

Miami-Dade County Public Schools

# Christina M. Eve Elementary School



## 2022-23 Schoolwide Improvement Plan

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**Christina M. Eve Elementary School**

16251 SW 99TH ST, Miami, FL 33196

<http://cme.dadeschools.net/>**Demographics****Principal: Lidia Gonzalez M**

Start Date for this Principal: 7/17/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	73%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (74%) 2018-19: B (61%) 2017-18: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**School Board Approval**

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

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

- 1. have a school grade of D or F
- 2. have a graduation rate of 67% or lower
- 3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**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. 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.

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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	73%
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	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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### 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. 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: School Information

### School Mission and Vision

#### **Provide the school's mission 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 meeting 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.

#### **Provide the school's vision statement.**

Christina M. Eve Elementary School is committed to the pursuit of excellence, seeking to maximize students' academic, social and patriotic potential, thus enabling them to become life long learners and productive citizens.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Lidia	Principal	Mrs. Gonzalez, the principal of Christina M. Eve Elementary School, ensures that instruction is aligned to state academic standards, assesses teaching methodologies, monitors student achievement, encourages parental involvement, enforces policies and procedures, manages the school's budget, hires and evaluates staff, oversees the facility, and maintains a safe learning environment for all students and staff.
Diaz, Wilfredo	Assistant Principal	The assistant principal assists the school principal in the leadership, coordination, supervision and management of the school program and daily operation. The assistant principal assists in enforcing school policies and guidelines for students, staff, and faculty, with emphasis on monitoring the effective implementation of the school's Exceptional Student Education program.
Tourino, Maria	Assistant Principal	The assistant principal assists the school principal in the leadership, coordination, supervision and management of the school program and daily operation. The assistant principal assists in enforcing school policies and guidelines for students, staff, and faculty, with emphasis on monitoring the effective implementation of the school's Gifted and Bilingual programs.
Olivera, Adamary	Reading Coach	The reading coach assists elementary teachers and students in the effective implementation of the Elementary English Language Arts program. The reading coach analyzes data, facilitates peer coaching activities, shares best practices, and coordinates onsite professional development opportunities.
Blanco, Julie	Math Coach	The mathematics coach assists elementary teachers and students in the effective implementation of the Elementary Mathematics program. The mathematics coach analyzes data, facilitates peer coaching activities, shares best practices, and coordinates the school's digital convergence.

### Demographic Information

#### Principal start date

Friday 7/17/2009, Lidia Gonzalez M

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

34

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

**Total number of teacher positions allocated to the school**

41

**Total number of students enrolled at the school**

479

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

1

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

0

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	95	76	102	88	108	0	0	0	0	0	0	0	569
Attendance below 90 percent	12	11	6	7	8	8	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	1	2	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	1	3	4	5	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	7	10	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	16	22	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	3	12	9	0	0	0	0	0	0	0	26

Using current year data, complete the table below with the number of students identified as being "retained.":



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	0	1	2	1	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Thursday 7/7/2022

**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	
Number of students enrolled	88	90	71	102	79	111	0	0	0	0	0	0	0	541
Attendance below 90 percent	5	9	3	2	1	10	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	1	1	2	5	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	1	2	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	4	9	12	42	14	18	0	0	0	0	0	0	0	99

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	1	3	2	9	0	0	0	0	0	0	0	20

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	1	8	3	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	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	
Number of students enrolled	88	90	71	102	79	111	0	0	0	0	0	0	0	541
Attendance below 90 percent	5	9	3	2	1	10	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	1	1	2	5	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	1	2	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	4	9	12	42	14	18	0	0	0	0	0	0	0	99

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	1	3	2	9	0	0	0	0	0	0	0	20

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	1	8	3	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	80%	62%	56%				80%	62%	57%
ELA Learning Gains	80%						69%	62%	58%
ELA Lowest 25th Percentile	84%						54%	58%	53%
Math Achievement	75%	58%	50%				70%	69%	63%
Math Learning Gains	78%						57%	66%	62%
Math Lowest 25th Percentile	64%						43%	55%	51%
Science Achievement	58%	64%	59%				53%	55%	53%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	60%	13%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	58%	19%
Cohort Comparison		-73%				
05	2022					
	2019	75%	60%	15%	56%	19%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	67%	7%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	74%	69%	5%	64%	10%
Cohort Comparison		-74%				
05	2022					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	41	83	89	26	58	46	7				
ELL	79	81	82	73	73	46	58				
HSP	79	81	84	75	78	64	56				
WHT	100			80							
FRL	78	80	88	73	78	64	52				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	33	50	7	4	8	9				
ELL	72	54	61	53	17	13	30				
HSP	73	56	63	47	14	10	37				
WHT	80			70							
FRL	67	47	56	41	14	10	27				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	52	55	35	44	58	56	25				
ELL	77	71	54	66	59	49	43				
HSP	82	71	56	70	58	45	52				
WHT	85			77							
FRL	80	70	61	64	54	40	51				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	90
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The percentage of students in grades 3 through 5 at Christina M. Eve Elementary scoring at or above Level 3 on the 2022 English Language Arts (ELA) assessment increased by seven points, from 73% in 2021 to 80% in 2022. When compared to the district, the percentage of students in grades 3 through 5 at Christina M. Eve Elementary attaining a Level 3 or above surpassed the district by 21 percentage points. In Mathematics, the percentage of students in grades 3 through 5 scoring at Level 3 or above increased by 25 percentage points, from 49% meeting proficiency in 2021 to 74% in 2022. Christina M. Eve Elementary surpassed the district's percentage of Mathematics proficiency of 60% in 2022 by 14%, with the school achieving 74% proficiency.

When analyzing science performance, the percentage of students in grades 3 through 5 at Christina M. Eve Elementary scoring at Level 3 or above on the Statewide Science Assessment increased by 21 percentage points, from 37% in 2021 to 58% in 2022. A comparison of Science achievement scores at the school and district levels indicates that the percentage of students in grades 3 through 5 at Christina M. Eve Elementary earning a Level 3 or above was nine percentage points above the district's average.

In analyzing performance data, it is evident that Christina M. Eve Elementary consistently performs considerably higher in ELA than in Mathematics, although this last administration shows that the school performed significantly better than the district's averages.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 progress monitoring data and the 2022 state assessment scores, Mathematics data components consistently demonstrate the greatest need for improvement. Since 2017, the Mathematics proficiency has ranged between 70% and 74%, except for 2021 with only 49%, while Reading has averaged 78% for the the same 5 administrations.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Mathematical problem solving and analytical skill emphasize in the primary grades are contributing factors to this need for improvement. Increased efforts to closely analyze progress monitoring data, address learner deficiencies, enhance collaborative planning, and provide tutoring in the primary grades would need to be implemented to better address this need for improvement.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on progress monitoring data and 2022 state assessment scores, ELA data consistently demonstrates the most improvement and higher proficiency levels in comparison to Mathematics achievement. In the 2022 ELA administration, 80% scored 3 or above, while in Math only 74% did. In comparison to the previous administration in 2021, the school improved substantially more in Mathematics, from 49% achieving proficiency in 2021 to 74% in 2022. In ELA, the school improved from a 73% in 2021 to 80% in 2022. Although Mathematics performed at a 25 percentage point increase for 2022, it continues to be below the desired expectations.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Contributing factors for this improvement include differentiated instruction, interventional support, after school tutoring for the lowest 25%, and continued data analysis to monitor learning and guide instruction. In addition, more reading-focused motivational activities were implemented in the primary grades.

**What strategies will need to be implemented in order to accelerate learning?**

Professional development activities to enhance teaching skills, collaborative planning, schedule adjustments, teacher placement, periodic data chats, and a stronger emphasis in Math for the primary grades need to be implemented in order to accelerate learning across all grade levels.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

In order to better support teachers and instructional leaders, professional development opportunities that enhance data collection and analysis will be provided at the school site starting in October 2022. Professional developments in Mathematics for the primary grades, as well as for the advanced intermediate classes, will also be offered during the 2022-2023 school year. We are working on scheduling a Math PD with IXL for October 2022.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To ensure sustainability of improvement in the next academic year and beyond, increased intervention practices, after school tutoring in primary and intermediate grades; instructional support, and a motivational Math-focused incentive program for the primary grades will be provided to all students. In addition, appropriate professional developments will be offered to all teachers by the district, publisher, and/or in-house to address the new Math resources, Florida's BEST Standards for Math by Big Ideas Learning, being adopted this year.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>The need for enhanced collaborative planning continues to be an area of concern as evidenced by challenges due to teacher-assignment changes to different grade levels and schedule challenges. While all teachers are dedicated to providing appropriate instruction that exceeds district and state expectations, some are experiencing challenges working with BEST Standards, new grade levels, new math resources, and schedules. The emphasis must be placed on working collaboratively to plan instruction and intervention targeting Reading, Writing, and Mathematical concepts, particularly for the of students in grades 4 and 5 scoring below a Level 3 on the 2022 Reading and Mathematics FSA exams. This being said, it is imperative that we raise the percentage of students earning a 3 or above proficiency for the 2022 administration in Reading (80%), Math (74%), and in Science (58%), to a minimum of 85% in 2023.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>Christina M. Eve Elementary School aims to achieve the measurable outcome of uniformity of the instruction provided to all students at each grade level, resulting in a closer average of student achievement scores in post-tests, diagnostic assessments, and standardized tests. In addition, the school aims to close the continued gap demonstrated in the results of the FSA exams, where Reading proficiency is consistently higher than the Mathematics. Therefore, with the explicit focus on Mathematics, specifically offering Math PDs to the teachers, and in turn resulting in higher student achievement, 85% of the 3rd through 5th graders who test in 2023, will achieve proficiency in Mathematics. That is 11% higher than in 2022, and up to par with the Reading level of proficiency for the same administration year.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Teachers are encouraged to request assistance from PLST members, and/or content-area experts (subject-area liaisons). Teachers will be offered professional developments on all new standards and new resources. If needed, these experts will work collaboratively with the administration to schedule classroom visits to assist the teachers. Administrators will periodically monitor grade-level planning meetings, lesson plans, and classroom instruction.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Lidia Gonzalez (pr1691@dadeschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Teachers are implementing standards-aligned instruction. As such, educators are creating clear lesson plans that meet the challenges described in Florida's BEST Standards, aligned with new reading and math resources, and the district-created Pacing Guides. All teachers at each grade-level will be working on the same standards with individual flexibility in instruction to better meet the needs of their students. The administration will monitor proper implementation through daily walk-throughs and ensure that the lesson plans meet the established criteria.</p>



**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based  
Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

Ensuring that teachers are well trained in the use and implementation of the new BEST Standards, the new reading and math resources, and the updated Pacing Guides, will allow for careful reflection on the steps of each lesson, its effectiveness during instruction, and its impact on student learning.

From the lesson plans, the instruction, and the finished product, the administration will be able to assess the proper implementation of the strategy. Depending on the results, the observation, and student achievement, the administration will decide if more instructional support is warranted. If so, specific teachers will be advised of needed intervention, and assistance from the PLST team and content experts will be scheduled. Further monitoring will be ongoing.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/16/22 The administration and the PLST team will present a professional development session on the new BEST Standards to the faculty. The topic of collaborative planning will be discussed and teachers will have the first opportunity to meet with their grade-level teams to prepare a Yearly Plan that details each grade-level's monthly themes and standards, which will encompass all subjects. The team must use the BEST Standards and Pacing Guides for all subjects as the framework for their Yearly Plan. Each grade-level will submit the Yearly Plan to their respective assistant principal by August 16, 2022 to ensure that all teachers are planning effectively and there is uniformity of instruction in each grade level.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The administration will monitor lesson plans and classroom instruction, and specifically look for uniformity of standards taught within all grade-levels, as well as adherence to the Yearly Plan in order to improve collaborative planning and consistency of instruction within the grade level.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The administration and the content-area experts will meet with grade-levels during Data Chats to analyze student data, discuss student progress, and/or address any concerns so that any issues can be dealt with as soon as possible.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 Vertical Team meetings will be conducted to assist primary teachers to plan appropriately for concepts that need to have a strong basis in certain subjects where deficiencies are observed so planning can be modified.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 Schedules will be reviewed and adjusted to ensure that grade-level teachers will have ample time to engage in collaborative planning in order for teachers to plan effectively using the new BEST Standards.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 Professional development activities will be conducted to better familiarize teachers with the recently adopted Florida BEST Standards, Wonders Reading series, and the new math series. Additional support will be provided by the district's Language Arts and Mathematics Departments, and the publishers of the reading and Math series to ensure proper implementation.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The Leadership Team will meet with the grade-level chairpersons to review the implementation of collaborative planning, the use of the Florida BEST Standards, Wonders Reading series, and the new Math series, as well as the impact of intervention classes, to ensure that they are integrated appropriately among all grade levels.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 Subject-area liaisons will visit each grade level during common planning times to assist with subject-related matters to ensure proper planning for effective instruction.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

10/2022 The Math Liaison and the Grade-Level Teachers assigned to the Reading ICADS have attended their respective PDs this month in order to disseminate the gathered information during grade-level meetings.

**Person Responsible** Julie Blanco (jublanco@dadeschools.net)

10/25/22 The PLST designees attended the PLST Conference. The information learned from Dr. Tate will be used to provide an in-house PD to the teachers in an effort to increase staff motivation and student performance.

**Person Responsible** Adamary Olivera (spaolivera@dadeschools.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>In Mathematics, the percentage of Christina M. Eve Elementary School students in grades 3 through 5 scoring at Level 3 or above increased by 25 percentage points, from 49% meeting proficiency in 2021 to 74% in 2022. Christina M. Eve Elementary School surpassed the district's percentage of Math proficiency in 2022 of 60% by 14%, with the school achieving 74% proficiency.</p> <p>While there is considerable progress demonstrated from 2021 to 2022, it is attributed mainly to the atypical gap resulting from the pandemic. Excluding 2021, an average of the Math proficiency levels since 2017 is 72%.</p> <p>Compared to reading, which has consistently been maintained at an average of 80% for the same period, the school proves to consistently trail behind in Mathematics. Despite the fact that Christina M. Eve Elementary School has made Math a school-wide priority and focused on its planning and instructional improvement during Vertical Team meetings, data chats, and professional developments in the last few years, it is apparent that additional support is needed. Taking this into account, additional explicit Mathematics instruction training must be offered to the teachers in order to increase the level of Mathematics proficiency in the 2023 assessments by 11% to a minimum of 85%, from 74% in 2022.</p>
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**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve.**  
**This should be a data based, objective outcome.**

The measurable outcome Christina M. Eve Elementary School aims to achieve for the 2023 administration is a minimum of 11 percentage points higher than the 2022 Math proficiency score of 74%. Therefore, with the explicit focus on Mathematics, specifically offering Math PDs to the teachers, and in turn resulting in higher student achievement, 85% of the 3rd through 5th graders who test in 2023, will achieve proficiency of a 3 or higher in Mathematics. That is 11% higher than in 2022, and up to par with the Reading level of proficiency for the same administration year.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring of the implementation of the mathematics initiatives is conducted by several levels of the Leadership Team, beginning with the principal overseeing that all needed trainings are offered, instructional programs are implemented, resources are disbursed, and students are progressing towards the desired goals. The assistant principals supervise the curriculum-related components and the teacher performance needs, with the direct input and assistance from the math liaison. The Leadership Team delves into the periodic diagnostic data to aid the teachers in adjusting and differentiating their instruction. One-on-one support is offered to the individual teachers upon request, or if Leadership Team deems necessary, by the subject-area experts and the grade-level chairpersons.

**Person responsible for monitoring outcome:**

Lidia Gonzalez (pr1691@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the**

The monitoring of the implementation of the mathematics initiatives will be conducted by several levels of the Leadership Team to ensure that the guiding principles of instruction that are the central focus of all of MDCPS's PDs, The MDCPS Framework of Effective Instruction, are observed with fidelity. This year, Florida's BEST Standards are being

**evidence-based strategy being implemented for this Area of Focus.**

implemented across all grade levels, along with the newly adopted math series by Big Ideas Learning, which are aligned to the BEST Standards.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

According to the Office of Human Capital Management for MDCPS, it states that the "the MDCPS Framework of Effective Instruction identifies teaching behaviors that encompass effective instructional practice." Furthermore, "the Framework may be used to focus a school's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more reflective practitioners." In sync with the district's rationale, Christina M. Eve Elementary School also provides professional learning opportunities for the teachers in using the Framework to develop a common understanding of effective instructional practice. As executed by the Executive Order 19-32 in January of 2019, Florida's Benchmarks for Excellent Student Thinking (BEST) Standards, pave the way for Florida students to receive a world-class education to prepare them for the jobs of the future.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The PLST team will present an in-house PD to the faculty on August 15, 2022 - Framework of Effective Instruction. The key focus points are the overview of The Framework of Effective Instruction, the BEST Standards, the intertwining of the Framework and the Standards in math and reading, and a review of the desired outcomes for the district and the school as related to student achievement. to ensure that all teachers are abreast of the latest information from the state and aware of the proper usage of the new BEST Standards.

**Person Responsible** Adamary Olivera (spaolivera@dadeschools.net)

8/22/22- 10/14/22 The Math teachers will be sent to district trainings related to the MATH BEST Standards and the adoption of the Florida's BEST Standards for Math series in order to effectively plan for Math instruction.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The Math liaison will delegate all pertinent information regarding the MATH BEST Standards and the Florida's BEST Standards for proper Math series implementation.

**Person Responsible** Julie Blanco (jublanco@dadeschools.net)

8/22/22- 10/14/22 The Math liaison will provide support as needed to the Math teachers to ensure the proper implementation of the Florida's BEST Standards for Math and the new Math series.

**Person Responsible** Julie Blanco (jublanco@dadeschools.net)

8/22/22- 10/14/22 The administration will monitor lesson plans and classroom instruction, while specifically looking for uniformity of the standards taught within all grade-levels.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The administration and the Math liaison will meet with the grade-levels during common planning meetings to assist with the effective incorporation of the new standards and Math series into the instructional planning.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The administration and the Math liaison will meet with grade-levels during Data Chats to analyze student data, discuss student progress, and/or address any concerns to ensure that all issues are addressed immediately.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 Vertical Team meetings will be conducted to assist primary teachers in planning appropriately for Math concepts that need to be carefully and explicitly taught, and/or are proven to create Math deficiencies.

**Person Responsible** Wilfredo Diaz (widiaz@dadeschools.net)

10/26/22 The Math Liaison attended the latest Mathematics District meeting to disseminate the latest information about the new Math series and the BEST Standards.

**Person Responsible** Julie Blanco (jublanco@dadeschools.net)

10/2022 The Math Liaison and the PD Liaison are working on scheduling and providing the IXL Mathematics PD at the school site.

**Person Responsible** Julie Blanco (jublanco@dadeschools.net)

**#3. Transformational Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

When carefully studying the results of the Staff Survey, it is apparent that a majority of teachers have a positive attitude towards their career and employment at Christina M. Eve Elementary School. For instance, 82% feel that their ideas are listened to and considered. 94% state that the principal responds to their concerns, while only 18% feel that there is a lack of concern from the principal. Overall, 94% are satisfied with their career at the school, and 97% feel that they have job security. While these are signs that the school is doing its best in addressing teachers' needs, many teachers express little desire to cooperate or participate in leadership roles. There is evidence that low teacher morale is existent across the country and it is also palpable at the school. For instance, teachers are sent to professional developments and asked to later disseminate the information gathered at the school. While these educators implement the information learned within their instruction, many feel reluctant to share it with other teachers during PDs at the school site. Overall, these teachers are demonstrating that they do their best in their classrooms with their students, but do not go above and beyond to disseminate best practices, participate in facilitating PDs, sponsoring clubs, or taking part in leadership activities. Our data shows that only 8 out of the 41, or 19.5%, of teachers in the school in 2021-2022 participated in disseminating instructional strategies learned during PDs attended.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Data from the 2021-2022 School Climate Staff Survey shows that only 73% of the teachers feel that the personnel is working as a team. The specific measurable outcome the school plans to achieve is to raise the percentage of teachers who feel that the personnel works as a team by 12 percentage points to 85%. In addition, the school strives to have at least 50% of its teachers share the information and strategies gained during PDs with the rest of the faculty during the 2022-2023 school year to ensure that all teachers are aware of the latest instructional strategies and updates from the state.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The administration will be looking for an increase in teacher participation in school events, clubs, professional developments, and other leadership roles. The goal is for a minimum of 85% of the teachers to be involved in a role that is outside of their contractual responsibility, as determined by participation in PD information delegation, participation in school committees, and sponsoring clubs.

**Person responsible for monitoring outcome:**

Lidia Gonzalez (pr1691@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-**

According to a leadership research study conducted by the National College for School Leadership in 2003, effective leadership should be dispersed among the staff within the school. The research found that "collaboration is at the heart of teacher leadership and to be effective it has to encompass



**based strategy being implemented for this Area of Focus.**

mutual trust and support." True teacher leaders lead within and beyond the classroom by encouraging colleagues to participate in professional roles. The study found that student outcomes are more likely to improve in schools where leadership is distributed throughout the school, and where teachers are empowered in areas important to them. Teachers need support in developing their leadership roles, including professional development, which extends their skills in mentoring and teaching adults.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Since the research found that teacher leadership typically involves increased leadership and decision-making powers for teachers, it is essential that they share some of the traditional school management roles. For example, selecting and purchasing resources, shaping the curriculum, designing and facilitating professional developments, and becoming involved in staff recruitment and appraisal. This focus causes change by offering the teachers the ability to encourage colleagues to participate in things they wouldn't ordinarily consider taking part in. This collective approach encourages teachers to work collaboratively, provide curriculum development knowledge, give in-service training, act as a mentor, organize and lead reviews of school practice, offer peer classroom observation, undertake action research, and participate in in-school decision making as members of school improvement teams and school committees.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22- 10/14/22 The administration will meet with the new PLST since Synergy 2022 to establish leadership roles and responsibilities in an effort to encourage more teachers to participate and/or lead school tasks.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

During the Opening of Year Staff Meeting on August 12, 2022, the principal will introduce to the staff all the leadership roles that need to be filled, and will discuss the School Committee jobs for the year in order to have teachers volunteer for those positions, and have greater staff involvement.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/12/22 The administration will ask teachers to complete a survey to determine their needs regarding PDs, instructional assistance, and resources, in order to expedite the resolution of any issues.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The administration will oversee the PLST and all the committees as they put a plan in motion that will address the goals to be met, and ensure that all school and student needs are effectively met.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The administration will periodically meet with the PLST, subject-area liaisons, and grade-level chairpersons to ensure that they have all the necessary resources and support they need to accomplish the desired goals, while in turn positively affecting staff participation and morale, along with student achievement.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

9/2022-10/2022 The administration has met several times with the Leadership Team and the PTA to schedule and plan school events and activities with their input, and to inquire about teacher/student needs that need to be provided for.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

10/25/2022 The PLST attended the PLST Conference and will use the strategies provided to set up a PD that will assist in improving teacher motivation and student performance.

**Person Responsible** Adamary Olivera (spaolivera@dadeschools.net)



**#4. Positive Culture and Environment specifically relating to Teacher Attendance**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to the Staff Level Data for 2022, Christina M. Eve Elementary consists of a staff where 78% have 11+ years of experience (55%- 21+ years, and 23% - 11-20 years). 71% of the staff has remained in the same school throughout their years of service. The concern is that for the 2021-2022 school year, 60% of the staff took 10.5+ sick or personal days off, 25% took 5.5-10.0, 15% took 0.5-5, and 0% took 0 days off. This is an increase from the school's previous year where only 21% of the staff took over 10.5+ days off. The school also lagged in comparison to the district's average of 37% taking 10.5+ days off for 2021-2022.</p> <p>In addition, there are several concerning points identified in the Staff School Climate Survey. Only 55% of the staff feels that the principal supports the teachers, and only 56% claim they like working at the school. An overwhelming 88% feel overloaded. Lastly, 59% feel that the staff morale is high; therefore, 41% feel that staff morale is an issue. Due to the challenges faced in the past years in response to the pandemic, it is understandable that teachers have become ill, and feel tired and overwhelmed at work. Taking all this into consideration, it is essential that the school deal with these emotional factors affecting the teachers, which are indirectly bound to affect student progress.</p>
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**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The goal for the upcoming school year is that the staff attendance improves with a maximum of 10% missing 10.5+ days, improving this quota by 50 percentage points from 60% last year. That means that at least 90% of the teachers will take no more than 10 sick/ personal days off in the 2022-2023 school year.

An increase in school sentiment also needs to rise. The staff feeling that the principal supports the teachers (55%), that they like working at the school (56%), and that there is a high staff morale (59%) need to improve to a minimum of 85%. And finally, no more than 50% of the teachers should be feeling overloaded, therefore this sentiment must be decreased by 38%, in order for the teachers to perform more efficiently.

**Monitoring:**  
**Describe how this**

**Area of Focus will be monitored for the desired outcome.**

The principal will be monitoring the Staff Attendance, and participation in school functions as an indicator of the staff morale. When needed, the administration will meet with certain individuals who display recurring attendance, emotional, or work-related issues, in an effort to understand the cause of the problem, and offer assistance or solutions.

**Person responsible for monitoring outcome:**

Lidia Gonzalez (pr1691@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based**

By using a team-building strategy among elementary school teachers to improve teacher morale and provide a guide for implementing sound team-building activities, we will take a close look at the school environment, school climate, years of experience, teaching and planning time, school populations, and types of student programs at the school. Team-building activities incorporated can keep teacher morale high by welcoming opportunities to work with coworkers in decision-making teams, and strengthening group skills and

**strategy****being****implemented****for this Area****of Focus.**

communication, while providing realistic experiences that empower individuals to contribute to common goals, such as improving motivation, defining objectives and goals, identifying a team's strengths and weaknesses, and finding barriers that prevent creativity.

**Rationale for****Evidence-****based****Strategy:****Explain the****rationale for****selecting****this specific****strategy.****Describe the****resources/****criteria used****for selecting****this****strategy.**

A dissertation research study, Improving Teacher Morale with Team Building, performed by Nanci Autumnne Edmonds in East Tennessee State University in August 2009, was intended to explain the influence of team-building among elementary school teachers to improve teacher morale and provide a guide for implementing sound team-building activities by looking into the school environment, school climate, years of experience, teaching and planning time, school populations, and types of student programs at the school. The administrators reported that team-building activities at their school promoted open communication and a positive working environment. 90% of the teachers discussed that team-building brought the faculty together, and improved communication and the school climate.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22/22- 10/14/22 The principal and the Leadership Team will organize at least three team-building activities for the staff during the 2022-2023 school year. One will be conducted at the beginning of the year, one in December, and another one at the end of the school year to help improve staff morale.

**Person****Responsible**

Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The principal will monitor teacher attendance, and have individual conversations with teachers who call in sick often, in an effort to assist staff members with any issues they may be experiencing. The principal will offer professional or emotional support, as deemed necessary, by guiding them to a counselor, mental health coordinator, or the Employee Assistance Program to improve staff morale, productivity, and attendance.

**Person****Responsible**

Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The Leadership Team will closely work with the different grade groups to determine the instructional and academic needs affecting that group, and try to provide them with the proper training, resources, or any other support needed in an effort to improve staff morale, productivity, and attendance.

**Person****Responsible**

Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 The administration will continue to have an open-door policy so teachers may feel that they are always available to listen and support them in order to improve staff morale, productivity, and attendance.

**Person****Responsible**

Lidia Gonzalez (pr1691@dadeschools.net)

8/22/22- 10/14/22 During meetings and team-building activities, the administration will consistently stress the importance of working as a team. The staff will be encouraged to support one another as the administration is modeling to all. The staff will continue to be encouraged to share their ideas to improve and/or plan for academic activities or events that will raise staff morale, school spirit, and student success.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

10/14/2022 The school administration and the Hispanic Heritage Committee organized a several school events, including a teacher breakfast, to encourage team building and lift teacher morale.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

9/2022-10/2022 The administration and the PLST are providing individual instructional and/or emotional assistance to the teachers in need.

**Person Responsible** Lidia Gonzalez (pr1691@dadeschools.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not applicable.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Not applicable.

**Grades 3-5: Measureable Outcome(s)**

Not applicable.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not applicable.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

Not applicable.

**Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

**Describe how the school addresses building a positive school culture and environment.**

Christina M. Eve Elementary School strives to establish and maintain a positive school culture and environment by establishing incentive programs which promote attendance, good behavior, and academic achievement for all students. Efforts also concentrate on strengthening collegial relationships and enhancing staff morale. As such, Christina M. Eve Elementary School assigns a school-wide theme that promotes a positive message. Student attendance is promoted through parental involvement, connections and school-wide activities such as Gator of the Month and honor roll assemblies. Good behavior is also recognized daily during morning announcements, with an emphasis on the development of positive character traits.

Furthermore, a positive school culture and environment among faculty and staff is fostered through team-building activities and opportunities to convene and share knowledge and experiences.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Christina M. Eve Elementary School has established explicit tasks for each of the pertinent stakeholders. In regards to attendance, for instance, the assistant principals, counselor, and teachers have specific roles, from motivators to monitoring and contacting parents. the counselor recognizes positive behavior identified by teachers through incentives and rewards during morning announcements. The administration highlights the character Traits recipients during the Gator of the Month recognition. Parents are invited to witness their child receiving attendance and academic awards in Honor Roll assemblies.

The administration also takes an active role in fostering and maintaining a positive school culture and environment by promoting staff morale via teacher recognitions during morning announcements and faculty meetings and offering continued guidance and support.