

Miami-Dade County Public Schools

Lillie C. Evans K 8 Center



2021-22 Schoolwide Improvement Plan

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Lillie C. Evans K 8 Center

1895 NW 75TH ST, Miami, FL 33147

<http://lcevans.dadeschools.net>**Demographics****Principal: Earl Allick**

Start Date for this Principal: 7/19/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: I (%) 2017-18: I (%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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<http://lcevans.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	95%
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	2020-21	2019-20	2018-19	2017-18
Grade		I	I	I

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We 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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Allick, Earl	Principal	The instructional leadership that sets the tone and ensures the commitment to data-driven decision making, strategic collaborative planning, and support teacher growth through data-driven professional development. The principal monitors student progress, the effective implementation of the MTSS/RtI process, and hiring of effective instructional and non instructional staff to carry out objectives and goals.
Allick, Earl	Assistant Principal	Provides support to instructional and non instructional staff. He ensures that all instructional and intervention programs are monitored and modified with efficacy when needed. He verifies that all safety and security measures are in place, and make certain the objectives and goals of the principal are implemented with fidelity.
Crumpler, Marla	Instructional Coach	Coordinate and monitor teacher collaborative planning sessions to support the development of rigorous standard-based lessons; use coaching model with implementation of effective evidenced- based instructional strategies in an effort to improve the academic success of all students in mathematics. Provides on-site embedded professional learning opportunities aligned to the needs of students, monitor interventions services to students, facilitates and supports data collection activities, assists in data analysis.
Brunt, Eryn	Other	Provides social and emotional support to students academically, and behaviorally. Develops and strategically plans interventions needed by students and their families be serving as a bridge to community organizations for continuous support. Monitor student attendance, academic progress, behavior and Student Case Management referrals to ensure students are getting appropriate assistance needed to be successful. 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.
	Instructional Coach	Coordinate and monitor teacher collaborative planning sessions to support the development of rigorous standard-based lessons; use coaching model with implementation of effective evidenced- based instructional strategies in an effort to improve the academic success of all students in Reading. Provides on-site embedded professional learning opportunities aligned to the needs of students, monitor interventions services to students, facilitates and supports data collection activities, assists in data analysis.

Demographic Information

Principal start date

Wednesday 7/19/2017, Earl Allick

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

280

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	14	28	34	37	23	30	37	54	28	0	0	0	0	285	
Attendance below 90 percent	4	15	15	24	10	12	18	33	12	0	0	0	0	143	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	5	2	4	8	20	9	0	0	0	0	48	
Course failure in Math	0	0	0	0	2	4	10	21	9	0	0	0	0	46	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	6	7	15	6	0	0	0	0	36	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	3	19	8	0	0	0	0	32	
Number of students with a substantial reading deficiency	0	5	29	25	13	17	24	25	23	0	0	0	0	161	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	3	4	1	9	4	8	13	31	13	0	0	0	0	86	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	1	7	2	1	0	8	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	4	3	1	9	1	0	0	0	0	19

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	31	43	35	38	38	40	48	44	34	0	0	0	0	351	
Attendance below 90 percent	14	18	19	17	18	16	25	20	8	0	0	0	0	155	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	4	5	7	13	16	9	0	0	0	0	57	
Course failure in Math	0	0	0	2	5	10	14	16	10	0	0	0	0	57	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	6	11	10	10	0	0	0	0	46	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	2	14	14	6	0	0	0	0	39	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	3	4	4	9	12	13	23	21	13	0	0	0	0	102	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	3	4	1	7	2	1	0	8	0	0	0	0	0	26	
Students retained two or more times	0	0	0	1	4	3	1	9	1	0	0	0	0	19	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					63%	61%		62%	60%
ELA Learning Gains					61%	59%		61%	57%
ELA Lowest 25th Percentile					57%	54%		57%	52%
Math Achievement					67%	62%		65%	61%
Math Learning Gains					63%	59%		61%	58%
Math Lowest 25th Percentile					56%	52%		55%	52%
Science Achievement					56%	56%		57%	57%
Social Studies Achievement					80%	78%		79%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	46%	64%	-18%	58%	-12%
Cohort Comparison		-33%				
05	2021					
	2019	18%	60%	-42%	56%	-38%
Cohort Comparison		-46%				
06	2021					
	2019	32%	58%	-26%	54%	-22%
Cohort Comparison		-18%				
07	2021					
	2019	25%	56%	-31%	52%	-27%
Cohort Comparison		-32%				
08	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	67%	-22%	62%	-17%
Cohort Comparison						
04	2021					
	2019	60%	69%	-9%	64%	-4%
Cohort Comparison		-45%				
05	2021					
	2019	21%	65%	-44%	60%	-39%
Cohort Comparison		-60%				
06	2021					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-21%				
07	2021					
	2019	25%	53%	-28%	54%	-29%
Cohort Comparison		-59%				
08	2021					
	2019	63%	40%	23%	46%	17%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	26%	53%	-27%	53%	-27%
Cohort Comparison						
08	2021					
	2019	44%	43%	1%	48%	-4%
Cohort Comparison		-26%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	73%	-23%	71%	-21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	54%	29%	57%	26%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades K-8 used iReady Data AP1 Fall, AP2 Winter, AP3 Spring

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16.7%	17.9%	16.7%
	Economically Disadvantaged	16.7%	17.9%	16.7%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.9%		
	Economically Disadvantaged	34.4%		
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.3%	33.3%	43.3%
	Economically Disadvantaged	23.3%	33.3%	43.3%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		36.7%	26.7%
	Economically Disadvantaged		36.7%	26.7%
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.3%	23.3%	26.7%
	Economically Disadvantaged	20.7%	20.7%	24.1%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		20.0%	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.7%	27.6%	31.0%
	Economically Disadvantaged		25.0%	28.6%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			31.0%
	Economically Disadvantaged			28.6%
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		18.2%	27.3%
	Economically Disadvantaged			25.0%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			36.4%
	Economically Disadvantaged			34.4%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		3.3%	
	Economically Disadvantaged		3.4%	
	Students With Disabilities		0.0%	
	English Language Learners		0.0%	

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.3%	36.6%	39.0%
	Economically Disadvantaged	27.5%	35.0%	37.5%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.3%	41.5%	48.8%
	Economically Disadvantaged	27.5%	40.0%	47.5%
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.3%	30.3%	27.3%
	Economically Disadvantaged	31.3%	28.1%	25.0%
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			33.3%
	Economically Disadvantaged			31.3%
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		66.7%	
	Economically Disadvantaged		65.5%	
	Students With Disabilities		0.0%	
	English Language Learners		50.0%	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.3%	46.7%	53.3%
	Economically Disadvantaged	20.7%	44.8%	51.7%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.0%	40.0%	43.3%
	Economically Disadvantaged	37.9%	37.9%	41.4%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		37.0%	
	Economically Disadvantaged		34.6%	
	Students With Disabilities			
	English Language Learners		0.0%	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6	41	50	26	48	50					
ELL	35			47							
BLK	24	38	50	42	50	52	23	46	91		
HSP	44	41		52	47						
FRL	25	36	50	41	49	49	23	52	91		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	6	38	47	21	41	36					
ELL	57	58		79	46						
BLK	34	54	43	51	55	50	32	50	90		
HSP	56	55		67	50		80				
FRL	36	53	48	52	55	46	41	53	88		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Algebra 1 maintained its 100% proficiency from the previous year, while Geometry increased to 100% proficiency and eight grade pre-algebra improved to 76%. Most grade levels demonstrated decreases in achievement including grades 3, 5, & 7 ELA and grades 3,4,and 5 Math. Science in both 5th and 8th grade featured declines in proficiency along with 7th grade Civics. Learning gains decreased for

both Reading and Math but increased in the L25 population for both subject areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2020 2021 FSA data ELA overall showed a significant need for improvement, with a 9 percentage point decline (36% to 27%) in overall proficiency, a 16 percentage point drop (54% - 38%) in ELA Learning Gains and a 16 percentage regression from 40% - 24% in science overall. Grade 3 ELA (18% proficient FSA) , Grade 5 Ela (27% Proficient), Grade 7 Ela (19% proficient), Grade 3 Math (22% proficient), Grade 4 Math (21% proficient), Grade 5 (17 % Proficient), Grade 5 Science (20 % proficient) Grade 8 Science (28% proficient) all showed decreases in performance on the 2021 End of Course Assessments

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

Overall Student Performance was depressed in part by the Covid-19 Pandemic. Students who utilized remote learning primarily, performed worse on the End of Course assessments than students who primarily attended school in-person. Many students experienced lower than typical levels of direct instruction due to Covid 19. Many student were displaced, demonstrated poor attendance and truancy, further decreasing their exposure to in-person direct instruction. Additionally some grade levels were affected by multiple periods of Covid 19 related quarantines, which decreased access to in-person instruction.

All students will be attending school in person this school year, receiving direct in-person instruction. Lesson planning to address the needs of all learners. Ongoing progress monitoring to analyze student assessment data and implement targeted remediation. Daily Intervention for tier 2 and tier 3 students to mitigate learning loss due to Covid 19.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Acceleration areas such as Algebra 1(100% proficient) , Geometry(100% proficient) and 8th grade Math(76% proficient) showed the most improvement.

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

Strong Tier 1 instruction and In-person attendance were two of the reasons for the success of the math department. Opportunities for extended day learning virtually was made available to students.

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

Administrative monitoring of instructional delivery with timely and specific feedback, needs based academic coaching and professional development opportunities to improve instructional quality. Planned professional development activities include , implementation of Exit Tickets, Pacing and Transitions , Peer Observation Across Curriculum, Horizons Discovery Intervention and Wonders. Lesson planning to implement Differentiated instruction utilizing appropriate resources and ongoing assessment will facilitate checking for understanding and targeting support.

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

Needs based professional developmental activities will be provided at the school site and virtually including Student Accountability Talk, Peer to Peer Collaboration, and Instructional Handbook

Utilization for McGraw Hill. Opportunities for teacher collaboration both in-house and districtwide utilizing ZOOM and TEAMS technology, will also facilitate quality tier 1 instruction and ultimately learning. Virtual classroom visits will provide opportunities for mentorship and modeling of high yield best practices.

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

Strategies to mitigate learning loss such as data indicated needs based scheduling, data based remediation with fidelity for targeted students, proper resource alignment, interventionist training and monitoring, before and after school tutoring, and Saturday Academy. Ongoing progress monitoring of topic assessments, Unit Assessments, and biweekly assessments, to implement targeted ongoing remediation.

Vertical Planning among departments will help to ensure that students are prepared for new grade levels and tier 3 level information regarding student performance on EOC assessments are available to new grade level instructors.

Administrative monitoring of instructional delivery with timely and specific feedback, needs based academic coaching and professional development opportunities to improve instructional quality.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the 2021 FSA data ELA overall showed a significant need for improvement, with a 9 percentage point decline (36% to 27%) in overall proficiency, a 16 percentage point drop (54% - 38%) in ELA Learning Gains. Likewise, based on the 2021 FSA data, Math overall showed a significant need for improvement, with a 10 percentage point decline (53% to 43%) in overall proficiency, and a 5 percentage point drop (55% - 50%) in Overall Math Learning Gains. Since FSA student results demonstrated declines in proficiency in all core areas and overall learning gains, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Overall Learning Gains decreased on the 2021 FSA.. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for Tier 1, 2 and 3 students to master grade-level content in order to make learning gains and move towards or maintain proficiency.
Measurable Outcome:	If we successfully implement Differentiation, then our Overall Learning Gains component for both ELA and Math should increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation. Data Analysis of formative assessments of Tiered students will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.
Person responsible for monitoring outcome:	Earl Allick (eallick@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Decision Making. Data-Driven Decision Making will assist in accelerating the learning gains as it is a systematic approach of instruction to meet the students' needs. Data-Driven Decision Making will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs, instructional focus calendars, and differentiated learning stations.
Rationale for Evidence-based Strategy:	Data-Driven Decision Making will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Teachers will use baseline, i-Ready, and previous assessment data to create DI and intervention groups at the beginning of the school year. (08/16/21 - 10/11/21)

Person Responsible Marla Crumpler (mcrumpler@dadeschools.net)

Administration will conduct weekly class walkthroughs to ensure the fidelity of daily DI implementation evidenced by documentation of tiered grouping, folder systems with appropriate resources, and Lesson Planning. (08/16/21 - 10/11/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Teachers will utilize all available resources including pacing guides , i-ready toolbox, student i-ready AP3 data and diagnostic assessments to plan lessons that supports the needs of all learners. (08/16/21 - 10/11/21). Additionally, use of media center to facilitate independent reading and interaction with a variety of texts to increase students' vocabulary.

Person Responsible Marla Crumpler (mcrumpler@dadeschools.net)

Students will maintain OPM Data Trackers to establish ownership of data and individual progress within accountability subject areas. (08/16/21 - 10/11/21)

Person Responsible [no one identified]

Implement an online school-wide data tracking system that integrates Performance Matters and McGraw-Hill Digital Dashboard assessment data to ensure tracking and ownership of data by core accountability teachers.
(11/1/21 - 12/21/21)

Person Responsible Marla Crumpler (mcrumpler@dadeschools.net)

Establish a school-wide student data tracking system called "LT SQUARED"- (LITERARY LIONS' TRACKING SYSTEM)- which ensures on each Wednesday, during the teacher-led center, student data trackers are updated and/or checked for completion. (11/1/21 - 12/21/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

After completion of i-Ready AP2, the Leadership Team will conduct data conferences with teachers to discuss student progression and projected FSA proficiency. Also, during Zoom faculty meetings, the Leadership Team will facilitate monthly accountability data discussions via PLC content breakout rooms.
(1/31/22-4/29/22)

Person Responsible Earl Allick (eallick@dadeschools.net)

During collaborative planning, instructional coaches and teachers will use i-Ready, Mid-Year and topic assessment data to update D.I. and intervention groups. Additionally, instructional coaches and teachers will create crunchtime instructional focus calendars to include push-in/pull-out intervention student groups, facilitators, and resources for the D.I./ small-group instructional block for Writing, Reading and Math. (01/31/22-04/29/22)

Person Responsible Marla Crumpler (mcrumpler@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of ELA Instruction. We selected the overarching area of ELA Instruction based on our findings that demonstrated 27% proficiency and 38% Learning gains schoolwide. Given that 74% of our students overall, 55% of the K-2 cohort, 76% of 3rd graders and 73% of our 4th graders, and 75% of our 5th graders achieved below level 3 on the 2020-2021 FSA, we are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for the L25 subgroup to access grade-level content in order to make learning gains and move towards proficiency.
Measurable Outcome:	If we successfully implement Standards-aligned Instruction, then our ELA students achievement will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct regular walkthroughs to ensure teachers are utilizing district curriculum and resources. Administrators will review bi-weekly lesson plans for indication of alignment to district pacing guides, higher order questions, supplemental resources and technology integration. Administrators will also review bi-weekly lesson plans for indication of differentiation for L25 students, in particular.
Person responsible for monitoring outcome:	Earl Allick (pr1681@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA instruction, our school will focus on the evidence-based strategy of: Effective Curriculum and Resource Utilization. Effective Curriculum and Resource Utilization will assist in accelerating the learning gains of our L25s as it is a systematic approach of utilizing research-based resources to meet the needs of our students.
Rationale for Evidence-based Strategy:	Effective Curriculum and Resource Utilization will ensure that teachers are using the district's pacing guides and aligned resources to plan lessons that are customized to our student needs. Teachers will infuse all components of instructional resources including core and supplemental materials, technology, and task cards to foster higher order thinking.

Action Steps to Implement

Administration will monitor lesson plans weekly to ensure that lessons planned, are aligned to pacing guides, item specifications, and provide opportunities for data-based remediation. Lesson Plans will also provide opportunities for DI and provide all applicable accommodations for students. (08/16/21 - 10/11/21)

Person Responsible Earl Allick (pr1681@dadeschools.net)

Teachers will utilize data from i-Ready, New Horizon, System 44, McGraw Hill Digital dashboard to ensure students not meeting needs are provided opportunities for mastery, practice and remediation. (08/16/21 - 10/11/21)

Person Responsible [no one identified]

Collaborative Lesson Planning sessions will be utilized to unwrap standards to develop daily end products, scaffolded lessons and higher order thinking questions to ensure that students meet proficiency on standards based assessments. (08/16/21 - 10/11/21)

Person Responsible [no one identified]

Quick guides reference charts featuring question stems that facilitate student accountability talk will be posted in classrooms to increase implementation of higher order thinking questions during instructional delivery. (08/16/21 - 10/11/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Introduce and Implement DI Lesson Plans to ensure instruction is customized to the needs of all students. (11/1/21 - 12/21/21)

Person Responsible [no one identified]

Implement corrective feedback both on student work samples and also during the instructional block. (11/1/21 - 12/21/21)

Person Responsible [no one identified]

During the 6th grade (IR) Intensive Reading block, (weekly pull-out) small groups will be targeting L25/L35 students.

Person Responsible [no one identified]

Weekly interventionist push-in support will be provide to first grade ELA in effort to address limited growth indicated on the i-ready AP2 diagnostic assessment.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus	Based on the data review, our school will implement the Targeted Element of Parent Involvement. Studies have shown that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students.
Description and Rationale:	
Measurable Outcome:	If we successfully implement the Targeted Element of Parent Involvement, our students will attend school on a consistent basis and the achievement gap will shrink between various groups of students. As a result of increased parental involvement, the staff survey will improve by 10 percentage points.
Monitoring:	The Leadership Team will work to connect with families using School Messenger, Class Dojo, Open House, Community Involvement Specialist, Social Media and written communication. Parental involvement will be monitored via sign-in logs, ZOOM attendance logs and online surveys.
Person responsible for monitoring outcome:	Earl Allick (pr1681@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Parent Involvement, our school will focus on the evidence-based strategy of: Family Engagement. Family Engagement will assist in narrowing the achievement gap amongst our students. Student absences will be also monitored on a weekly basis. The school will host monthly town hall meetings, along with PTA, EESAC and Community Partnerships, to address concerns and celebrate successes.
Rationale for Evidence-based Strategy:	Increasing Parent Involvement will assist in closing the achievement gap and decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.
Action Steps to Implement	
Community Involvement Specialist will schedule monthly informative ZOOM meetings to provide opportunities for parents to learn about upcoming school events and take advantage of opportunities for community assistance. (08/16/21 - 10/11/21)	
Person Responsible	Eryn Brunt (ebrunt@dadeschools.net)
Parents will be recruited to sign up for the Class Dojo digital application to facilitate ongoing parent, student, and administration communication utilizing various media. (08/16/21 - 10/11/21)	
Person Responsible	Earl Allick (eallick@dadeschools.net)
The Community Involvement Specialist will create a monthly activity calendar to be posted on The school website, Instagram and Classroom Dojo. (08/16/21 - 10/11/21)	
Person Responsible	Earl Allick (eallick@dadeschools.net)
Re-establish Parent Teacher Association and transition to a Virtual Parent Teacher platform with a focus on increased membership and parental involvement. (08/16/21 - 10/11/21)	
Person Responsible	Earl Allick (eallick@dadeschools.net)

Community Involvement Specialist will create a monthly newsletter of school events to be distributed to stakeholders and also posted on the school website and other social media. (11/1/21 - 12/21/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Community Involvement Specialist will coordinate with school webmaster monthly to ensure all upcoming events are posted on school social media accounts. (11/1/21 - 12/21/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Partner with The Parent Academy(Department of Family Support), to develop a plan for locating unengaged or truant students/ families.

Person Responsible Eryn Brunt (ebrunt@dadeschools.net)

Partner with The Parent Academy(Department of Family Support) to provide access to wrap around services for families in need.

Person Responsible Eryn Brunt (ebrunt@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:	Climate survey feedback from instructional staff has shown a decline in weekly administrator feedback, as the area with the greatest need for improvement. According to School Climate Survey; over the past four years weekly administrator feedback decreased from 2017-18(58%); 2018-19(48%); 2019-20 (44%); 2020-21(33%).Regular administrative feedback and communication are critical aspects of teacher reflection, professional growth and increasing overall instructional quality.
Measurable Outcome:	The administration will provide feedback to 100% of instructional staff based on classroom walkthroughs. Feedback will focus on Instructional delivery, lesson planning, unit assessment data, topic assessment data and overall ongoing progress monitoring, Feedback will be in various forms including verbal, written, formal and informal.
Monitoring:	Administration will utilize classroom walkthrough logs including area of focus , and type of feedback provided to classroom teachers.
Person responsible for monitoring outcome:	Earl Allick (eallick@dadeschools.net)
Evidence-based Strategy:	The Evidence-Based Strategy of Consistent Developmental Feedback will be utilized to address this area of focus. Research has shown that when teachers receive feedback that is specific, timely, actionable, aligned to learning outcomes and aligned to their personal professional growth goals, they are more receptive and share a positive outlook on the value of the feedback.
Rationale for Evidence-based Strategy:	According to the 2020-21 School Climate Survey; over the past four years weekly administrator feedback to teachers decreased from 2017-18(58%); 2018-19(48%); 2019-20 (44%); to 2020-21(33%). Timely and specific feedback promotes instructor reflection and efforts to improve.

Action Steps to Implement

Administration will conduct walkthroughs each week and provide verbal or written feedback to teachers on Instructional Delivery, Data analysis, Lesson Planning, and Classroom Management, (08/16/21 - 10/11/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Administration will meet with the Curriculum Council to develop staff-driven feedback goals and common feedback language. (08/16/21 - 10/11/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Staff will develop monthly instructor directed peer-to-peer collaborative sessions with a focus on best practices. (08/16/21 - 10/11/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Transformational Coaches will provide feedback to instructional staff members following academic coaching cycles and/or consultation to facilitate implementation of targeted best practice. (08/16/21 - 10/11/21)

Person Responsible [no one identified]

Create a shared online classroom walkthrough tool to provide teacher feedback. (11/1/21 - 12/21/21)

Person Responsible Marla Crumpler (mcrumpler@dadeschools.net)

Conduct quarterly data chats with administration to review student progress and discuss shifts in instructional practice. (11/1/21 - 12/21/21)

Person Responsible Earl Allick (eallick@dadeschools.net)

Conduct data chats based on i-Ready Diagnostic AP2 assessment data and adjust intervention and DI groupings.

Person Responsible [no one identified]

Create walkthrough schedule for new administrative team to increase frequency of classroom visits and provide feedback on instructional delivery.

Person Responsible Earl Allick (eallick@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lillie C. Evans K-8 Center received an overall rating of HIGH, ranked 202 out of 313 for Combination Schools statewide, with an incident rate of 1.49 per 100 students. There were 6 total incidents for the 2021-2022 School Year. LCE K-8 Center finished #194 out of 313 and #59 out of 66 in Miami Dade County Public Schools, for number of violent incidents with a rating of HIGH. Additionally LCE K-8 Center rated VERY HIGH with #300 out of 313 statewide and #64 out of 66 countywide. Finally, Lillie C. Evans K-8 ranked #170 out of 313 statewide and #40 out of 66 county wide resulting in a rating of MIDDLE for Drug/Public Order Incidents.

Lillie C. Evans K-8 Center will be implementing elements of Positive Behavior Intervention Supports to identify, highlight and reward desired behaviors. The School Counselor and administration will work to facilitate the implementation with fidelity, of social emotional behavior intervention plans. The Mental Health Specialist will conduct professional development sessions with staff to increase mental health awareness and implement classroom management systems that support the needs of all students.

The School Counselor along with district staff and community partnerships will present SEL Strong days for middle school students to focus on truancy, drug prevention, homeless awareness, overcoming challenges, mental health awareness and growth mindset. Classroom teachers will have clear and consistent class rules posted with rewards and consequences that are known to all students. The counselor and administration will be utilized for Tier 2 and Tier 3 Behaviors. Teachers will also use SEL Curriculum embedded throughout the schoolday such as Quaver, Values Matters, and Cloud 9 World. Middle school teachers will also utilize resources from MyCareerShines and Teen Safety Matters.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our Strengths within School Culture are in Relationships, Engaging Learning Environment and Support, Care, and Connections. Our school effectively collaborates throughout the year with school staff and other stakeholders to meet the needs of our children. Students are supported through the 500 Role Models mentoring program and our school's Elite Lions cheerleading program. Staff are provided opportunities to take part in Team-Building activities during faculty meeting and during social luncheons where we come together to celebrate cultural diversity. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional experience at our school.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$30,000.00