

Miami-Dade County Public Schools

Lillie C. Evans K 8 Center



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
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	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lillie C. Evans K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 monitors are 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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
- 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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	1	7	5	5	9	0	4	0	0	0	0	35
Level 1 on statewide assessment	2	8	9	9	9	9	27	8	14	0	0	0	0	95

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	6	9	5	15	8	28	7	14	0	0	0	0	93

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 RtI 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Lillie C Evans K-8 Center will continue to foster a culture of robust communication and partnership with parents. Parent Night events, monthly Parent Academy Workshops, quarterly progress reports, home visits by the Community Involvement Specialist, social media posts(Instagram, Twitter) and the school website, are all utilized to keep parents informed and abreast of school activities and events.

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

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
Kirby, Shakira	Instructional Coach
Brunt, Eryn	Psychologist
Allick, Earl	Assistant Principal
Crumpler, Marla	Instructional Coach
Rodriguez, Maria	Instructional Coach
Thornton, Andrea	Instructional Coach

b. Duties

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

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.

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 CHESS 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.

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.

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.

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 Parent and Family Engagement Plan (PFEP); 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 optometry 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
Andrea Barrios	Teacher
Ebony Felton	Student
Claudia Carter	Parent
L. George Yap	Business/Community
Shakira Kirby	Teacher
Shari Cooper	Education Support Employee
Varie Howard	Teacher
Bridgette Tate-Wyche	Principal
Nancy Sale	Teacher
Chaneqa Wooten	Teacher
Georgia Little	Teacher
Claudia Carter	Parent
Roudy Voltaire	Parent
Ocsar Julien	Teacher
Jodi Cue	Teacher
Ericka Colston	Student
Wellette Beckels	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our Educational Excellence School Advisory Council evaluated the 2016-2017 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 2017-2018 school year. Throughout the entire 2016-2017 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.

School improvement funds will be used to replenish and replace existing headphones in computer labs for reading i-Ready, district, and state assessments (\$500.00), provide trophies as academic incentives for promotional exercises (\$500.00) and 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
Allick, Earl	Assistant Principal
Crumpler, Marla	Instructional Coach
Rodriguez, Maria	Instructional Coach
Thornton, Andrea	Instructional Coach

b. Duties

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

The major initiatives of the Literacy Leadership Team (LLT) this 2017-2018 school year will be to build a team of school site literacy leaders along with the Reading, Mathematics and Science Instructional Coaches. The goal is for this LLT team to become a working learning community who will seek knowledge from current proven research focusing on literacy instruction through ongoing professional development while progressing through the steps of the school's action plan. This model is imperative in helping the school leaders, faculty and staff understand individual student's needs. Additionally, teachers will receive professional development in the areas of:

- Incorporating implementation of the Florida Standards
- In-depth planning aligned to the Florida Standards
- Providing professional development on how to effectively use the Gradual Release Model
- Aligning lesson plans to Standards
- Analyzing Instructional Framework (Pacing, Gradual Release, DI)
- Analyzing data to revise instruction based on student weaknesses
- 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
- Allocating resources to assist and address concerns or challenges
- Provide observation lessons in classrooms
- *Drop Everything and Read (D.E.A.R.)
- Provide assistance in developing effective writing lesson plans
- Provide teachers with collaborative planning time

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. The literacy, science, and mathematics coaches will spearhead common grade level and individual planning sessions focusing on how teachers review students' work and data, share best practices tied to instructional focus and plan for effective instruction and delivery. Additionally, the literacy, science and math coaches will conduct in-house professional development sessions in an effort 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.

Lillie C Evans K-8 Center will continue to develop a highly qualified staff via recruitment, development, and retention of teachers. New and early career teachers will be mentored by highly effective peers, weekly debriefing and feedback from the school principal, weekly meetings and planning sessions with grade level peers, weekly planning meetings with academic coaches, and ongoing support as identified.

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 based on student performance on the 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. Georgia Little will mentor Ms. Barrios (Social Science), and Ms. Dudley will mentor Ms. Cue(Science) and Paulette Walker will mentor Ms. Brunt (Student Services).

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 ensures core instructional programs and materials align instruction with state-adopted standards at the appropriate level of rigor; lessons and concepts are sequenced utilizing district adopted textbooks, technology 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 2017 – April 2018. 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

Allick, Earl, pr1681@dadeschools.net

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 are utilized to screen each child's social and emotional development, as well as the readiness for 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 was held on September 24, 2017. Parents were invited and encouraged to attend via Connect-Ed and social media. Open House provided parents an 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 PTSA and becoming a cleared school volunteer was discussed and 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.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If core instruction, lesson planning, instructional delivery, progress monitoring, and professional development in all content areas is improved, then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction, lesson planning, instructional delivery, progress monitoring, and professional development in all content areas is improved, then student achievement will increase. **1a**

 G096792

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
FSA ELA Achievement	33.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	47.0
FSA Mathematics Achievement	60.0
Math Gains	73.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	27.0
AMO Math - All Students	

Targeted Barriers to Achieving the Goal **3**

- There is a need to build teacher capacity in instructional planning. Teachers struggle to plan instruction effectively for content mastery, pacing, and transitions that target the needs of students, aligned to standards-based learning.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Use of Pacing Guides, ELA Instructional Frameworks, planning cards "Inside" series for middle school intensive reading classes, ELA Collections Series 6-8, ELA test Item specifications and updated LAFs resources, McGraw Hill Wonders K-5 and WonderWorks resources, grade level collaborative planning time, MyOnReader, Edgenuity, iReady Teacher Toolbox, iReady Program, Discovery Education, NBC Learn, Literacy Coach, Literacy Curriculum Support Specialist.
- McGraw Hill, Teacher Toolbox, 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
- Pearson Interactive Science Series, Gizmos, Hands-On Labs, Discovery Education, item specifications, pacing guides, planning cards, Science Coach, Science Curriculum Support Specialist
- 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 Promethean 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 10/16/2017 to 6/4/2018

Evidence of Completion

Lesson plans, reading response journals, instructional rounds notes, weekly/bi-weekly assessments, 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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction, lesson planning, instructional delivery, progress monitoring, and professional development in all content areas is improved, then student achievement will increase. **1**

 G096792

G1.B1 There is a need to build teacher capacity in instructional planning. Teachers struggle to plan instruction effectively for content mastery, pacing, and transitions that target the needs of students, aligned to standards-based learning. **2**

 B260383

G1.B1.S1 Build teachers' capacity to plan effectively through collaborative planning sessions and coaching cycles with Instructional coaches. **4**

 S275793

Strategy Rationale

Teachers will develop effective lesson plans including content and process as evidenced by class implementation and student performance.

Action Step 1 **5**

Instructional Coaches will conduct mini-PD on effective lesson planning to meet the needs of all learners.

Person Responsible

Andrea Thornton

Schedule

On 10/4/2017

Evidence of Completion

Sign in sheet, lesson plans

Action Step 2 **5**

Instructional Coaches will conduct Coaching Cycles to build capacity in collaborative planning.

Person Responsible

Andrea Thornton

Schedule

Weekly, from 10/4/2017 to 6/1/2018

Evidence of Completion

Sign in sheet, completed lesson plans

Action Step 3 5

Administration will attend planning sessions with instructional coaches.

Person Responsible

Earl Allick

Schedule

Weekly, from 10/16/2017 to 5/31/2018

Evidence of Completion

Aligned lesson plans, aligned student work samples, classroom observations

Action Step 4 5

Consistently monitor the delivery of developed lessons that are aligned to the Florida Standards.

Person Responsible

Dr. Bridgette Tate-Wyche

Schedule

Daily, from 10/16/2017 to 6/4/2018

Evidence of Completion

Lesson Plans, reading response journals, instructional rounds notes, weekly/bi-weekly assessments, interim assessments, Florida Standards Assessment, End of course Exams, FCAT 2.0 Science

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

Administration will conduct classroom walkthroughs to ensure plans are implemented.

Person Responsible

Dr. Bridgette Tate-Wyche

Schedule

Daily, from 10/12/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets, lesson plans, Coaching Cycle Logs

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

Administration will attend planning sessions and conduct classroom walkthroughs to ensure plans are implemented.

Person Responsible

Dr. Bridgette Tate-Wyche








Schedule

Daily, from 10/16/2017 to 5/31/2018

Evidence of Completion

Lessing plans, student work, and classroom observation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1  A370682	Instructional Coaches will conduct mini-PD on effective lesson planning to meet the needs of all...	Thornton, Andrea	10/3/2017	Sign in sheet, lesson plans	10/4/2017 one-time
G1.B1.S1.MA1  M399031	Administration will attend planning sessions and conduct classroom walkthroughs to ensure plans are...	Tate-Wyche, Dr. Bridgette	10/16/2017	Lesson plans, student work, and classroom observation	5/31/2018 daily
G1.B1.S1.A3  A370684	Administration will attend planning sessions with instructional coaches.	Allick, Earl	10/16/2017	Aligned lesson plans, aligned student work samples, classroom observations	5/31/2018 weekly
G1.B1.S1.A2  A370683	Instructional Coaches will conduct Coaching Cycles to build capacity in collaborative planning.	Thornton, Andrea	10/4/2017	Sign in sheet, completed lesson plans	6/1/2018 weekly
G1.MA1  M399033	Consistently monitor the delivery of developed lessons that are aligned to the Florida Standards...	Allick, Earl	10/16/2017	Lesson plans, reading response journals, instructional rounds notes, weekly/bi-weekly assessments, Interim Assessments, Florida Standards Assessment, End of Course Exams, FCAT 2.0 Science	6/4/2018 monthly
G1.B1.S1.A4  A370685	Consistently monitor the delivery of developed lessons that are aligned to the Florida Standards.	Tate-Wyche, Dr. Bridgette	10/16/2017	Lesson Plans, reading response journals, instructional rounds notes, weekly/bi-weekly assessments, interim assessments, Florida Standards Assessment, End of course Exams, FCAT 2.0 Science	6/4/2018 daily
G1.B1.S1.MA1  M399032	Administration will conduct classroom walkthroughs to ensure plans are implemented.	Tate-Wyche, Dr. Bridgette	10/12/2017	Sign-in sheets, lesson plans, Coaching Cycle Logs	6/7/2018 daily

V. Professional Development Opportunities

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

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	Instructional Coaches will conduct mini-PD on effective lesson planning to meet the needs of all learners.	\$0.00
2	G1.B1.S1.A2	Instructional Coaches will conduct Coaching Cycles to build capacity in collaborative planning.	\$0.00
3	G1.B1.S1.A3	Administration will attend planning sessions with instructional coaches.	\$0.00
4	G1.B1.S1.A4	Consistently monitor the delivery of developed lessons that are aligned to the Florida Standards.	\$0.00
Total:			\$0.00