Lillie C. Evans K 8 Center

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 8/9/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: I (%) 2017-18: I (%)
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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		I	I

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We promote academic, 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Allick, Earl	Principal	Instructional Leader. Responsible for all areas of school function, including safety, student achievement, instructional quality, school operations and community engagement. In addition, to develop and maintain effective educational programs within the school that promote the improvement of teaching and learning, while creating a climate which fosters student and teacher growth.
Crumpler, Marla	Math Coach	Support high quality instructional instruction and teacher development, to improve student achievement.
Gilchrist, Valerie	Assistant Principal	Instructional Leader. Responsible to support the principal in all areas of school function, including safety, student achievement, instructional quality, school operations and community engagement. The assistant principal supports and monitors effective classroom instruction and acts as a liaison for parents, students, teachers and community members to ensure a physically and emotionally safe environment conducive to teaching, learning and working.
Brunt, Eryn	Other	Responsible for supporting fragile learners and monitoring the progress of students with disabilities, English Language Learners and students with Early Warning Systems Indicators (students in danger of failing core subject areas).

Demographic Information

Principal start date
Tuesday 8/9/2022, Earl Allick

Number of teachers with a 2022 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 2022 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

15

Total number of students enrolled at the school

308

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	36	30	37	23	24	36	33	43	0	0	0	0	292
Attendance below 90 percent	0	15	14	11	5	9	11	10	15	0	0	0	0	90
One or more suspensions	0	0	0	0	0	6	12	26	12	0	0	0	0	56
Course failure in ELA	0	2	2	11	1	4	5	24	13	0	0	0	0	62
Course failure in Math	0	1	4	4	0	5	16	11	24	0	0	0	0	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	3	15	22	22	19	0	0	0	0	99
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	1	18	24	11	23	0	0	0	0	93
Number of students with a substantial reading deficiency	0	2	3	30	4	14	16	22	21	0	0	0	0	112
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	3	4	20	3	19	24	28	26	0	0	0	0	127

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	2	18	0	0	5	1	2	0	0	0	0	32
Students retained two or more times	0	0	1	4	0	0	7	3	4	0	0	0	0	19

Date this data was collected or last updated

Thursday 8/11/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	62%	55%					63%	61%
ELA Learning Gains	49%							61%	59%
ELA Lowest 25th Percentile	56%							57%	54%
Math Achievement	47%	51%	42%					67%	62%
Math Learning Gains	64%							63%	59%
Math Lowest 25th Percentile	57%							56%	52%
Science Achievement	19%	60%	54%					56%	56%
Social Studies Achievement	59%	68%	59%					80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	46%	64%	-18%	58%	-12%
Cohort Comparison		-33%				
05	2022					
	2019	18%	60%	-42%	56%	-38%
Cohort Comparison		-46%				
06	2022					
	2019	32%	58%	-26%	54%	-22%
Cohort Comparison		-18%				
07	2022					
	2019	25%	56%	-31%	52%	-27%
Cohort Comparison		-32%				
08	2022					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	67%	-22%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	60%	69%	-9%	64%	-4%
Cohort Comparison		-45%				
05	2022					

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	21%	65%	-44%	60%	-39%
Cohort Comparison		-60%				
06	2022					
	2019	59%	58%	1%	55%	4%
Cohort Comparison		-21%				
07	2022					
	2019	25%	53%	-28%	54%	-29%
Cohort Comparison		-59%				
08	2022					
	2019	63%	40%	23%	46%	17%
Cohort Comparison		-25%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	26%	53%	-27%	53%	-27%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-26%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	44%	43%	1%	48%	-4%
Cohort Comparison		0%				

			BIOLOGY EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
			CIVICS EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	50%	73%	-23%	71%	-21%
			HISTORY EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	54%	29%	57%	26%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	39	50	26	69	56					
ELL	22	50		50	61						
BLK	32	48	51	45	64	52	22	57	94		
HSP	30	55		54	66		8				
FRL	31	48	58	46	63	56	17	58	100		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
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	69
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to the 2022 Florida Standards Assessment (FSA) proficiency data 20% of the 3rd grade students are proficient in reading. Overall third grade reading data indicate in a decrease in proficiency from 54% to 49%. Students in the lowest 25% performing subgroup showed an 8 percentage point increase in reading. In Math our students showed a 6 percentage point decrease in achievement from 53% to 47%, while showing a 10% increase from 53 % to 64% in learning gains over the same time period. Math acceleration showed a 7 percentage point increase from 88% proficient to 95% proficient from 2019-2022. In Science the overall proficiency score declined sharply from 40% proficient to 20% proficient from 2019 to 2022. This 20 percentage point decrease remains an area of concern. In Civics, there was a 7 percentage decrease from 67% to 60% proficiency over the past three school years. Based on the data, differentiation has been proven to be effective in the elementary grades and with the

lowest 25% of our reading and math populations. We will focus on differentiation in middle school as well to address this critical need.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement are 3rd grade reading which achieved a 19% proficiency rate, and 5th and 8th grade science with 16% and 23% profiency respectively.

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

Contributing factors to this need for improvement include gaps in checking for understanding and instructional rigor. New actions to be taken include providing teachers with weekly support from the transformation coaches (including weekly lesson planning support and collaboration, implementing best practices, differentiated instruction strategies, effective assessments, providing corrective feedback, monitoring student progress and motivating students to learn) as well as changes to the 5E instructional approach in science education. Formative checks for understanding strategies coupled with targeted remediation, ongoing data tracking, administrator walkthroughs and feedback will be implemented. Ongoing Curriculum Support Specialist assistance with lesson planning, in order to increase the effectiveness of tier 1 instruction thereby reducing the need for remediation will be implemented.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Spring 2022 Florida Standards Mathematics Assessment results indicate that student overall proficiency in math increased from 50% to 64%. Proficiency in math showed a 14 percentage point increase. In the same year, ELA proficiency increased by 11 Percentage points from 38% to 49%.

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

Schools returned to in-person instruction, providing teachers with more opportunities for explicit instruction and ongoing checks for understanding relative to the previous school year. In addition opportunities for extended learning were implemented throughout the school year.

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

Strategies that will be utilized to accelerate learning include, planning focused on improving Tier 1 instruction, formative checks for understanding,

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.

Professional Development activities on checking for understanding, and effective questioning strategies will be provided for staff.

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

Additional services include ongoing professional development opportunities focusing on checking for understanding, effective questioning and student accountability talk across different areas of curriculum, along with ongoing extended learning opportunities and intervention.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data
sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A majority of the ESE students at Lillie C Evans K-8 Center begin the school year below achievement level. Due to academic and behavioral limitations these students often struggle to close the achievement gap in their educational careers let alone within one or two calendar years. Based on the available data, only 8 SWD's from the 2021-2022 school year made achievement in ELA as compared to 26 SWD's who made achievement in Mathematics. Therefore the rationale is that SWD's need to be given the tools, resources, and additional support to close the achievement gap in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall student achievement on the i-Ready Reading and Math AP3 assessment for students with disabilities, will increase by five percentage points from 8% to 13% for the 2022-2023 school year when compared to assessment results for the 2021-2022 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The assistant principal and special education teacher will monitor the weekly grades and monthly assessments of students with disabilities. In addition, the special education teacher will push-in to English Language Arts classes to support students' acquisition of grade level concepts and skills. Observation of the student data trackers and ongoing progress monitoring of Bi weekly Assessments will be utilized to monitor subgroup performance from AP1 to AP3.
Person responsible for monitoring outcome:	Valerie Gilchrist (vogilchrist@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative Evaluations of Student Work will be the evidenced based strategy utilized via monthly Exceptional Student Education Committee meetings.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	A collaborative approach that includes support from administrators, support staff, teachers and parents has proven to be effective in promoting student learning.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

.The special education teacher will provide push-in support in English Language Arts classes of students with disabilities based on 2021-2022 AP3 academic data, PM1 FAST assessment data and ongoing progress monitoring. (08/22/22-10/14/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

The special education teacher will review student IEP's quarterly with the classroom teacher to coordinate support and resources required to meet students' individual needs. (08/22/22-10/14/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

The SST will meet at least annually to ensure all IEP's are current and appropriate to students' current needs. (08/22/22-10/14/22)

Person Responsible	Eryn Brunt (ebrunt@dadeschools.net)

The special education teacher will review the biweekly academic progress of all students with disabilities and provide on-going support to the student and teachers as needed. (08/22/22-06/02/23)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

The special Education and school counselor will meet with SLT to track Progress Monitoring for System 44 and Imagine Learning via a Monthly meeting. (10/31/22 - 12/16/22)

Person Responsible	Eryn Brunt (ebrunt@dadeschools.net)

Special area teachers will utilize one faculty meeting per quarter to review ESSER Schoolwide Data, student IEP goals and OPM, trackers and monitor time on task. (10/31/22 - 12/16/22)

Person Responsible	Eryn Brunt (ebrunt@dadeschools.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Effective standards-based classroom instruction coupled with high-yield learning routines, ongoing assessment, corrective feedback, researched based instructional strategies and progress monitoring are critical to facilitate student learning and achievement. Classroom walkthroughs give administrators realistic glimpses of what is happening in classrooms and aids constructive conversations focused on increasing student achievement. Data from Spring 2022 Florida State Standards assessments reflect 20% of 3rd-grade students proficient in ELA. Overall proficiency in ELA was 32%. In Math overall proficiency decreased by 6 percentage points from 53% to 47%. These data indicate a need to increase student mastery of foundational Reading and Math skills in kindergarten through eighth grade.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	School administrators will conduct one walkthrough each week per classroom in kindergarten through eighth grade and provide timely feedback to teachers using OneNote. Teachers will also utilize One Note to participate in constructive conversations to improve instructional practice and increase student achievement. Based on 2021-2022 Florida Standards Assessment data, the 2022-2023 the goal of Lillie C. Evans K-8 Center will be to increase the overall proficiency points in English Language Arts from 32% to 37%, in Mathematics from 47% to 52%, in Science from 19% to 24% and in Social Studies from 59% to 64%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal and assistant principal will complete one walkthrough per classroom each week and provide timely feedback in OneNote. Classroom teachers will immediately be able to view walkthrough notes and can respond to notes. Administrators will discuss walkthrough conversations with teachers during one-on-one meetings and during data chats.
Person responsible for monitoring outcome:	Earl Allick (eallick@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Consistent Developmental Feedback will be the evidence-based strategy utilized. It will be implemented via weekly administrative classroom walkthroughs and collaborative feedback using OneNote. This tool will be utilized to support daily classroom instructional routines and the teaching-learning cycle.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The evidenced - based strategy Consistent Developmental Feedback will be implemented as the administrative team will continuously analyze instruction with a clinical eye, to identify strengths and areas for improvement during daily instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The principal and assistant principal will conduct weekly classroom walkthroughs using OneNote as a collaborative tool to communicate providing timely and specific feedback to instructional staff sharing their observations and wonderings with teachers. (08/22/22-10/14/22)

Person Responsible	Earl Allick (eallick@dadeschools.net)

Teachers are encouraged to utilize OneNote to provide a response to administrators' weekly OneNote observations. (08/22/22-10/14/22)

Person Responsible	Earl Allick (eallick@dadeschools.net)

Administrators will discuss OneNote observations weekly to identify areas to support teachers, areas to celebrate student and classrooms accomplishments, and spread best practices throughout the school community. (08/22/22-10/14/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

Administration will meet with teachers quarterly to discuss a variety of topics including, walkthroughs, data chats, and One Note feedback. (08/22/22-10/14/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

School Administration will implement systematic protocol to engage teachers who are not responding to One Note, ongoing observational inputs and wonderings. (10/31/22 - 12/16/22)

Person Responsible	Earl Allick (pr1681@dadeschools.net)

School Administration will modify inputs in the One-Note application to include students' performance data on ongoing assessments. (10/31/22 - 12/16/22)

Person Responsible	Earl Allick (pr1681@dadeschools.net)

#3. Positive Culture and Environment specifically relating to ++++++6Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data from 2021-2022 School Climate Survey, 13% of students reported the perception that their teacher cares about what happens to them in the future. This indicator is critical to address since research has indicated that strong student-teacher relationships can decrease the likelihood of risky behaviors among adolescents while also decreasing the internalization of perceived problems.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Lillie C. Evans K-8 Center will survey 95% of students quarterly in order to assess temperament, attitude towards school, and general emotional well being, in order to address identified areas of student concern. We will utilize student feedback to create incentives for positive behaviors and academic successes. The focus of this strategy is to increase faculty and staff awareness of students' concerns in order to effectively address concerns. The goal of these actions is to increase the percent of students reporting positive feelings towards school, teachers and their learning experience by 10 percentage points during each quarter. The percentage of students expressing confidence in their teachers and teachers' regard for students and their learning should increase. The percentage of students reporting a perception that their teacher does not care about them should decrease.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The curriculum council, school counselor and School Mental Health Specialist will meet to analyze and disaggregate the quarterly student data to identify positive trends and opportunities for improvement. The data will be used to craft and implement strategies to address student concerns.
Person responsible for monitoring outcome:	Valerie Gilchrist (vogilchrist@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy being utilized is Shared Leadership utilized via the use of surveys to gather accurate and specific feedback from students. Surveys have been demonstrated to be a reliable research tool and will be the primary data collection tool.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The rationale for utilizing surveys includes its efficacy as a standard data collection tool among researchers. The ability to gather feedback relating to a variety of topics in a single instrument validates the survey as a valuable research strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Recruit parents to re-establish the school's PTA program and conduct quarterly parent teacher meetings. The rationale for this action step is that more parent involvement and awareness of how school operates should equate to more student engagement. The outcome will be a functioning PTA which will increase parent participation and involvement in school activities that support students' growth and motivation. (08/22/22-10/14/22)

Person Responsible	Earl Allick (eallick@dadeschools.net)

Quarterly Student Achievement Recognition with parents of recipients invited to a short presentation. Student Recognition to include Principal's Honor Roll (All A'S and all S in effort and conduct) and AB Honor Roll. (08/22/22-10/14/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

Daily, quarterly and ongoing Positive Attendance Recognition Program to include a School Dance in the Fall/Winter and Spring/Summer in order to increase school attendance.(08/22/22-10/14/22)

Person Responsible	Eryn Brunt (ebrunt@dadeschools.net)

Quarterly meetings with the Curriculum Committee to plan and secure funding for an End-Of-Year field trip based on student academic performance, i-Ready usage, and attendance.(08/22/22-10/14/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

School Administration will provide Professional Development activity on effective questioning techniques to maximize student engagement. (10/31/22 - 12/16/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

The School Curriculum Council will develop a questionnaire to engage students each 9 week period and gauge their emotional well being. Students Council. (10/31/22 - 12/16/22)

Person Responsible	Valerie Gilchrist (vogilchrist@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on Spring 2022 Stanford-10 Assessment data, 62% of second grade students scored below average in reading. Conversely, 87% of kindergarten students and 60% of first grade students scored on or above average in reading. This data suggests it is necessary to strengthen second grade students' foundation skills in reading. Students who have mastered grade level sight words and vocabulary are likely to read with fluency and comprehension.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on Spring 2022 ELA Florida Standards Assessment data, reading proficiency was 20% for third grade students, 35% for fourth grade students, and 32% for fifth grade students. This data suggests it is necessary to strengthen third through fifth grade students' reading fluency, vocabulary and comprehension skills. As a result, teachers' instructional practice should focus on building students' vocabulary, reading fluency and reading comprehension skills.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on Fall 2022 Florida Assessment of Student Thinking (FAST) PM1 Assessment data, the goal of Lillie C. Evans K-8 Center will be to increase overall proficiency points for second grade students by 5 percentage points on the spring administration of the 2023 PM 3 Florida Assessment of Student Thinking (FAST).

Grades 3-5: Measureable Outcome(s)

Based on Fall 2022 Florida Assessment of Student Thinking (FAST) PM1 Assessment data, the goal of Lillie C. Evans K-8 Center will be to increase overall proficiency points for students in grades 3-5 by 5 percentage points on the spring administration of the 2023 PM 3 Florida Assessment of Student Thinking (FAST).

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. Student grades will be monitored weekly by administrators to assess mastery of grade level standards.
2. Weekly i-Ready Progress Reports will be reviewed by teachers, coaches and administrators.
3. AP1, AP2 and AP3 i-Ready data will be reviewed during data chats with teachers, coaches and administrators.
4. Fall, Winter and Spring FAST assessment results will be reviewed by teachers, coaches and administrators.
5. Quarterly data chats will be implemented to analyze all available date sources and adjust instruction.
6. Students demonstrating deficiencies in reading or math will be provided interventions to build and support mastery of grade level standards.
7. Students who do not demonstrate increases after tier 2 instruction will be referred to the MTSS process for further study and support.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Gilchrist, Valerie, vogilchrist@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

This year, the school's initiative has been focused on standards-based lesson planning in collaborative planning and fluent data analysis of each assessment given. The development of a school-wide lesson plan focusing on the gradual release model has been implemented. Targeted Professional Developments deconstructing and examining the standards according to Lillie C. Evans K-8 school-wide the District Instructional Focus Calendar, based on assessments, are in place for the entire year. Quarterly data chats between administrators, transformational coaches and third grade teachers will be held. Teachers will conduct bi-weekly data chats with students. Direct and specific interventions and differentiation are being used with fidelity to monitor students' response to the intervention.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on research and past data trends of third grade, standards-based instruction was not being completed at the level of rigor the standard and assessment limits called for. Therefore, the school has narrowed down its focus to ensure third grade English Language Arts teachers fully comprehend their standards (the what) and in what ways they are going to teach it (the how). Teachers are able to complete this by having the end in mind. Standards-based assessments from iReady, McGraw-Hill Reading Wonders, as well as Reading Horizon Intervention materials are being used to plan all instruction to ensure teachers have a complete understanding of how the B.E.S.T standards are to be mastered. In addition, detailed data analysis of each assessment given has been proven to be effective in assisting students in understanding why they mastered or need remediation to master a given skill.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Weekly Common Planning meetings between ELA teachers and the reading coach to plan targeted BEST standards-aligned lessons. As a result of these planning sessions, classroom instruction will be more focused, rigorous, differentiated to students' needs and result in greater student learning. (8/22/22-06/02/23)	Gilchrist, Valerie, vogilchrist@dadeschools.net
Daily classroom Instruction will utilize standards-based materials focusing on the gradual release mode with the support of the transformational coach. As a result, students will become more independent learners who are increasingly able to access and master grade level concepts at their independent level. (8/22/22-06/02/23)	Gilchrist, Valerie, vogilchrist@dadeschools.net
On-going instructional support and guidance in best practices provided by the transformational coach. As a result of ongoing support, teachers will master implementation of BEST standards instructional planning and practices at their independent level. 08/22/22-06/02/23)	Gilchrist, Valerie, vogilchrist@dadeschools.net
Weekly administrative review of teachers' lesson plans and classroom instruction. As a result of this action step, all teachers lesson plans will comply with BEST standards and result in increased student learning and mastery of grade level concepts and skills. (08/22/22-06/02/23)	Allick, Earl, eallick@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

A schoolwide incentive program that recognizes students and staff for attendance and achievement quarterly will be implemented. Rewards will include public announcement shout-outs, pizza parties, video game truck access, and other incentives. Teachers will implement behavior management plans that are aligned to the schoolwide behavior expectations and aligned to the Miami-Dade County Student Code of Conduct.

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

The stakeholders are important in building a positive school culture. They include students who are expected and encouraged to exemplify the behaviors listed in the the School-Wide Expectations document.

Teachers who implement progressive classroom management systems that align to the Miami-Dade Public Schools Code of Student Conduct and incentivize positive behaviors. School administration will consistently support student and staff positive behaviors and attendance in a variety of ways. The principal will make daily announcements to recognize students and classrooms achieving gains in attendance, achievement and conduct. The assistant principal will track student and classroom progress and coordinate disbursement of incentives. Parents will collaborate with school staff to create the School-Parent Compact that outlines shared expectations and commitments. Community organizations will partner with the school to support students and families based on individual and general needs..