

A word cloud graphic featuring various educational and instructional terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'instruction', 'environment', 'family', 'community', 'collaborative', 'strategic', 'goals', 'mission', 'vision', 'public', 'and', 'career', 'college', 'and', 'planning', 'involvement', 'achievement', 'increased', 'relationships', 'building', 'needs', 'assessment', 'resources', 'strategies', 'ambitious', 'effective', 'leadership', 'supportive', 'problem', 'solving', 'step', 'zero', '8-Step', 'public', 'and', 'mission', 'vision'. The colors used are primarily blue, yellow, orange, and green.

Christina M. Eve Elementary School

16251 SW 99TH ST, Miami, FL 33196

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

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

SIP Authority and Template

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

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

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

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Christina M. Eve Elementary School is committed to the pursuit of excellence seeking to maximize each student's academic, social and patriotic potential enabling them to become lifelong learners and productive citizens.

Provide the school's vision statement

Christina M. Eve Elementary School will strive to form a true partnership between home, school and community that is committed to providing a quality educational program that meets the individual needs of our students. This will be accomplished through a research-developed curriculum infused with technology and character development; while providing a safe and inviting learning environment that will result in productive citizens prepared to compete in a global society

School Environment

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

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

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

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

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

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

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

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

Early Warning Systems

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

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

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

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

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

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

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

Indicator	Grade Level				Total
	K	1	2	3	
Students exhibiting two or more indicators	1	4	2	1	8

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

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

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

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

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year. The MTSS/RTI Problem-Solving process is used to first

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

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

During the 2013-2014 school year, approximately 76 % of our parents attended the various Parental Involvement Events sponsored at the school. Our goal is to maintain the percentage of Parental Involvement in all events at 76 %.

Parents are not aware of the academic expectations of their children due to insufficient communication with their child's teacher. Parents are not aware of information and notices sent home due to lack of follow up on assignments on a daily basis. Parents lack the initiative to schedule conferences with their child's teacher to monitor academic progress.

The action steps to be followed are the following:

Offer the parents a Florida Standards Assessment Informational Session. Continue the usage of the Connect-Ed messaging system. Maintain parental telephone logs and activity reports.

The Principal, Assistant Principal, Counselors, and Teachers will monitor the effectiveness of the action steps to ensure parental involvement continues to increase.

The process used to determine the effectiveness of the strategies will be the following: Tally Parental Involvement Monthly School and Activity Reports utilizing parent attendance sign-in sheets as the evaluation tool; collect participation data by analyzing the parental involvement monthly activities report; review parent telephone logs using the parental involvement monthly activities report as an evaluation tool

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

Parent and community involvement is a key to the success of Christina M. Eve Elementary School. The Parent Teacher Association (PTA) works closely with administrators and teachers to provide students with a quality education. The school is committed to maintaining strong business partnerships, as a vital connection to the outside community, through volunteer membership and the Educational Excellence School Advisory Council (EESAC). Christina M. Eve Elementary School has partnered with West Kendall Baptist Hospital to promote their healthy living campaign. Sir Pizza, Woody's Barbecue, McDonald's, and

Publix offer discounts and donations for school events. All these relationships contribute to the continued success of our school. Christina M. Eve Elementary School credits a large part of its success to its parents and volunteers. The school is a firm believer that parental involvement is a key factor in students' academic success and positive school-wide behavior. Through school activities, which involve parent and volunteer help, the school is assured that parents are an important fixture in the school environment. There are parents who volunteer in the school on a daily basis performing several tasks. This ongoing process of building and sustaining partnerships to play an active role in the school community enables our school to utilize resources to support the school and student achievement.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Gonzalez, Lidia	Principal
Diaz, Wilfredo	Assistant Principal
Olivera, Adamary	Teacher, K-12
Medellin-Reyes, Maria	Teacher, K-12
Aulow, Kevin	Teacher, K-12
Duclos, Marie	Teacher, K-12
Rodriguez, Maria	Teacher, K-12
DelaCalle, Katherine	Guidance Counselor
Villaverde, Christina	Teacher, K-12

Duties

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

Tier 1 (Leadership Team)

- Lidia M. Gonzalez (Principal) and Wilfredo A. Diaz (Assistant Principal) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving.
- Adamary Olivera (Reading Liaison), Maria Medellin-Reyes (Media Specialist), and Christina Villaverde (P.D. Liaison) will assist in the data collection, will provide professional developments related to Reading and Language Arts strategies, and will keep the administration and staff abreast of any new effective Reading strategies and/or requirements disseminated from the state and/or district. They will also assist with the design and implementation for progress monitoring of students considered "at risk".
- Kevin Aulow (Mathematics Liaison), Marie Duclos (Science Liaison), and Christina Villaverde (P.D. Liaison) provide professional developments related to Mathematics and Science strategies, and keep the administration and staff abreast of any new effective Mathematics and Science strategies and/or requirements disseminated from the state and/or district.
- Maria Rodriguez (SPED Chairperson) and Martha Dominguez (SPED Teacher) will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching

- Katherine De La Calle (school counselor), Marlene Molina-Gutierrez (Psychologist), and Anne Schneller (school social worker) will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker will continue to link child-serving and community agencies to the school and families in order to support the child's academic, emotional, behavioral, and social success.
- In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly after each State or District mandated Assessment to review consensus, infrastructure, and implementation of building level MTSS/RTI.

Tier 2

The Principal and Assistant Principal along with members of the Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Principal, Assistant Principal, Counselor, School Psychologist, Social Worker, and the student's parent/guardian make up the Tier 3 SST Problem Solving Team. The members of the Tier 3 SST Problem Solving Team will collaborate to monitor student academic progress and adjust instruction as needed throughout the RTI process.

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

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

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

What will all students learn? (Curriculum based on standards)

How will we determine if the students have learned? (Common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (Enrichment opportunities).

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

Team meetings are held regularly.

Ongoing communication is kept with staff to elicit feedback and keep them informed of changes in testing and the curriculum.

Maintain communication with staff for input and feedback, as well as updating them on new standards and/or instructional strategies that will increase student achievement and enhance teacher knowledge Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Use Educational Excellence School Advisory Committee (EESAC) meetings to discuss the results of assessments, compare those results with the initial goals set forth in the SIP, and make adjustments in the plan as necessary to take into account the new data.

Conduct monthly grade level meetings and data chats to analyze and discuss students' progress, compare current data to that set forth in the initial SIP, and determine if any changes need to be made.

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

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

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

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RTI Tier 1 worksheets completed three times per year. The MTSS/RTI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/RTI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/RTI leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lidia M. Gonzalez	Principal
Craig Walker	Teacher
Lisa Sosa	Teacher
Rosalyn Aulow	Teacher
Jane Haguel	Teacher
Christina M. Villaverde	Teacher
Annmarie Portal-Cabrera	Teacher
Maria C. Rodriguez	Education Support Employee
Saidi Padron	Parent
Agda Upegui	Parent
Osmay Torres	Parent
Laura Fernandez	Parent
Carelia Mancina	Parent
Arsene Laurent	Student
Dionisio Torres	Business/Community
Gladys Cala	Business/Community
Frank Padron	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gonzalez, Lidia	Principal
Diaz, Wilfredo	Assistant Principal
Olivera, Adamary	Teacher, K-12
Medellin-Reyes, Maria	Teacher, K-12
Gil, Vivian	Teacher, K-12
Figueras, Deisy	Teacher, K-12
Cabrera, Annmarie	Teacher, K-12
Gutierrez, Magaly	Teacher, K-12
Grandio, Monique	Teacher, K-12
Rodriguez, Dawn	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

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

Public and Collaborative Teaching

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

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

Common planning time is embedded in the school's master schedule. This was created to provide teachers with collaborative planning opportunities and also time to build positive working relationships. Each grade level submits the minutes of their grade level meetings which includes topics discussed, questions, and concerns. The Leadership Team felt effective common planning that is strategic and purposeful is directly correlated to team cohesiveness and an increase in rigorous teaching. The school administrators will conduct walk throughs during common planning time throughout the year to monitor the effectiveness of these strategies.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Data is used regularly to monitor academic achievement and student progress. This data is also used to gauge and differentiate instruction as needed. Data obtained from FAIR, Wonderworks Intervention, Interim Assessments, Reading Plus, STAR, and Accelerated Reader is used in determining the need for supplemental material needed to provide extra support to students. The data is also used in the RTI process when determining which Tier Strategies to provide to students if needed and when to recommend an SST meeting. Other data sources include:

FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory), Oral Reading Fluency Measures.

Baseline and Interim assessments

State/Local Math and Science assessments

Florida Standards Assessment

Student grades

School site specific assessments

Behavior Student Case Management System

Detentions

Suspensions/expulsions

Referrals by student behavior, staff behavior, and administrative context

Office referrals per day per month

Attendance

Functional Assessment

Frequency Monitoring

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

Conducting small group instruction

Integrating technology programs such as Reading Plus, i-Ready, Reflex Math, and Accelerated Reader

Cooperative Group Learning

WonderWorks Intervention during special area times.

Utilizing ESOL and SPED accommodations if applicable

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

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

Strategy: Extended School Day

Minutes added to school year: 15,660

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Diaz, Wilfredo, widiaz@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

The Florida Voluntary Pre-Kindergarten Assessment (FLVPA) is administered during the months of September, January, and April to monitor student's academic progress as they prepare for Kindergarten. The Kindergarten Registration window opens in the Spring. At the time of registration, faculty and staff members explain procedures to parents in an effort to facilitate the transition from Pre-K to Kindergarten. Parents of Pre-Kindergartners are invited to all school events including those

where students are recognized for outstanding citizenship. Lastly, our Pre-K teacher who teaches Speech and Language Impaired students conducts program exit meetings with parents as their children transition to Kindergarten.

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

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

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** In monitoring the Early Warning Systems, Christina M. Eve Elementary will decrease the number of students missing instructional time, not proficient in reading by grade three, and the number of course failures in Language Arts/Reading and/or Mathematics.
- G3.** The STEM goal for the 2014-2015 school year is to increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking.
- G4.** Increase the number of parent engagement opportunities offered in the 2014-2015 school year.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G048935

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	73.0
AMO Reading - SWD	77.0
AMO Reading - ED	85.0
AMO Math - All Students	89.0
AMO Math - Hispanic	89.0
AMO Math - White	87.0
AMO Math - ELL	78.0
AMO Math - SWD	80.0
AMO Math - ED	84.0
Math Gains	76.0
Math Lowest 25% Gains	69.0
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	93.0
AMO Reading - All Students	87.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Effective common planning that is strategic and purposeful.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Wilfredo Diaz

Schedule

Monthly, from 10/28/2014 to 6/5/2015

Evidence of Completion

Thinkgate Reports, Interim Assessment Results, Reading Plus Reports, i-Ready reports, and the ongoing review of student work samples and informal assessments.

G2. In monitoring the Early Warning Systems, Christina M. Eve Elementary will decrease the number of students missing instructional time, not proficient in reading by grade three, and the number of course failures in Language Arts/Reading and/or Mathematics. 1a

 G048970

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	1.0
Non-proficient Reading by Grade 03	14.0
2+ Behavior Referrals	4.0

Resources Available to Support the Goal 2

- Daily Attendance Reports, Student Case Management System, District Reports Parent Sign-In sheets, Letters sent home to parents, Connect-Ed Messages.

Targeted Barriers to Achieving the Goal 3

- Students missing 10% or more of available instructional time are missing valuable instructional content. The percentage of students missing 10% or more of available instructional time will decrease in the 2014-2015 school year. This can affect academic progress and impede a student's ability to reach his/her maximum potential as a learner.
- Students lacking basic reading skills in the primary grades is a barrier impeding them from becoming proficient in reading by grade 3. The percentage of students not proficient in reading by third grade will decrease in the 2014-2015 school year.
- Student misconduct is negatively impacting academic progress and serves as an Early Warning Indicator. The percentage of students who receive two or more behavior referrals will decrease in the 2014-2015 school year.

Plan to Monitor Progress Toward G2. 8

Conduct classroom observations and walk throughs to measure progress towards the goal.

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data obtained from Control-D reports and Catch You Being Good Nominations

G3. The STEM goal for the 2014-2015 school year is to increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking. 1a

G049032

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Gizmos, Brain Pop, Science Boards, Reflex Math, i-Ready, and Science Boards.

Targeted Barriers to Achieving the Goal 3

- Students have insufficient exposure to science, technology, engineering, and math projects that integrate technology to increase scientific thinking.

Plan to Monitor Progress Toward G3. 8

Data from technology programs such as Gizmos, Reflex Math, i-Ready, and data obtained from formative and summative assessments will be utilized to monitor progress towards the goal.

Person Responsible

Wilfredo Diaz

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Data reports obtained from technology programs including the amount of usage and level of proficiency/completion will be used to monitor progress towards the goal. Formative and Summative Assessments will also served as data used for monitoring.

G4. Increase the number of parent engagement opportunities offered in the 2014-2015 school year. 1a

Targets Supported 1b

G049037

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Parent-Sign in Sheets, Letters sent home to parents, Connect-Ed messages

Targeted Barriers to Achieving the Goal 3

- Parents work schedule may prevent them from attending school sponsored activities.

Plan to Monitor Progress Toward G4. 8

Data obtained such as sign-in sheets for school events, volunteer logs, the number of approved volunteers, and the number of connect messages will be analyzed throughout the year to determine if adequate progress towards the goal is evident.

Person Responsible

Lidia Gonzalez

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Sign-In sheets and participation logs

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G048935

G1.B1 Effective common planning that is strategic and purposeful. **2**

 B122261

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

 S134213

Strategy Rationale

To increase student achievement in the area of Reading.

Action Step 1 **5**

Provide professional development on effective and strategic planning for instructional staff

Person Responsible

Adamary Olivera

Schedule

Weekly, from 10/8/2014 to 10/22/2014

Evidence of Completion

Sign in sheet, agenda, administrative log, tangibles

Action Step 2 5

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

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Sign in sheet, lesson plans

Action Step 3 5

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

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 10/28/2014 to 6/4/2015

Evidence of Completion

Lesson plans

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

The administration will conduct classroom walkthroughs

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

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

G1.B1.S2 Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics 4

 S134234

Strategy Rationale

To increase student achievement in the area of Mathematics.

Action Step 1 5

Provide professional development on effective and strategic planning for instructional staff

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 10/29/2014 to 11/12/2014

Evidence of Completion

Sign in sheet, agenda, administrative log, tangibles

Action Step 2 5

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

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheet, lesson plans

Action Step 3 5

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

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 9/18/2014 to 9/28/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data will be analyzed to determine if the strategy is being utilized effectively and is reducing or eliminating the barrier. The administration will conduct classroom walk throughs to determine effectiveness of strategies.

Person Responsible

Wilfredo Diaz


Schedule

Weekly, from 9/18/2014 to 9/30/2014

Evidence of Completion

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

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S134247

Strategy Rationale

To increase student achievement in the areas of Science.

Action Step 1 5

Provide professional development on effective and strategic planning for instructional staff.

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 10/8/2014 to 11/12/2014

Evidence of Completion

Sign in sheet, agenda, administrative log, tangible

Action Step 2 5

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

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 10/14/2014 to 6/5/2015

Evidence of Completion

Sign in sheet, lesson plans

Action Step 3 5

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

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 10/28/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

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

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 10/28/2014 to 6/5/2015

Evidence of Completion

Classroom observation data. Teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data will be analyzed to determine effectiveness of the strategy. Classroom walk throughs will be conducted to monitor effectiveness of strategy in reducing or eliminating the barrier.

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 10/28/2014 to 6/5/2015

Evidence of Completion

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

G2. In monitoring the Early Warning Systems, Christina M. Eve Elementary will decrease the number of students missing instructional time, not proficient in reading by grade three, and the number of course failures in Language Arts/Reading and/or Mathematics. 1

 G048970

G2.B1 Students missing 10% or more of available instructional time are missing valuable instructional content. The percentage of students missing 10% or more of available instructional time will decrease in the 2014-2015 school year. This can affect academic progress and impede a student's ability to reach his/her maximum potential as a learner. 2

 B122384

G2.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. 4

 S134304

Strategy Rationale

School attendance positively influences student academic achievement.

Action Step 1 5

Analyze data from daily and quarterly attendance reports.

Person Responsible

Lidia Gonzalez

Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Daily attendance reports, Student Case Management Forms, Quarterly District Attendance Reports

Action Step 2 5

Parents of students who have demonstrated an excessive amount of absences will be contacted.

Person Responsible

Wilfredo Diaz

Schedule

Monthly, from 10/9/2014 to 6/5/2015

Evidence of Completion

Communication Logs, School Created spreadsheet

Action Step 3 5

Attendance incentives such as a daily Attendance Lottery will help improve attendance. In addition, there will be a quarterly Sock Hop in which students with perfect attendance and no more than five tardies will be invited to attend.

Person Responsible

Wilfredo Diaz

Schedule

Quarterly, from 10/9/2014 to 6/5/2015

Evidence of Completion

Attendance Lottery Slips, Quarterly Attendance Reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The action plan for the selected strategy will be monitored for fidelity of implementation by the ongoing review of daily school attendance reports, scheduling of attendance committee meetings, and District Quarterly Attendance reports.

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Daily Attendance reports, Student Case Management System, District Quarterly Attendance Reports, School Developed Forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The data obtained from various attendance reports will be analyzed to determine if the strategy is reducing or eliminating the barrier.

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Daily Attendance Reports, Student Case Management System, District Attendance Reports

G2.B2 Students lacking basic reading skills in the primary grades is a barrier impeding them from becoming proficient in reading by grade 3. The percentage of students not proficient in reading by third grade will decrease in the 2014-2015 school year. 2

 B122385

G2.B2.S1 Increase Rigor and Higher Order Thinking Skills. 4

 S139268

Strategy Rationale

An increase in rigor and higher order thinking skills will help students close the academic achievement gap.

Action Step 1 5

Professional development will be provided to teachers to assist them in planning, developing, and delivering rigorous instruction.

Person Responsible

Adamary Olivera

Schedule

Weekly, from 10/8/2014 to 10/22/2014

Evidence of Completion

Professional development sign in sheets, Lesson Plans

Action Step 2 5

Technology Enhanced Learning- Provide professional development in technology programs that infuse a variety of higher order thinking skills.

Person Responsible

Kevin Aulow

Schedule

On 10/8/2014

Evidence of Completion

Professional development sign-in sheets, technology programs usage reports

Action Step 3 5

Analyze data to identify students in need of intervention/remediation.

Person Responsible

Wilfredo Diaz

Schedule

Monthly, from 10/9/2014 to 6/5/2015

Evidence of Completion

Thinkgate reports, Interim Assessments data, i-Ready reports, Reflex Math reports, student grades

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Conduct grade level meetings and data chats to monitor fidelity of implementation.

Person Responsible

Lidia Gonzalez

Schedule

Monthly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Grade level meetings minutes, technology programs reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Analyze formal and informal assessment data to determine effectiveness of strategy at reducing or eliminating the barrier.

Person Responsible

Wilfredo Diaz

Schedule

On 6/5/2015

Evidence of Completion

Multiple data reports

G2.B3 Student misconduct is negatively impacting academic progress and serves as an Early Warning Indicator. The percentage of students who receive two or more behavior referrals will decrease in the 2014-2015 school year. 2

 B122386

G2.B3.S1 Reinforce positive behaviors by rewarding students demonstrating exemplary conduct. 4

 S139290

Strategy Rationale

Reinforcing positive behaviors will motivate students to follow school rules and behave according to the Code of Student Conduct.

Action Step 1 5

Incorporate the "Gator of the Month celebration" to recognize students demonstrating positive character traits.

Person Responsible

Katherine DelaCalle

Schedule

Monthly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Gator of the Month celebration sign in sheets.

Action Step 2 5

Incorporate the "Catch You Being Good Program" to recognize students who are making appropriate choices.

Person Responsible

Katherine DelaCalle

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

List of students nominated for the program.

Action Step 3 5

Conduct classroom visits to speak to students and reinforce school policies. Address student referrals as needed to correct behaviors and provide strategies.

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Student Case Management Referrals

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor the number of student referrals directed to students services and administration.

Person Responsible

Wilfredo Diaz

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Student Case Management Referral forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Analyze data such as the number of students nominated for the Catch You Being Good Program and also the number of students being referred to Administration or Student Services for misconduct.

Person Responsible

Wilfredo Diaz


Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Nominations list for Catch You Being Good, Control D report with number of student referrals.


G3. The STEM goal for the 2014-2015 school year is to increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking. 1

 G049032

G3.B1 Students have insufficient exposure to science, technology, engineering, and math projects that integrate technology to increase scientific thinking. 2

 B122494

G3.B1.S1 Increase the use of Technology Enhanced Learning-Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement. Implement activities that provide a basis for observations, data collection, and reflection that allows students to generate authentic questions and conclusions from their experiences. 4

 S134410

Strategy Rationale

Locus of control must shift to students in order for them to take risks and generate authentic questions which stimulate higher order thinking.

Action Step 1 5

All teachers will participate in this PD which will emphasize on the incorporation of science, math, and technology in the classroom. November 12, 2014.

Person Responsible

Kevin Aulow

Schedule

Weekly, from 10/29/2014 to 11/12/2014

Evidence of Completion

Student generated work, School generated assessments, Science Boards, school website, reports generated from technology programs utilized at school and home.

Action Step 2 5

A Promethean Board training took place on September 25, 2014.

Person Responsible

Christina Villaverde

Schedule

On 9/25/2014

Evidence of Completion

Sign In Sheets.

Action Step 3 **5**

Students will participate in the Science Fair competition. Projects will be displayed throughout the week and parents will be invited to Science Fair night.

Person Responsible

Marie Duclos

Schedule

Weekly, from 12/1/2014 to 12/4/2014

Evidence of Completion

Science Boards, sign-In sheets for Science Fair Night

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Strategies for fidelity of implementation will be monitored by the administration meeting with the Science Liaison and Science teachers to determine if strategies need to be modified.

Person Responsible

Lidia Gonzalez

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Interim Assessments, minutes of meetings with Math and Science teachers.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 **7**

Monitor all STEM related projects for effectiveness. Adjust strategies as needed following the FCIM.

Person Responsible

Lidia Gonzalez


Schedule

Quarterly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Evidence will be monitored through formative classroom assessments, interim assessments, informal observations, and student work samples.


G4. Increase the number of parent engagement opportunities offered in the 2014-2015 school year. 1

 G049037

G4.B1 Parents work schedule may prevent them from attending school sponsored activities. 2

 B122502

G4.B1.S1 The scheduled times of school activities will vary to increase the number of working parents that will participate. 4

 S134419

Strategy Rationale

Parent involvement and collaboration are important factors that attribute to the success of a school community.

Action Step 1 5

Offer parents a Florida Standards Assessment informational session.

Person Responsible

Lidia Gonzalez

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Sign In Sheets

Action Step 2 5

Increase the amount of letters sent home to parents informing them of parent engagement opportunities. These opportunities will also be listed on the school website.

Person Responsible

Lidia Gonzalez

Schedule

Monthly, from 10/10/2014 to 6/5/2015

Evidence of Completion

Letters sent home. Information posted on school website.

Action Step 3 5

Continue sending Connect-Ed messages to parents as a means to inform them of school events.

Person Responsible

Lidia Gonzalez

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Connect-Ed message log

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Will monitor strategies for fidelity of implementation by reviewing sign in sheets to determine the number of parents in attendance.

Person Responsible

Lidia Gonzalez

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Connect-Ed messages. Sign-In sheets for school events will be monitored as needed for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Will monitor the effectiveness of the action steps to ensure parental involvement continues to increase.

Person Responsible

Lidia Gonzalez

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Sign In Sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on effective and strategic planning for instructional staff	Olivera, Adamary	10/8/2014	Sign in sheet, agenda, administrative log, tangibles	10/22/2014 weekly
G1.B1.S2.A1	Provide professional development on effective and strategic planning for instructional staff	Gonzalez, Lidia	10/29/2014	Sign in sheet, agenda, administrative log, tangibles	11/12/2014 weekly
G1.B1.S3.A1	Provide professional development on effective and strategic planning for instructional staff.	Gonzalez, Lidia	10/8/2014	Sign in sheet, agenda, administrative log, tangible	11/12/2014 weekly
G2.B1.S1.A1	Analyze data from daily and quarterly attendance reports.	Gonzalez, Lidia	9/30/2014	Daily attendance reports, Student Case Management Forms, Quarterly District Attendance Reports	6/5/2015 weekly
G3.B1.S1.A1	All teachers will participate in this PD which will emphasize on the incorporation of science, math, and technology in the classroom. November 12, 2014.	Aulow, Kevin	10/29/2014	Student generated work, School generated assessments, Science Boards, school website, reports generated from technology programs utilized at school and home.	11/12/2014 weekly
G4.B1.S1.A1	Offer parents a Florida Standards Assessment informational session.	Gonzalez, Lidia	10/1/2014	Sign In Sheets	6/5/2015 monthly
G2.B2.S1.A1	Professional development will be provided to teachers to assist them in planning, developing, and delivering rigorous instruction.	Olivera, Adamary	10/8/2014	Professional development sign in sheets, Lesson Plans	10/22/2014 weekly
G2.B3.S1.A1	Incorporate the "Gator of the Month celebration" to recognize students demonstrating positive character traits.	DelaCalle, Katherine	9/12/2014	Gator of the Month celebration sign in sheets.	6/5/2015 monthly
G1.B1.S1.A2	Instructional staff will collaborate during common planning time using the strategies that they learned in the PD and develop effective and rigorous lesson plans that include writing and reading strategies	Diaz, Wilfredo	10/8/2014	Sign in sheet, lesson plans	6/4/2015 weekly
G1.B1.S2.A2	Instructional staff will collaborate during common planning time using the strategies that they learned in the PD and develop effective and rigorous lesson plans that include writing and reading strategies	Diaz, Wilfredo	9/18/2014	Sign in sheet, lesson plans	6/5/2015 weekly
G1.B1.S3.A2	Instructional staff will collaborate during common planning time using the strategies that they learned in the PD and develop effective and rigorous lesson plans that include writing and reading strategies	Diaz, Wilfredo	10/14/2014	Sign in sheet, lesson plans	6/5/2015 weekly
G2.B1.S1.A2	Parents of students who have demonstrated an excessive amount of absences will be contacted.	Diaz, Wilfredo	10/9/2014	Communication Logs, School Created spreadsheet	6/5/2015 monthly
G2.B2.S1.A2	Technology Enhanced Learning- Provide professional development in technology programs that infuse a variety of higher order thinking skills.	Aulow, Kevin	10/8/2014	Professional development sign-in sheets, technology programs usage reports	10/8/2014 one-time
G2.B3.S1.A2	Incorporate the "Catch You Being Good Program" to recognize students who are making appropriate choices.	DelaCalle, Katherine	9/26/2014	List of students nominated for the program.	6/5/2015 monthly
G3.B1.S1.A2	A Promethean Board training took place on September 25, 2014.	Villaverde, Christina	9/25/2014	Sign In Sheets.	9/25/2014 one-time
G4.B1.S1.A2	Increase the amount of letters sent home to parents informing them of parent engagement opportunities.	Gonzalez, Lidia	10/10/2014	Letters sent home. Information posted on school website.	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	These opportunities will also be listed on the school website.				
G1.B1.S1.A3	Administrative walk throughs to monitor the implementation of planning strategies, as well as effective and engaging lesson plans in the classroom	Gonzalez, Lidia	10/28/2014	Lesson plans	6/4/2015 weekly
G1.B1.S2.A3	Administrative walk throughs to monitor the implementation of planning strategies, as well as effective and engaging lesson plans in the classroom	Gonzalez, Lidia	9/18/2014	Administrative log, lesson plans, student work, student collaboration and engagement	9/28/2014 weekly
G1.B1.S3.A3	Administrative walk throughs to monitor the implementation of planning strategies, as well as effective and engaging lesson plans in the classroom	Gonzalez, Lidia	10/28/2014		6/5/2015 weekly
G2.B1.S1.A3	Attendance incentives such as a daily Attendance Lottery will help improve attendance. In addition, there will be a quarterly Sock Hop in which students with perfect attendance and no more than five tardies will be invited to attend.	Diaz, Wilfredo	10/9/2014	Attendance Lottery Slips, Quarterly Attendance Reports	6/5/2015 quarterly
G2.B2.S1.A3	Analyze data to identify students in need of intervention/remediation.	Diaz, Wilfredo	10/9/2014	Thinkgate reports, Interim Assessments data, i-Ready reports, Reflex Math reports, student grades	6/5/2015 monthly
G2.B3.S1.A3	Conduct classroom visits to speak to students and reinforce school policies. Address student referrals as needed to correct behaviors and provide strategies.	Diaz, Wilfredo	8/22/2014	Student Case Management Referrals	6/5/2015 weekly
G3.B1.S1.A3	Students will participate in the Science Fair competition. Projects will be displayed throughout the week and parents will be invited to Science Fair night.	Duclos, Marie	12/1/2014	Science Boards, sign-In sheets for Science Fair Night	12/4/2014 weekly
G4.B1.S1.A3	Continue sending Connect-Ed messages to parents as a means to inform them of school events.	Gonzalez, Lidia	8/18/2014	Connect-Ed message log	6/5/2015 monthly
G1.MA1	Data collected from District Interim Assessments, classroom assessments, reports from programs such as Reading Plus, Reflex Math, i-Ready, and Summative Assessments will be utilized to measure progress towards the annual goals.	Diaz, Wilfredo	10/28/2014	Thinkgate Reports, Interim Assessment Results, Reading Plus Reports, i-Ready reports, and the ongoing review of student work samples and informal assessments.	6/5/2015 monthly
G1.B1.S1.MA1	Utilizing the FCIM, data will be analyzed to gauge instruction as needed. Classroom walk throughs will assist administration in determining if adequate progress towards the goal is evident.	Diaz, Wilfredo	9/18/2014	Administrative log, lesson plans, student work, student collaboration and engagement	6/5/2015 weekly
G1.B1.S1.MA1	The administration will conduct classroom walkthroughs	Gonzalez, Lidia	9/18/2014	Administrative log, lesson plans, student work, student collaboration and engagement	6/5/2015 weekly
G1.B1.S2.MA1	Data will be analyzed to determine if the strategy is being utilized effectively and is reducing or eliminating the barrier. The administration will conduct classroom walk throughs to determine effectiveness of strategies.	Diaz, Wilfredo	9/18/2014	Administrative log, lesson plans, student work, student collaboration and engagement	9/30/2014 weekly
G1.B1.S2.MA1	Administrative walk throughs to monitor the implementation of planning strategies, as well as effective and engaging lesson plans in the classroom	Gonzalez, Lidia	9/18/2014	Administrative log, lesson plans, student work, student collaboration and engagement	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Data will be analyzed to determine effectiveness of the strategy. Classroom walk throughs will be conducted to monitor effectiveness of strategy in reducing or eliminating the barrier.	Diaz, Wilfredo	10/28/2014	Administrative log, lesson plans, student work, student collaboration and engagement	6/5/2015 weekly
G1.B1.S3.MA1	Administrative walk throughs to monitor the implementation of planning strategies, as well as effective and engaging lesson plans in the classroom	Gonzalez, Lidia	10/28/2014	Classroom observation data. Teacher lesson plans.	6/5/2015 weekly
G2.MA1	Conduct classroom observations and walk throughs to measure progress towards the goal.	Gonzalez, Lidia	9/30/2014	Data obtained from Control-D reports and Catch You Being Good Nominations	6/5/2015 weekly
G2.B1.S1.MA1	The data obtained from various attendance reports will be analyzed to determine if the strategy is reducing or eliminating the barrier.	Diaz, Wilfredo	9/3/2014	Daily Attendance Reports, Student Case Management System, District Attendance Reports	6/5/2015 weekly
G2.B1.S1.MA1	The action plan for the selected strategy will be monitored for fidelity of implementation by the ongoing review of daily school attendance reports, scheduling of attendance committee meetings, and District Quarterly Attendance reports.	Diaz, Wilfredo	9/3/2014	Daily Attendance reports, Student Case Management System, District Quarterly Attendance Reports, School Developed Forms	6/5/2015 weekly
G2.B2.S1.MA1	Analyze formal and informal assessment data to determine effectiveness of strategy at reducing or eliminating the barrier.	Diaz, Wilfredo	10/13/2014	Multiple data reports	6/5/2015 one-time
G2.B2.S1.MA1	Conduct grade level meetings and data chats to monitor fidelity of implementation.	Gonzalez, Lidia	10/13/2014	Grade level meetings minutes, technology programs reports.	6/5/2015 monthly
G2.B3.S1.MA1	Analyze data such as the number of students nominated for the Catch You Being Good Program and also the number of students being referred to Administration or Student Services for misconduct.	Diaz, Wilfredo	9/26/2014	Nominations list for Catch You Being Good, Control D report with number of student referrals.	6/5/2015 monthly
G2.B3.S1.MA1	Monitor the number of student referrals directed to students services and administration.	Diaz, Wilfredo	8/22/2014	Student Case Management Referral forms	6/5/2015 weekly
G3.MA1	Data from technology programs such as Gizmos, Reflex Math, i-Ready, and data obtained from formative and summative assessments will be utilized to monitor progress towards the goal.	Diaz, Wilfredo	9/30/2014	Data reports obtained from technology programs including the amount of usage and level of proficiency/completion will be used to monitor progress towards the goal. Formative and Summative Assessments will also served as data used for monitoring.	6/5/2015 monthly
G3.B1.S1.MA1	Monitor all STEM related projects for effectiveness. Adjust strategies as needed following the FCIM.	Gonzalez, Lidia	9/30/2014	Evidence will be monitored through formative classroom assessments, interim assessments, informal observations, and student work samples.	6/5/2015 quarterly
G3.B1.S1.MA1	Strategies for fidelity of implementation will be monitored by the administration meeting with the Science Liaison and Science teachers to determine if strategies need to be modified.	Gonzalez, Lidia	9/30/2014	Interim Assessments, minutes of meetings with Math and Science teachers.	6/5/2015 monthly
G4.MA1	Data obtained such as sign-in sheets for school events, volunteer logs, the number of approved volunteers, and the number of connect messages will be analyzed throughout the year to determine if adequate progress towards the goal is evident.	Gonzalez, Lidia	10/1/2014	Sign-In sheets and participation logs	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Will monitor the effectiveness of the action steps to ensure parental involvement continues to increase.	Gonzalez, Lidia	10/1/2014	Sign In Sheets	6/5/2015 monthly
G4.B1.S1.MA1	Will monitor strategies for fidelity of implementation by reviewing sign in sheets to determine the number of parents in attendance.	Gonzalez, Lidia	10/1/2014	Connect-Ed messages. Sign-In sheets for school events will be monitored as needed for fidelity of implementation.	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Effective common planning that is strategic and purposeful.

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

PD Opportunity 1

Provide professional development on effective and strategic planning for instructional staff

Facilitator

Ms. Olivera, Mr. Aulow, and Ms. Villaverde.

Participants

Effective Common Planning and Florida Reading Standards- October 8, 2014

Schedule

Weekly, from 10/8/2014 to 10/22/2014

G1.B1.S2 Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics

PD Opportunity 1

Provide professional development on effective and strategic planning for instructional staff

Facilitator

Ms. Olivera, Mr. Aulow, and Ms. Villaverde

Participants

Instructional Staff

Schedule

Weekly, from 10/29/2014 to 11/12/2014

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Provide professional development on effective and strategic planning for instructional staff.

Facilitator

Ms. Olivera, Mr. Aulow, Ms.Duclos, and Ms. Villaverde

Participants

Instructional Staff

Schedule

Weekly, from 10/8/2014 to 11/12/2014

G2. In monitoring the Early Warning Systems, Christina M. Eve Elementary will decrease the number of students missing instructional time, not proficient in reading by grade three, and the number of course failures in Language Arts/Reading and/or Mathematics.

G2.B2 Students lacking basic reading skills in the primary grades is a barrier impeding them from becoming proficient in reading by grade 3. The percentage of students not proficient in reading by third grade will decrease in the 2014-2015 school year.

G2.B2.S1 Increase Rigor and Higher Order Thinking Skills.

PD Opportunity 1

Professional development will be provided to teachers to assist them in planning, developing, and delivering rigorous instruction.

Facilitator

Adamary Olivera

Participants

Instructional teachers

Schedule

Weekly, from 10/8/2014 to 10/22/2014

PD Opportunity 2

Technology Enhanced Learning- Provide professional development in technology programs that infuse a variety of higher order thinking skills.

Facilitator

Kevin Aulow

Participants

Instructional teachers

Schedule

On 10/8/2014

G3. The STEM goal for the 2014-2015 school year is to increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking.

G3.B1 Students have insufficient exposure to science, technology, engineering, and math projects that integrate technology to increase scientific thinking.

G3.B1.S1 Increase the use of Technology Enhanced Learning-Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement. Implement activities that provide a basis for observations, data collection, and reflection that allows students to generate authentic questions and conclusions from their experiences.

PD Opportunity 1

All teachers will participate in this PD which will emphasize on the incorporation of science, math, and technology in the classroom. November 12, 2014.

Facilitator

Mr. Aulow, Ms. Duclos, and Ms. Villaverde

Participants

All instructional teachers will participate in this PD which will emphasize the incorporation of science, math, and technology in the classroom.

Schedule

Weekly, from 10/29/2014 to 11/12/2014

PD Opportunity 2

A Promethean Board training took place on September 25, 2014.

Facilitator

Claudia Nogales - Promethean representative, Christina Villaverde -Teacher/P.D. Liaison

Participants

Instructional Staff

Schedule

On 9/25/2014

G4. Increase the number of parent engagement opportunities offered in the 2014-2015 school year.

G4.B1 Parents work schedule may prevent them from attending school sponsored activities.

G4.B1.S1 The scheduled times of school activities will vary to increase the number of working parents that will participate.

PD Opportunity 1

Offer parents a Florida Standards Assessment informational session.

Facilitator

Lidia Gonzalez - Principal, and Katherine De la Calle - School Counselor

Participants

Any parents interested in participating in school-wide events. Parents may also attend a parent volunteer orientation to be an approved volunteer at Christina M. Eve Elementary School.

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	3,000
Grand Total	3,000

Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S1.A1 - All School Improvement funds will be utilized to upgrade technology throughout the school building.	School Improvement Funds	3,000
Total Goal 1		3,000