

Miami-Dade County Public Schools

Lillie C. Evans K 8 Center



2016-17 Schoolwide Improvement Plan

Lillie C. Evans K 8 Center

1895 NW 75TH ST, Miami, FL 33147

<http://lcevans.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Lillie C. Evans K 8 Center

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Lillie C. Evans K-8 Center is to promote academic and personal excellence and strive to make a difference in every student's life by providing activities, experiences, and forms of instruction that will ensure development to their fullest potential.

b. Provide the school's vision statement.

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

2. School Environment

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

Lillie C. Evans K-8 Center takes a proactive approach by creating a positive environment where students and teachers are respectful of different cultural backgrounds. Collaborative lesson planning promotes a professional culture where there is collegiality, trust, and a shared mission to serve all of the students in the school. Structured classroom activities highlighting diversity are one of the ways that foster teacher /student relationships. Intentional and purposeful lesson planning where diverse learning groups are formed encourage collaborative conversations, cultural awareness and mutual respect.

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

Lillie C. Evans K-8 Center promotes a safe learning environment by ensuring that hallways are equipped with security cameras, and that school security is alert and patrolling school grounds. Increased scrutiny of these spaces deters bullying, teasing, and harassment. A bully report box located in the main office also encourages anonymous reporting of bullying behaviors and incidents. Teachers and staff also use Miami-Dade's Bully Prevention program, TRUST, and character development programs to create a safe and bully free learning environment both before, during, and after school. Students will take a "bully pledge" to demonstrate their support of the program. The review of core values during morning announcements, and the selection of "Student of the Month" who exemplifies these values in their everyday activities, have also been implemented. In addition, Lillie C. Evans has started a new "Buddy System," for students new to the school, where students are mentored as they are acquainted with the school, classes, and related activities. These initiatives help to promote and foster, a culture of high expectation in students' behavior and positive student engagement.

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

Lillie C. Evans K-8 Center's school-wide discipline plan centers on a discipline hierarchy where behavioral infractions, consequences and behavioral expectations are clearly outlined as defined by the code of student conduct. Positive reinforcement is included as a means of motivating students to

display appropriate behavior that is conducive to the learning environment. Our school-wide initiative, 100% Club and Values Matter Club encourage the students to follow the code of student conduct while being rewarded along the way. School personnel have been trained on the proper protocol to report disciplinary incidents in classrooms and school grounds. The goal of the plan is for students to self-discipline, to take responsibility and to self-manage their behaviors.

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

Lillie C. Evans K-8 Center provides counseling opportunities through small group sessions with the school's social worker. In addition, the school's counselor also provides counseling opportunities to classes as well as identified students. Participation in the 5000 Role Models program as well as academic coaching is offered to students who are "at risk" and would benefit from positive events, conversations, and academic goal setting that provide concrete action steps to redirect and foster social/emotional growth.

3. Early Warning Systems

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

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

Lillie C. Evans K-8 Center's early warning system consists of data analysis in the following areas:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more indoor or outdoor suspensions
- Course failure in English Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Consistent and systematic data analysis identifies at-risk students as early as possible leading towards early intervention and supportive measures.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	2	2	1	2	1	1	4	3	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	8	6	8	11	10	3	4	0	0	0	0	50
Level 1 on statewide assessment	0	11	17	8	22	35	29	23	43	0	0	0	0	188

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	10	6	10	26	22	13	30	0	0	0	0	119

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

Lillie C. Evans K-8 Center utilizes data (e.g., absenteeism, retainees, course failure, GPA, credits, discipline) to identify at-risk students as early as possible. Once the at-risk students are identified, intervention and strategies will be implemented to address the concerns. Representatives from the MTSS and Rtl team will meet with departments in the school in order to organize the process. The departments will work in collaboration to problem solve and increase the level of interventions needed. Diagnostic assessment will be administered and evaluated on an ongoing basis. Additional strategies employed by the school consist of credit and course recovery options for all students and a school-wide positive behavior support program to teach students the readiness skills (e.g., organization, study skills, goal setting, progress monitoring) necessary for academic and social success, as well as intensive reading intervention support.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/346791>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Lillie C. Evans K-8 Center recognizes the importance of building and sustaining local community partnerships to support achievement. Local agencies such as Health Connect in our schools (HCIOS) offers a coordinated level of school based health care which integrates education, medical, and/or social and human services on school grounds. Heiken Children's Vision Program provides free complete optometric exams conducted at the school sites via vision vans providing corrective lenses to all failed vision screenings if the parent/guardian cannot afford the exams or the lenses. The Progressive Officers Club provides funding for the media center as well as incentives to reward positive behaviors and improve academic success. The Foster Grandparents Volunteer program allows grandparents to volunteer in different classroom throughout the building on a daily basis. A partnership has also been established with Miami Dade College and Walgreens to donate goods and services that benefit students and the community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Allick, Earl	Principal
Diaz, David	Assistant Principal
Dukes, Niya	Instructional Coach
Kirby, Shakira	Instructional Coach
Murphy, Sandra	School Counselor
Alexander, Adrian	Other
Brunt, Eryn	Other

b. Duties

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

The school based MTSS/RtI Team consists of the general education teachers, exceptional education teacher, site-based administrators, reading leader, school psychologist, counselor, the speech/ language pathologist and other student service personnel. The MTSS/RtI Team regularly reviews student progress monitoring data, identifies appropriate interventions, and makes recommendations for changes to intervention when needed. The team also reviews school-wide, grade level and classroom data.

Principal - Dr. Isolyn Hillhouse: Provides the instructional leadership that ensures the commitment to data-driven decision making, strategic planning, and the effective implementation of the Florida Continuous Improvement Model. The principal also ensures the implementation of the MTSS/RtI and provides the necessary development to determine its success.

Assistant Principal - David E. Diaz: Facilitates the effective implementation of the goals and objectives delineated by the principal. He ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Guidance Counselor - Sandra Murphy: provides expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed by students and families while providing a link to community organizations for continuous support. Monthly review of Student Case Management Referrals, suspensions and attendance will be monitored. Disaggregate referrals by grouping students according to need. Provide direct social skills instruction and positive reinforcement to encourage self-management and reduce problem behaviors through counseling services which will be provided with the goal of increasing an individual student’s rate of progress both academically and behaviorally.

Reading Leader - Shakira Kirby: Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Mathematics Leader- Niya Dukes-Louden: Provides guidance on the Mathematics Curriculum, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

School Psychologist - Emily Oros: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation;

facilitates data-based decision making activities.

Speech Language Pathologist - Adrian Alexander: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systematic patterns of student need with respect to language skills.

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

The MTSS Leadership team will meet on a weekly basis to discuss and identify students who are at risk for failure by utilizing instruments such as Curriculum-Based measurement. The Leadership Team will engage in the development of high yield instructional strategies to enhance academic success. The team will further monitor, maintain, and modify progress data, and identify professional growth activities to increase staff readiness level in critical instruction, focus areas, and student behavioral concerns. Students will be given assessments composed of material from their academic curriculum. Once the at-risk students are identified, interventions and strategies will be implemented to address the concerns. Representatives from the MTSS & RtI Team will meet with departments in the school in order to organize and evaluate the progress. The departments will work in collaboration to problem solve and increase the level of interventions as needed. Diagnostic assessments will be administered and evaluated on an ongoing basis.

Title I, Part A

Lillie C. Evans K-8 Center provides services to ensure that students requiring additional remediation are assisted through tutorial programs during non-school hours. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum leaders develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title 1 CHES and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education at Lillie C. Evans K-8 Center as follows:

- Training for add-on endorsement programs, such as Reading, Gifted, and ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Lillie C. Evans provides services through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners as follows:

- Tutorial Programs K-8
- Parent outreach activities K-8
- Professional development on best practices for ESOL and content area teachers, coaching and mentoring for ESOL, and content area Teachers (K-8) reading and supplementary instructional materials K-8.

Title VI, Part B - N/A

Title X- Homeless - N/A

Supplemental Academic Instruction (SAI)

Lillie C. Evans K-8 Center will receive funding from supplemental academic instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Lillie C. Evans K-8 Center provides an anti-drug / anti-violence through the District's DARE Program. Additionally, the school's student service department will continue the Character Education Presentations and the anti-bullying campaign.

Nutrition Programs

Lillie C. Evans K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy as well as: Nutrition education, as per state statute, is taught through physical education; the School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Lillie C. Evans K-8 Center is also a partner with the Common Threads Cooking Program which teaches students the importance of nutrition and health meal options.

Housing Programs - N/A

Head Start

Head Start programs at Lillie C. Evans K-8 Center are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education-N/A

Career and Technical Education-N/A

Job Training

Lillie C. Evans K-8 Center involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Lillie C. Evans K-8 Center increases parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental

Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Lillie C. Evans K-8 Center conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Lillie C. Evans K-8 Center will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Other

Health Connect in our schools (HCiOS) offers a coordinated level of school based health care which integrates education, medical and / or social and human services on school grounds. Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent / guardian cannot afford the exams or the lenses. Justice for Teaching is a partnership with a local lawyer that comes to our school once a month a teaches a lesson to the Law students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Education Support Employee
Brianna Lewis	Student
Claudia Carter	Parent
Maria Lacamoire	Teacher
Dorothy Finley	Parent
Henry Weatherspoon	Business/Community
Johanna Candelaria	Business/Community
Carmen Guevara	Teacher
Kathie Roberts	Business/Community
Kiana Bender	Student
Mildred Berry	Business/Community
Mildred Whipple	Parent
Moyne Thompson	Parent
Shakira Kirby	Teacher
Teresa Shroder	Business/Community
Varie Howard	Teacher
Dr. Isolyn Hillhouse	Principal
Nancy Sale	Teacher
Chaneqa Wooten	Teacher
Georgia Little	Teacher
Claudia Carter	Parent
Maria Lacamoire	Teacher
Keon Cooper	Student
Jason Garcia	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Our Educational Excellence School Advisory Council evaluated the 2015-2016 school improvement plan during the final meeting of the school year in order to determine whether goals were met. Areas needed improvement were identified for the 2016-2017 school year. Throughout the entire 2015-2016 school year, the plan was constantly reviewed and adjusted according to progress monitoring of student performance data.

b. Development of this school improvement plan

Our Educational Excellence School Advisory Council will assist the faculty and staff with implementing the state's system of school improvement and accountability, as well as collaborating in the preparation and ongoing evaluation of the school improvement plan and annual budget. Moreover, the School Advisory Council will ensure that all expenditures are in line with School Improvement Plan.

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

Our Educational Excellence School Advisory Council will be an active participant in preparing the annual school budget and financial plan. All members will be involved in the selection of programs and resources purchased with the goal of improving academic performance.

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

Reading - Replenish and replace existing headphones in Computer Lab Headphones for i-Ready, District and State Testing.

30 computers for Computer Lab in Media Center

Provide trophies as academic incentives for promotional exercises - \$500.00.

Allocate funds to improve Media Center equipment/books - \$1000.00.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Allick, Earl	Principal
Diaz, David	Assistant Principal

b. Duties

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

The major initiatives of the LLT this year will be to create a team of school site literacy leaders. This team will become a working learning community who will continually strive to acquire knowledge in the area of literacy instruction through professional development as they work through the steps of the school action plan. The implementation of this model is critical in helping the school to understand individual student's needs. In addition, teachers will receive professional development in the areas of:

- Incorporating implementation of the Florida Standards
- Fidelity in implementing the Reading Series: McGraw Hill - Wonders
- Creating and developing a school based literacy plan of action
- Using research-based curriculum and assessments
- Integrating daily Read Alouds in all content area classes
- Analyzing data to revise instruction based on student weaknesses
- Allocating resources to assist and address concerns or challenges
- Provide observation lessons in classrooms
- *Drop Everything and Read (D.E.A.R.)
- Form PLC's
- In-depth planning aligned to the Florida Standards
- Provide assistance in developing effective writing lesson plans
- Provide teachers with collaborative planning time
- Providing professional development on how to effectively use the Gradual Release Model

- Provide teachers with strategies to develop higher order thinking questions.

D. Public and Collaborative Teaching

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

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

Lillie C. Evans K-8 Center provides teachers with common grade level planning time. Administrative support of weekly grade level meetings encourage dialogue and collegiality amongst teachers. Common grade level planning centers led by the reading and mathematics coach focus on a common agenda where teachers review student work and data, share best practices tied to instructional focus and plan for effective instruction. Additionally, monthly in-house professional development sessions occur with the literacy and math coaches to equip teachers with knowledge, modeling, dialogue and team building skills.

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

- Regular weekly meetings of new teachers with principal
- Regular weekly meetings and planning sessions with grade level
- Soliciting referrals from current employees as needed
- Teacher mentoring of early career teachers

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

Research confirms that successful teacher retention practices involve mentoring, principal support, teacher collaboration, participation in learning communities and guided reflection. Lillie C. Evans K-8 Center's mentoring program helps to provide teachers the opportunities to collaborate in high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. Our mentors demonstrate their expertise and have been proven effective in the increase of

State Assessments and other accomplishments. The mentors and the mentees meet on a weekly basis to develop and review lesson plans. The mentor conducts model lessons during the mentee's regularly scheduled classes. In addition, the mentors observe the mentees following the modeling sessions and provides feedback. The mentors and mentees communicate frequently in person, via email, and/or telephone. Ms. Shirley Brown Rose will mentor Ms. Barrios (Social Science), and Dr. Lois Saunders will mentor Ms. Dudley (Science).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Lillie C. Evans K-8 Center aligns instruction with state-adopted standards at the appropriate level of rigor; lessons and concepts are sequenced utilizing district adopted textbooks and pacing guides.

b. Instructional Strategies

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

Lillie C. Evans K-8 Center utilizes data to modify instructional approaches, content, processes, and/or products in response to the diverse learning needs of students. Tiered assignments, learning centers, interactive journals, learning logs, and graphic organizers are utilized during flexible small group instruction in the teacher led center. Supplemental assignments are tailored to challenge students with learning experiences that are slightly above their current level of knowledge and performance. Data is analyzed on a bi-monthly basis by instructional staff and the LLT in order to determine areas of strengths and weaknesses. Thereafter, this process tailors the individualized instructional plan for each student.

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

Strategy: After School Program

Minutes added to school year: 3,960

After School Tutorial Program targeting specific standards, addressing reinforcement needs, and offering opportunities for enrichment activities are provided during the months of October 2016 – April 2017. The After School Tutorial Program also provides teachers with additional time to collaborate and plan enriching lessons for their students.

Strategy Rationale

The After School Tutorial Program, offers an additional day of learning and minimizes academic downtime. The After School Tutorial Program, provides all students with remediation and supplemental academic instruction in core areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Data from Curriculum-Based assessments and District mandated Baseline and Interim Assessments will be evaluated as they are administered. Interventions resulting from the findings of all of these tests will be initiated. Grade level planning meetings will be held in collaboration with Lillie C. Evans K-8 Center's Leadership team in order to analyze the results from the data sources such as, Curriculum-Based assessments, Baseline and Interim Tests and monthly Assessments . This will enable the team to target students that need additional academic assistance and/or enrichment. If intensive individualized interventions are necessary, they will be initiated.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The FLKRS assessment includes a subtest of the Early Childhood Observation System (ECHOS). These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten. Students in Pre-Kindergarten are screened in the area of phonological awareness, letter recognition and number sense using the Houghton Mifflin Pre/Post Assessment prior to entering and exiting Pre-Kindergarten. Open House is scheduled to take place on September 13, 2016. Parents are invited and encouraged to attend. At this event, parents will be provided with the opportunity to meet their child's teachers and become informed as to how they can collaborate with the teacher to assist their child with this transition. Information regarding becoming a cleared school volunteer will be disseminated, as well.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G087681

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
FSA ELA Achievement	16.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	70.0
AMO Math - All Students	
FSA Mathematics Achievement	50.0
Math Gains	78.0
Math Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- There is a need to improve/establish a conducive learning environment to maximize student outcomes and potential.
- There is a need to support teachers with multiple levels of questioning to connect student's knowledge, experiences and interests to the learning goals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- "Inside" series for middle school intensive reading classes, ELA test specifications and updated LAFs resources, McGraw Hill Wonders k-5, Common grade level planning time, GIZMOS, Reading Plus, MyOnReader, Edgenuity, iReady, Discovery Education, HMH Go Math, NBC Learn, Achieve 3000, Explore Learning Reflex.
- Discovery Education, HMH Go Math, Explore Learning Reflex, iReady, Gizmos, Edgenuity, Florida Coach, Algebra Nation, manipulatives, Khan Academy, pacing guides and item specifications, Math Coach, Math Curriculum Support Specialist, Computer lab, CPALMS
- Scott Foresman Science Series, Gizmos, Hands-On Labs, Discovery Education, item specifications and pacing guides.
- Social Studies specific professional development that supports standards-based instruction, EDGENUITY, M-DCPS Pacing Guides and Instructional Resources, History Labs, NBC Learn, Discovery Education, Social Studies Instructional Framework, suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM), Data Chat Form for 1st 9-weeks in Civics. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, images, quotes) and the student edition (online) textbook that supports quality student interaction in the textbook AND at the Prometheus Board with drag and drop features and interactive student-centered activities. In addition, 7th grade Civics teachers have the 7th grade Civics Test Item Specifications (FLDOE) and Civics Task Cards to support quality lesson planning. Grades 6 (W History) and 8 (US History) Item Specifications. Common grade level planning time, Pacing Guides, Social Studies Series, Discovery Education, Tablets

Plan to Monitor Progress Toward G1. 8

Consistently monitor the delivery of developed lessons that are aligned to the Florida Standards and that include rigorous instructional activities.

Person Responsible

Earl Allick

Schedule

Monthly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Lesson plans, reading response journals, instructional rounds notes, Interim Assessments, Florida Standards Assessment, End of Course Exams, FCAT 2.0 Science

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

G087681

G1.B1 There is a need to improve/establish a conducive learning environment to maximize student outcomes and potential. 2

B233107

G1.B1.S1 Teachers will create an environment that is stimulating, challenging and fosters intellectual risk taking. 4

S246043

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide professional development on how to implement effective collaborative conversations.

Person Responsible

Earl Allick

Schedule

On 11/8/2016

Evidence of Completion

Planning sign-in sheet, agenda, weekly lesson plans

Action Step 2 5

Plan lessons and activities that incorporate multiple levels of questioning between students and students and students and teachers.

Person Responsible

Earl Allick

Schedule

Weekly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Planning, Sign-In Sheets, weekly lesson plans

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

Administrators will conduct instructional walkthroughs with a focus on student engagement.

Person Responsible

Earl Allick

Schedule

Daily, from 10/12/2016 to 6/8/2017

Evidence of Completion

Lesson plans, reading response journals, instructional rounds notes

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

Conduct coaching cycles on the delivery of developed lessons. Debrief to determine which teachers need additional support and provide them with a full cycle of effective instructional frameworks assistance.

Person Responsible

Earl Allick

Schedule

Monthly, from 10/12/2016 to 6/8/2017


Evidence of Completion

Coaching logs, lesson plans, student work, data chats, teacher-made assessments

G1.B2 There is a need to support teachers with multiple levels of questioning to connect student's knowledge, experiences and interests to the learning goals. **2**

 B233108

G1.B2.S1 During instruction, teachers will use multiple levels of questions to reinforce the learning goals developed during collaborative planning. **4**

 S246044

Strategy Rationale

Develop lessons that include multiple levels of questioning to reinforce learning goals.

Action Step 1 **5**

Provide professional development on effectively planning lessons with a focus on multiple levels of questioning.

Person Responsible

Earl Allick

Schedule

On 11/8/2016

Evidence of Completion

Planning Sign in Sheet, agenda, weekly lesson plans

Action Step 2 **5**

Plan effective lessons with a focus on multiple levels of questioning during collaborative planning sessions.

Person Responsible

Earl Allick

Schedule

Weekly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Sign in Sheets, Agendas

Action Step 3 5

Provide professional development on using the Achievement Level Descriptors (ALD's).

Person Responsible

Earl Allick

Schedule

On 11/8/2016

Evidence of Completion

Sign In Sheets, Agendas

Action Step 4 5

Monitor students' Assessment data in order to observe the effectiveness of using different levels of questioning.

Person Responsible

Earl Allick

Schedule

Weekly, from 10/12/2016 to 6/8/2017

Evidence of Completion

Student Data, Lesson Plans and Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor student data in order to observe the effectiveness of using different levels of questioning.

Person Responsible

Earl Allick

Schedule

Daily, from 10/12/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, reading and mathematics journals, instructional rounds












Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1  M332144	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1  A318837	Provide professional development on how to implement effective collaborative conversations.	Allick, Earl	11/8/2016	Planning sign-in sheet, agenda, weekly lesson plans	11/8/2016 one-time
G1.B2.S1.A1  A318839	Provide professional development on effectively planning lessons with a focus on multiple levels of...	Allick, Earl	11/8/2016	Planning Sign in Sheet, agenda, weekly lesson plans	11/8/2016 one-time
G1.B2.S1.A3  A318841	Provide professional development on using the Achievement Level Descriptors (ALD's).	Allick, Earl	11/8/2016	Sign In Sheets, Agendas	11/8/2016 one-time
G1.MA1  M332146	Consistently monitor the delivery of developed lessons that are aligned to the Florida Standards...	Allick, Earl	10/12/2016	Lesson plans, reading response journals, instructional rounds notes, Interim Assessments, Florida Standards Assessment, End of Course Exams, FCAT 2.0 Science	6/8/2017 monthly
G1.B1.S1.MA1  M332142	Conduct coaching cycles on the delivery of developed lessons. Debrief to determine which teachers...	Allick, Earl	10/12/2016	Coaching logs, lesson plans, student work, data chats, teacher-made assessments	6/8/2017 monthly
G1.B1.S1.MA1  M332143	Administrators will conduct instructional walkthroughs with a focus on student engagement.	Allick, Earl	10/12/2016	Lesson plans, reading response journals, instructional rounds notes	6/8/2017 daily
G1.B1.S1.A2  A318838	Plan lessons and activities that incorporate multiple levels of questioning between students and...	Allick, Earl	10/12/2016	Planning, Sign-In Sheets, weekly lesson plans	6/8/2017 weekly
G1.B2.S1.MA1  M332145	Monitor student data in order to observe the effectiveness of using different levels of...	Allick, Earl	10/12/2016	Lesson Plans, reading and mathematics journals, instructional rounds	6/8/2017 daily
G1.B2.S1.A2  A318840	Plan effective lessons with a focus on multiple levels of questioning during collaborative planning...	Allick, Earl	10/12/2016	Sign in Sheets, Agendas	6/8/2017 weekly
G1.B2.S1.A4  A318842	Monitor students' Assessment data in order to observe the effectiveness of using different levels...	Allick, Earl	10/12/2016	Student Data, Lesson Plans and Classroom Observations	6/8/2017 weekly

V. 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 There is a need to improve/establish a conducive learning environment to maximize student outcomes and potential.

G1.B1.S1 Teachers will create an environment that is stimulating, challenging and fosters intellectual risk taking.

PD Opportunity 1

Provide professional development on how to implement effective collaborative conversations.

Facilitator

Shakira Kirby

Participants

Teachers

Schedule

On 11/8/2016

PD Opportunity 2

Plan lessons and activities that incorporate multiple levels of questioning between students and students and students and teachers.

Facilitator

Shakira Kirby

Participants

Teachers

Schedule

Weekly, from 10/12/2016 to 6/8/2017

G1.B2 There is a need to support teachers with multiple levels of questioning to connect student's knowledge, experiences and interests to the learning goals.

G1.B2.S1 During instruction, teachers will use multiple levels of questions to reinforce the learning goals developed during collaborative planning.

PD Opportunity 1

Provide professional development on effectively planning lessons with a focus on multiple levels of questioning.

Facilitator

Niya Dukes-Louden

Participants

Teachers

Schedule

On 11/8/2016

PD Opportunity 2

Plan effective lessons with a focus on multiple levels of questioning during collaborative planning sessions.

Facilitator

Niya Dukes-Louden

Participants

Teachers

Schedule

Weekly, from 10/12/2016 to 6/8/2017

PD Opportunity 3

Provide professional development on using the Achievement Level Descriptors (ALD's).

Facilitator

Niya Dukes-Louden

Participants

Teachers

Schedule

On 11/8/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on how to implement effective collaborative conversations.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$500.00
			Notes: EESAC Funds will be used to replenish and replace existing headphones so that students can use the i-Ready program which improves reading and math achievement.			
2	G1.B1.S1.A2	Plan lessons and activities that incorporate multiple levels of questioning between students and students and students and teachers.				\$0.00
3	G1.B2.S1.A1	Provide professional development on effectively planning lessons with a focus on multiple levels of questioning.				\$0.00
4	G1.B2.S1.A2	Plan effective lessons with a focus on multiple levels of questioning during collaborative planning sessions.				\$0.00
5	G1.B2.S1.A3	Provide professional development on using the Achievement Level Descriptors (ALD's).				\$0.00
6	G1.B2.S1.A4	Monitor students' Assessment data in order to observe the effectiveness of using different levels of questioning.				\$0.00
					Total:	\$500.00