

Miami-Dade County Public Schools

Christina M. Eve Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Christina M. Eve Elementary School

16251 SW 99TH ST, Miami, FL 33196

<http://cme.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders begins with the administration convening with the school's Leadership Team. When the school needs are identified and assessed, a clear goal is set. The next step is to include the teachers to further brainstorm and pinpoint issues to be solved. Afterwards, during the EESAC meetings, these specific points are shared with the parents and community stakeholders. Ideas and suggestions from the EESAC meetings are later discussed further with the Leadership Team and the PLST. The final action steps decided upon are then stipulated in the SIP, shared with the stakeholders, and implemented with fidelity.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is continuously being monitored by the PLST. The APs consistently gather and analyze data, and share these results with the teachers and the PLST members. The PLST meets again to monitor academic data and school culture activities, in an effort to see if the action steps stipulated in the SIP are properly implemented, and determine the effectiveness of each action step. This gathered information is shared with the teachers during Data Chats, faculty meetings, and grade-level meetings to properly adjust the action steps, if need be. To ensure that all students are taken into consideration, particularly those with a significant achievement gap, the ELL and ESE teachers are included in revisions to the SIP to ensure that adequate support is given to teachers where changes or adjustments are needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	11	7	9	4	6	0	0	0	37	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	2	0	1	1	1	0	0	0	5	
Course failure in Math	0	0	0	1	1	3	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	3	11	19	0	0	0	33	
Level 1 on statewide Math assessment	0	0	0	2	9	24	0	0	0	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	16	4	12	17	27	0	0	0	77	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	2	9	16	0	0	0	29

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	12	11	6	7	8	8	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	2	1	2	1	0	0	0	6	
Course failure in Math	0	0	1	3	4	5	0	0	0	13	
Level 1 on statewide ELA assessment	0	0	0	12	7	10	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	16	16	22	0	0	0	54	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	12	5	10	5	6	0	0	0	0	38	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	1	1	1	1	0	0	0	6	
Course failure in Math	0	0	1	1	3	2	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	13	19	13	0	0	0	45	
Level 1 on statewide Math assessment	0	0	0	11	24	24	0	0	0	59	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	10	10	20	27	19	0	0	0	100	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	9	16	11	0	0	0	40

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	68	60	53	80	62	56	73		
ELA Learning Gains				80			53		
ELA Lowest 25th Percentile				84			52		
Math Achievement*	62	66	59	75	58	50	49		
Math Learning Gains				78			14		
Math Lowest 25th Percentile				64			9		
Science Achievement*	59	58	54	58	64	59	37		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	70	63	59	63			55		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	67			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				
WHT				
FRL	61			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	53			
ELL	69			
AMI				
ASN				
BLK				
HSP	73			
MUL				
PAC				
WHT	90			
FRL	72			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	68			62			59					70
SWD	38			26			38				5	66
ELL	66			66			52				5	70
AMI												
ASN												
BLK												
HSP	67			62			58				5	69
MUL												
PAC												
WHT												
FRL	61			52			53				5	69

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	80	80	84	75	78	64	58					63
SWD	41	83	89	26	58	46	7					77
ELL	79	81	82	73	73	46	58					63
AMI												
ASN												
BLK												
HSP	79	81	84	75	78	64	56					64
MUL												
PAC												
WHT	100			80								
FRL	78	80	88	73	78	64	52					60

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	73	53	52	49	14	9	37					55
SWD	26	33	50	7	4	8	9					52
ELL	72	54	61	53	17	13	30					55
AMI												
ASN												
BLK												
HSP	73	56	63	47	14	10	37					54
MUL												
PAC												
WHT	80			70								
FRL	67	47	56	41	14	10	27					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	68%	56%	12%	54%	14%
04	2023 - Spring	62%	58%	4%	58%	4%
03	2023 - Spring	72%	52%	20%	50%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	76%	63%	13%	59%	17%
04	2023 - Spring	62%	64%	-2%	61%	1%
05	2023 - Spring	54%	58%	-4%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	50%	7%	51%	6%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science continues to be the area demonstrating the lowest student performance, with a 57% proficiency in 2023, and a 58% proficiency in 2022. While a major instructional focus has been historically placed on mathematics and other STEAM components, science instruction must be more explicitly emphasized to ensure that it is rigorously taught starting in the primary grades.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior year is in the area of the mathematics, with a 7% decline in 2023 resulting in 67% versus 74% in 2022. While the reading proficiency average also declined by 7%, from 80% in 2022 to 73% in 2023, the mathematics average proficiency continues to lag behind. The school has identified mathematics as an area of concern for the past couple of years, but despite concentrated efforts for improvement, mathematics proficiency is still not where desired. After careful deliberation, it has been concluded that a major factor affecting the progress and growth in mathematics stems from lack of basic skills the students demonstrate. In addition, the teachers are finding it difficult to keep up with the Pacing Guides due to the amount of time they are spending reviewing past skills that should have been previously mastered. Other factors that may have contributed

to the decline may be the expectations set forth by the transition to the BEST Standards and the new FAST assessment. Lacking in computer supplemental programs that focus on critical thinking and analytical skills needed in the upper grades may have also contributed to the decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gaps found when comparing the school's data to the state data is in the third grade scores. Third grade mathematics proficiency was 76% versus the state's 59%, demonstrating a 17% gap in the school's favor. In ELA, third grade had a 22 percentage point gap, with a 72% proficiency versus the state's 50%. The third grade teachers have attended many PDs to facilitate the implementation of the new textbook series, B.E.S.T. Standards, and research-based instructional strategies.

Which data component showed the most improvement? What new actions did your school take in this area?

The area that shows the greatest improvement from PM1 to PM3 was third grade Mathematics, with an improvement of 40 percentage points, from 36% to 76%. In second place was fourth grade Mathematics, with an improvement of 29 percentage points, from 33% to 62%. Mathematics has been a focus for improvement the last few years, with an emphasis on mathematics professional learning opportunities and careful data analysis during Vertical Team Meetings and Data Chats.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS data is consistent with the assessment information, where the 4th and 5th grades have more course and failures in mathematics and more students scoring at Level 1 in the area of mathematics. These are also the two grade levels with the highest numbers of students with two or more indicators, with 4th grade having 12 students, and 5th grade reflecting nine students. Mathematics continues to be an area of more concern when compared to ELA.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

This year, Christina M. Eve Elementary School aims to prioritize the instructional practices in mathematics, science, professional learning, coaching, and civics education through enhancing teachers' professional learning and developing their leadership and coaching skills. This will encourage motivation and peer support, and reduce stress. To better develop a positive culture in the school environment, there will be an explicit focus on civics education across all grade levels.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the data derived from the 2022-2023 FAST administration, overall 3rd through 5th grade scores in mathematics decreased 7 percentage points when compared to the prior administration, dropping from 74% proficiency in 2022 to 67% in 2023. Based on the data results, Christina M. Eve Elementary School will implement a plan to increase mathematics proficiency across all grade levels.

Measurable Outcome:

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

With the implementation of action steps focused on thorough and consistent data analysis, interventional support, and professional learning, 75% of students in grades 3 through 5 will attain proficiency levels in mathematics on the 2023-2024 FAST administration

Monitoring:

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

The administration will schedule Data Chats so each grade level can analyze the data and brainstorm strategies to assist in achieving the target goal. In addition, the administration will participate in grade-level meetings to help identify students who need specific individual and/or differentiated instructional support, such as mathematics intervention. The Mathematics Liaison and the Leadership Team will provide necessary assistance and resources for individual classroom and/or teacher needs. Professional Learning opportunities will be provided to all teachers, in addition to in-house support through coaching and PDs.

Person responsible for monitoring outcome:

Lidia Gonzalez (pr1691@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Christina M. Eve Elementary School will provide in-house mathematics intervention to students in grades 3 through 5 identified in the lowest 25% subgroup based on FAST scores from the 2023 PM3 administration. Data Reflex Math and i-Ready Math will also be used to target intervention specifically designed to improve students' mathematics proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Christina M. Eve Elementary School will use research-based computer programs and intervention resources provided by the district that are directly correlated to Florida's BEST Standards for Mathematics. The rationale for implementing this strategy is based on the fact that the BEST Standards are the result of the concerted effort of Florida's mathematics teachers and subject-area leaders who convened to create clear and concise standards able to align with curriculum, instruction, and assessment. As such, the effective utilization of instructional resources correlated with the BEST Standards for Mathematics will serve to positively impact teaching and learning across all grade-levels.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data Chat meetings with each grade level will be scheduled and planned by the assistant principal to analyze and discuss class and individual student needs. As a result, teachers will identify individual student needs.

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

By When: 8/14- 9/29

The administration will participate in grade-level meetings to help identify students who need specific individual and/or differentiated instruction, such as mathematics interventions, and set up the intervention classes. As a result, teachers will establish schedules for differentiated instruction and student interventional support.

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

By When: 8/14/23- 9/29/23

The Mathematics Liaison and the Leadership Team will provide necessary assistance and resources for individual classroom/teacher needs. As a result, teachers will receive collegial support specific to their needs.

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

By When: 8/14/23- 9/29/23

Professional Learning opportunities will be provided to all teachers, in addition to in-house support through coaching and PDs. As a result, teachers will receive professional support to further enhance their instructional skills.

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

By When: 8/14/23- 9/29/23

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to data from the latest School Climate Survey Report, 63% of the teachers feel overloaded and overwhelmed. With rigorous curriculum standards and higher teaching and learning expectations, come the need for increased professional support to empower teachers and further enhance their pedagogical skills. While 94% of the teachers agree that professional learning opportunities keep them informed of the latest educational strategies, the knowledge and skills set gained as a result of professional learning are not reflected in increased student performance on the FAST or other assessments. Based on this data attained from the School Climate Survey Report, the administration and Leadership Team will implement more formal instructional coaching and focus on providing additional professional learning opportunities, resources, and support to enhance teachers' effectiveness in the classroom and reduce their feelings of being overwhelmed and/or overloaded with their professional responsibilities.

Measurable Outcome:

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

With increased opportunities for professional learning and the provision of additional resources and support, no more than 10% of the teachers should feel overloaded and overwhelmed as evidenced by the results of the next School Climate Report.

Monitoring:

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

The administration and the Leadership Team will consistently monitor teachers' needs through walk-throughs, informal conversations, grade-level meetings, faculty meetings, data chats, and teacher surveys. The administration will make a concerted effort to handle consistent behavior issues to better support the teachers. The Reading, Math, Science, and PD Liaisons, along with the PLST team, will monitor, assist, and support teachers with instructional needs. In addition, they will provide instructional updates, trainings, professional learning opportunities, best practices, modeling, and assistance with data analysis and planning to meet all teacher and student needs.

Person responsible for monitoring outcome:

Lidia Gonzalez (pr1691@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The PLST team and subject-area liaisons will implement Dr. Jim Knight's instructional coaching model as an evidence-based intervention designed to provide teachers with individualized support. Dr. Wright's coaching model relies on teachers' proactive participation in their own professional growth by goal-setting and implementing steps to achieve individual goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing Dr. Wright's coaching model as a central component for professional learning, teachers will be more empowered to proactively self-reflect on their instructional practices and make goals that address their specific needs. With the guidance, assistance, and support of collegial coaches and targeted professional learning opportunities, teachers will be able to improve their pedagogical skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 administration and the leadership team will consistently monitor teachers' professional needs through walk-throughs, informal conversations, grade-level meetings, faculty meetings, data chats, and teacher surveys. As a result, the administration leadership team will be able to target professional learning to specifically meet the needs of teachers.

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

By When: 8/14/23- 9/29/23

The administration will conduct a needs assessment to determine teachers' professional development needs and solicit district and school-level personnel to conduct training and provide support. As a result, teachers will enhance their instructional capabilities and content knowledge.

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

By When: 8/14/23- 9/29/23

The Reading, Math, Science, and PD Liaisons, along with the PLST team, will share best practices with teachers during grade-level and faculty meetings. As a result, teachers will obtain valuable information on proven instructional strategies.

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

By When: 8/14/23- 9/29/23

The Reading, Math, Science, and PD Liaisons, along with the PLST team, will provide instructional updates, trainings, professional learning opportunities, best practices, modeling, and assistance with data analysis and planning to meet all teacher and student needs. As a result, teachers will have the resources needed to address specific needs and will be informed of the latest educational strategies.

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

By When: 8/14/23- 9/29/23

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to data from the 2023 Statewide Science Assessment, 57% of 5th grade students at Christina M. Eve Elementary School scored at Level 3 or above. This achievement demonstrates a one-percent decrease from 2022, when 58% of 5th grade students attained a Level 3 or above. Based on the assessment data and the identified need to improve science achievement, Christina M. Eve Elementary will implement a hands-on approach to science instruction across all grade levels.

Measurable Outcome:

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

With the implementation of hands-on science instruction, 62% of 5th grade students will score at or above Level 3 on the 2024 Statewide Science Assessment.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome through continuous student data analysis and achievement monitoring. The administration will convene quarterly data chats to review the results of Topic Assessments and teacher-made tests to identify students in need of additional academic support. Classroom walkthroughs conducted by the administration will serve to monitor teaching and learning practices as well as the implementation of STEAM lessons and activities will further enhance students' scientific aptitude.

Person responsible for monitoring outcome:

Lidia Gonzalez (pr1691@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hands-on science instruction will serve as the evidence-based intervention being implemented to positively impact students' scientific knowledge. Differentiated instruction and increased opportunities for hands-on instructional activities such as experiments, labs, and projects will serve to provide meaningful support to students in need of additional assistance in mastering scientific concepts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A hands-on approach to science instruction will foster students' kinesthetic learning through active engagement in activities that promote critical thinking and scientific inquiry. This participatory teaching method will enhance students' retention of science concepts by requiring them to be active participants in the learning process.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional learning opportunities related to hands-on science instruction and in-house coaching support will be offered across all grade-levels to enhance teachers' ability to plan and implement STEAM lessons, labs, and experiments. As a result, teachers will have the professional knowledge and collegial support needed to deliver meaningful science instruction.

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

By When: 8/14/23- 9/29/23

Christina M. Eve will host a "Science Fair Night" to showcase science experiments conducted by students across all grade levels. As a result, students will enhance their knowledge of the scientific method by making observations, formulating hypotheses, and conducting experiments.

Person Responsible: Marie Duclos (mduclos@dadeschools.net)

By When: 8/14/23- 9/29/23

Christina M. Eve Elementary School will host the Sphero Robotics Club for students in grades 3 through 5 to foster critical thinking and reinforce the STEAM learning components by active engagement in hands-on science activities. As a result, students will collaborate in projects and use their knowledge of science, coding, and engineering to build robots.

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

By When: 8/14/23- 9/29/23

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Civics and Government Standards of the state of Florida, elementary students must engage in in a civics curriculum that fosters knowledge of the foundations of government, law, and the American political system; civic and political participation; and structure and functions of government. Based on this state requirement, Christina M. Eve Elementary School will implement civics instruction across all grade levels to foster the development of global citizens with civic values and respect for the rule of law.

Measurable Outcome:

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

With the implementation of the civics literacy curriculum, 100% of students across all grade levels will engage in continuous civic literacy instruction as required by the Civics and Government Standards of the state of Florida.

Monitoring:

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

The administration will monitor this Area of Focus for the desired outcome through daily classroom walkthroughs, grade-level meetings, collaborative planning, and data chats to ensure the explicit instruction of Florida Civics and Government Standards across all grade levels. Student behavior will also be closely analyzed to assess learners' acquisition of civic-minded values as evidenced by their adherence to school rules.

Person responsible for monitoring outcome:

Adamary Olivera (spaolivera@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based intervention for this Area of Focus will be provided via differentiated instruction and supplemental support for those students in need of additional academic support to master the Florida Civics and Government Standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The provision of differentiated instruction and additional instructional support will serve to enhance the acquisition of values, concepts, and knowledge that comprise the Florida Civics and Government Standards. By providing instructional differentiation and support, students will have the tools to master civic literacy competencies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Intermediate students will be provided the opportunity to go see "The Dreamers", a play that highlights the importance of community and culture, followed by class discussions. As a result, students will reinforce civic concepts learned during classroom instruction.

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

By When: 8/14/23- 9/29/23

Select fifth-grade students will participate in the "We the People" and ReadWorks instructional programs. As a result, students will engage in meaningful learning activities designed to foster civics, citizenship, and government concepts.

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

By When: 8/14/23- 9/29/23

Professional learning opportunities will be provided to all teachers, in addition to in-house support through coaching and PDs. As a result, teachers will have the knowledge and resources needed to effectively implement civics instruction.

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

By When: 8/14/23- 9/29/23

Students across all-grade levels will participate in the electoral process by engaging in mock voting and election activities. As a result, students will gain an appreciation of the democratic process of electing officials.

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

By When: 8/14/23- 9/29/23

Students across all-grade levels will participate in the electoral process by engaging in mock voting and election activities. As a result, students will gain an appreciation of the democratic process of electing officials. 8/14- 9/29

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

By When: 8/14/23- 9/29/23