Teacher, K-12
Gutierrez, Magaly	Teacher, K-12
Rodriguez, Dawn	Teacher, K-12
Cabrera, Annmarie	Teacher, K-12
Gonzalez, Jeannie	Teacher, K-12
Medellin-Reyes, Maria	Teacher, K-12
Menendez, Marybel	Teacher, K-12
Gasteli, Marina	Teacher, K-12
Tourino, Maria	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

At Christina M. Eve Elementary, the LLT will focus on increasing student participation in the Accelerated Reader Program and i-Ready Program through quarterly celebrations in which students will be recognized for achieving their A.R. goals. To promote Reading Awareness, Christina M. Eve Elementary will encourage student, parent, and staff participation in school-wide Reading events; such as, author visits, Book Fairs, and the Dr. Seuss Carnival. The Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Common planning time is embedded in the school's master schedule. This was created to provide teachers with collaborative planning opportunities and also time to build positive working relationships.

Each grade level submits the minutes of their grade level meetings which includes topics discussed, questions, and concerns. The Leadership Team felt effective common planning that is strategic and purposeful is directly correlated to team cohesiveness and an increase in rigorous teaching. Vertical Teams Meetings also take place to discuss students' academic needs and instructional practice across grade levels. The school administrators will conduct walk-throughs during common planning time throughout the year to monitor the effectiveness of these strategies.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The Principal and Assistant Principals will conduct meetings with new teachers to ensure they understand procedures. The will be partnered with veteran staff members.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers will meet with veteran teachers within their grade level to ask questions and receive clarifications on curriculum, data, and school procedures.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers utilize the District's pacing guides in multiple subject areas to guide the scope and sequence of the lessons. These pacing guides are aligned to the Florida Standards and also provide a variety of other resources teachers can incorporate in the classroom. Faculty meetings, Leadership Team meetings, Vertical Teams Meetings, and Grade level meetings are opportunities where information pertinent to the curriculum and core instructional programs is discussed and updated. The administration, Reading Liaison, Math Liaison, and Science Liaison all provide current information during these meetings to ensure teachers are aware of how programs and materials are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used regularly to monitor academic achievement and student progress. This data is also used to gauge and differentiate instruction as needed. Data obtained from i-Ready, Wonderworks Intervention, Reflex Math, STAR, and Accelerated Reader is used in determining the need for supplemental material needed to provide extra support to students. The data is also used in the RTI process when determining which Tier Strategies to provide to students if needed and when to recommend an SST meeting. Other data sources include:
i-Ready Intervention Screener Report- Used to monitor academic progress and adjust instruction/ interventions as needed.

Baseline and Mid-Year Assessments
State/Local Math and Science assessments

Florida Standards Assessment
Student grades
School site specific assessments
Behavior Student Case Management System
Detentions
Suspensions/expulsions
Referrals by student behavior, staff behavior, and administrative context
Office referrals per day per month
Attendance
Functional Assessment
Frequency Monitoring

Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments. Teachers modify instruction in a variety of ways:

Conducting small group instruction
Integrating technology programs such as i-Ready, Reflex Math, and Accelerated Reader
Cooperative Group Learning
WonderWorks Intervention during special area times.
Utilizing ESOL and SPED accommodations if applicable

Formal and Informal data is analyzed to determine academic strengths and deficiencies. Instruction is then differentiated to address the diverse learning needs within the classroom.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 15,660

Title III Tutoring – Students who are English Language learners are provided tutoring as a means to reinforce reading and math skills. This program also helps students acquire English language skills.

Strategy Rationale

ELL students benefit from additional support in basic reading and mathematics skills to assist in the acquisition of a new language. Tutoring sessions provide support to these students after school

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Diaz, Wilfredo, widiaz@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Title III Tutoring- Work samples are collected weekly by the teacher. The Assistant Principal, Wilfredo Diaz, monitors student academic progress throughout the course of the tutoring program. Parents are provided with feedback on how their child is performing.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Florida Voluntary Pre-Kindergarten Assessment (FLVPK) is administered during the months of September, January, and April to monitor student's academic progress as they prepare for Kindergarten. The Kindergarten Registration window opens in the Spring. At the time of registration, faculty and staff members explain procedures to parents in an effort to facilitate the transition from Pre-K to Kindergarten. Parents of Pre-Kindergartners are invited to all school events including those where students are recognized for outstanding citizenship. Lastly, our Pre-K teacher who teaches Speech and Language Impaired students conducts program exit meetings with parents as their children transition to Kindergarten.

FLKRS, SAT, report card grades, and informal assessments are used in the decision making process during articulation meetings to prepare for the Kindergarten to First grade transition. Teachers schedule conferences with parents throughout the year to keep them informed of their child's progress. If needed, the RTI process is incorporated for students who are experiencing academic difficulties. An SST meeting is held if needed and the student is referred for academic/psychological testing if appropriate. Decisions regarding retention or promotion are driven by grades, teacher recommendations, and the Student Progression Plan. Articulation meetings are also held in preparation for the transition from Kindergarten to First Grade. The students' academic needs are discussed during these meetings to determine the most appropriate educational setting for the upcoming year.

Formative and Summative Data is utilized when preparing students for the transition from fifth grade to sixth grade. Examples of data used when preparing for the transition from fifth grade to sixth grade include: Mid-Year Assessments, Florida Standards Assessments data, i-Ready data, and report card grades. Through vertical team planning and collaboration, teachers analyze the spiraling curriculum to prepare students for transition. Teachers schedule conferences with parents throughout the year to keep them informed of their child's progress. If needed, the RTI process is incorporated for students who are experiencing academic difficulties. An SST meeting is held if needed and the student is referred for academic/psychological testing if appropriate. Decisions regarding retention or promotion are driven by grades, teacher recommendations, and the Student Progression Plan. Middle school representatives visit our school to showcase the curriculum and special programs their school has to offer. Counselors from our feeder pattern middle school assists with articulation and subject selection by explaining the process to our students and teachers. Students are informed of course prerequisites and electives information. Furthermore, middle school counselors meet with our SPED teachers and counselors to discuss transition articulation. During these meetings, decisions are made to best transition students into an appropriate middle school SPED delivery model/program.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N.A.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N.A.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N.A.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N.A.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

🔑 G088131

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
Math Gains	76.0
Math Lowest 25% Gains	69.0
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	93.0
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	68.0

Targeted Barriers to Achieving the Goal 3

- Increase in rigor and high order thinking strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Promethean boards, common planning time, Vertical Team Meetings, content rich grade level chairs, reading, math, and science liaisons, established and experienced instructional staff, three computer labs, 4 student station computers per classroom, PD liaison, Accelerated Reader, STAR, Wonderworks, i-Ready, Sumdog, Brain Pop, and Reflex Math

Plan to Monitor Progress Toward G1. 8

Data collected from Baseline and Mid-Year Assessments, classroom assessments, reports from programs such as Reflex Math, i-Ready, and Summative Assessments will be utilized to measure progress towards the annual goals.

Person Responsible
Wilfredo Diaz

Schedule
Monthly, from 9/30/2016 to 6/8/2017

Evidence of Completion
Gateway to Data (Thinkgate) Reports, Baseline Assessment results, Mid-Year Assessment Results, i-Ready reports, and the ongoing review of student work samples and informal assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. `1`

`G088131`

G1.B1 Increase in rigor and high order thinking strategies. `2`

`B234366`

G1.B1.S1 In Language Arts/Reading, plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. `4`

`S247124`

Strategy Rationale

To increase student achievement in the area of Reading.

Action Step 1 `5`

Provide professional development on instructional best practices and S.T.E.A.M. strategies

Person Responsible

Marie Duclos

Schedule

Quarterly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Sign in sheet, agenda, administrative log, tangibles

Action Step 2 `5`

Instructional staff will collaborate during common planning time using the strategies that they learned in the PD and develop effective and rigorous lesson plans that include writing and reading strategies

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign in sheet, lesson plans

Action Step 3 `5`

Administrative walk throughs to monitor the implementation of planning strategies, as well as effective and engaging lesson plans in the classroom

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The administration will conduct classroom walkthroughs

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrative log, lesson plans, student work, student collaboration and engagement

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Utilizing the FCIM, data will be analyzed to gauge instruction as needed. Classroom walk throughs will assist administration in determining if adequate progress towards the goal is evident.

Person Responsible

Wilfredo Diaz

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Administrative log, lesson plans, student work, student collaboration and engagement

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M334678	Data collected from Baseline and Mid-Year Assessments, classroom assessments, reports from programs...	Diaz, Wilfredo	9/30/2016	Gateway to Data (Thinkgate) Reports, Baseline Assessment results, Mid-Year Assessment Results, i-Ready reports, and the ongoing review of student work samples and informal assessments.	6/8/2017 monthly
G1.B1.S1.MA1 🔍 M334672	Utilizing the FCIM, data will be analyzed to gauge instruction as needed. Classroom walk throughs...	Diaz, Wilfredo	8/22/2016	Administrative log, lesson plans, student work, student collaboration and engagement	6/8/2017 monthly
G1.B1.S1.MA1 🔍 M334673	The administration will conduct classroom walkthroughs	Gonzalez, Lidia	8/22/2016	Administrative log, lesson plans, student work, student collaboration and engagement	6/8/2017 weekly
G1.B1.S1.A1 🔍 A321554	Provide professional development on instructional best practices and S.T.E.A.M. strategies	Duclos, Marie	8/30/2016	Sign in sheet, agenda, administrative log, tangibles	6/8/2017 quarterly
G1.B1.S1.A2 🔍 A321555	Instructional staff will collaborate during common planning time using the strategies that they...	Diaz, Wilfredo	8/22/2016	Sign in sheet, lesson plans	6/9/2017 weekly
G1.B1.S1.A3 🔍 A321556	Administrative walk throughs to monitor the implementation of planning strategies, as well as...	Gonzalez, Lidia	8/22/2016	Lesson plans	6/9/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Increase in rigor and high order thinking strategies.

G1.B1.S1 In Language Arts/Reading, plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development on instructional best practices and S.T.E.A.M. strategies

Facilitator

Ms. Olivera, Ms. Duclos, and Ms. Suazo

Participants

Instructional Best Practices Workshop

Schedule

Quarterly, from 8/30/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**Provide professional development on instructional best practices and S.T.E.A.M. strategies**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$3,000.00
			Notes: All School Improvement funds will be utilized to upgrade technology throughout the school building.			
2	G1.B1.S1.A2	**Instructional staff will collaborate during common planning time using the strategies that they learned in the PD and develop effective and rigorous lesson plans that include writing and reading strategies**				**$0.00**
3	G1.B1.S1.A3	**Administrative walk throughs to monitor the implementation of planning strategies, as well as effective and engaging lesson plans in the classroom**				**$0.00**
					Total:	**$3,000.00**