

Lillie C. Evans K 8 Center



2014-15 School Improvement Plan

Lillie C. Evans K 8 Center

1895 NW 75TH ST, Miami, FL 33147

<http://lcevans.dadeschools.net>

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	33
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	36

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

Lillie C. Evans K-8 Center promotes a safe learning environment by ensuring that hallways are equipped with security cameras, and that school security is alert and patrolling school grounds. Increased scrutiny of these spaces deters bullying, teasing, and harassment. A bully report box located in the main office also encourages anonymous reporting of bullying behaviors and incidents. Teachers and staff also use Miami-Dade's Bully Prevention program, TRUST, and character development programs to create a safe and bully free learning environment both before, during, and after school. The revision of core values during morning announcements and selection of "Student of the Month" who exemplifies these values in their everyday activities also help to promote and foster a culture of high expectation in students' behavior.

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

Lillie C. Evans K-8 Center's school-wide discipline plan centers on a discipline hierarchy where behavioral infractions, consequences and behavioral expectations are clearly outlined as defined by the code of student conduct. Positive reinforcement is included as a means of motivating students to display appropriate behavior that is conducive to the learning environment. School personnel have been trained on the proper protocol to report disciplinary incidents in classrooms and school grounds. The goal of the plan is for students to self-discipline, to take responsibility and to self-manage their behaviors.

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

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

Early Warning Systems

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

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

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

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

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

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

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	10	7	14	6	10	16	11	2	76
Level 1 on statewide assessment	0	0	20	10	12	7	13	8	70

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Lillie C. Evans K-8 Center utilizes data (e.g., absenteeism, retainees, course failure, GPA, credits, discipline) to identify at-risk students as early as possible. Once the at-risk students are identified, intervention and strategies will be implemented to address the concerns. Representatives from the MTSS and Rtl team will meet with departments in the school in order to organize the process. The departments will work in collaboration to problem solve and increase the level of interventions needed. Diagnostic assessment will be administered and evaluated on an ongoing basis. Additional strategies employed by the school consist of credit and course recovery options for all students and a

school-wide positive behavior support program to teach students the readiness skills (e.g., organization, study skills, goal setting, progress monitoring) necessary for academic and social success, as well as intensive reading intervention support.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51566>.

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hillhouse, Isolyn	Principal
Acevedo-Isenberg, Jeannette	Assistant Principal

Duties

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

The school based MTSS/RtI Team consists of the general education teachers, exceptional education teacher, site-based administrators, reading leader, school psychologist, counselor, the speech/

language pathologist and other student service personnel. The MTSS/RtI Team regularly reviews student progress monitoring data, identifies appropriate interventions, and makes recommendations for changes to intervention when needed. The team also reviews school-wide, grade level and classroom data.

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

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

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

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

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

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

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

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

Title I, Part A

Lillie C. Evans K-8 Center provides services to ensure that students requiring additional remediation are assisted through tutorial programs during non-school hours. The district coordinates with Title II

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

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

Title III

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

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

Title VI, Part B - N/A

Title X- Homeless - N/A

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

Lillie C. Evans K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy as well as: Nutrition education, as per state statute, is taught through physical education; the School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

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

Adult Education-N/A

Career and Technical Education-N/A

Job Training

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

Lillie C. Evans K-8 Center increases parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

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

Other

Health Connect in our schools (HCiOS) offers a coordinated level of school based health care which integrates education, medical and / or social and human services on school grounds. Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent / guardian cannot afford the exams or the lenses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Betty Hayes	Education Support Employee
Brenda McQueen- Thompson	Parent
Brianna Lewis	Student
Claudia Carter	Parent
Dave Jean-Baptiste	Teacher
Dorothy Finley	Parent
Henry Weatherspoon	Business/Community
Jerome Dandridge	Teacher
Johanna Candelaria	Business/Community
Josephine Cuevas-McNamara	Teacher
Kathie Roberts	Business/Community
Kiana Bender	Student
Maria Lacamoire	Teacher
Mildred Berry	Business/Community
Mildred Whipple	Parent
Moyne Thompson	Parent
Sherry Magwood	Teacher
Teresa Shroder	Business/Community
Varie Howard	Teacher
Dr. Isolyn Hillhouse	Principal
Nancy Sale	Teacher

Duties

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

Evaluation of last year's school improvement plan

Our Educational Excellence School Advisory Council evaluated the 2013-2014 school improvement plan during the final meeting of the school year in order to determine whether goals were met. Areas needed improvement were identified for the 2014-2015 school year. Throughout the entire 2013-2014 school year, the plan was constantly reviewed and adjusted according to progress monitoring of student performance data.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

Reading - Replenish and replace existing headphones in Computer Lab Headphones for FAIR Testing, Successmaker, and Reading Plus, MyOnReader, iReady - \$500.00.
Provide trophies as academic incentives for promotional exercises - \$500.00.
Allocate funds to improve Media Center equipment/books - \$1000.00.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Hillhouse, Isolyn	Principal
Acevedo-Isenberg, Jeannette	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

- Incorporating implementation of the Florida Standards
- Fidelity in implementing the Reading Series: McGraw Hill - Wonders
- Creating and developing a school based literacy plan of action
- Using research based curriculum and assessments
- Integrating daily Read Alouds in all content area classes
- Analyzing data to revise instruction based on student weaknesses
- Allocating resources to assist and address concerns or challenges
- Provide observation lessons in classrooms
- Form study groups
- In-depth planning aligned to the Florida Standards
- Provide assistance in developing effective writing lesson plans

Public and Collaborative Teaching

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

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

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

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

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

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

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

State Assessments and other accomplishments. The mentors and the mentees meet on a bi-weekly basis

to develop and review lesson plans. The mentor conducts model lessons during the mentee's regularly scheduled classes. In addition, the mentors observe the mentees following the modeling sessions and provides feedback. The mentors and mentees communicate frequently in person, via email, and/or telephone.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

of strengths and weaknesses. Thereafter, this process tailors the individualized instructional plan for each student.

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

Strategy: Weekend Program

Minutes added to school year: 4,560

Saturday school targeting specific benchmarks, addressing reinforcement needs, and offering opportunities for enrichment activities are provided during the months of October 2014 – April 2015. Saturday school also provides teachers with additional time to collaborate and plan enriching lessons for their students.

Strategy Rationale

Saturday School offers an additional day of learning and minimizes academic downtime. Saturday school provides all students with remediation and supplemental academic instruction in core areas.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Acevedo-Isenberg, Jeannette, jacevedo@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

All incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment. The FLKRS assessment includes a subtest of the Early Childhood Observation System (ECHOS). These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten. All Kindergartners will be administered the Florida Assessment for Instruction in Reading Overview (FAIR) three times per year.

FAIR data is used to place students by their probability of reading success and targeted diagnostic assessment. Students in Pre-Kindergarten are screened in the area of phonological awareness, letter recognition and number sense using the Houghton Mifflin Pre/Post Assessment prior to entering and exiting Pre-Kindergarten. Open House is scheduled to take place on September 16, 2014. Parents are invited and encouraged to attend. At this event, parents will be provided with the opportunity to meet their child's teachers and become informed as to how they can collaborate with the teacher to assist their child with this transition. Information regarding becoming a cleared school volunteer will be disseminated, as well.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To increase student attendance, increase appropriate student behavior, decrease inappropriate student behavior, and increase overall student academic performance.
- G3.** To increase participation and number of experiences in STEM- related project based learning activities.
- G4.** See Title I PIP.

Strategic Goals Detail

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

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

G047832

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
FSA - English Language Arts - Proficiency Rate	16.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	70.0
AMO Math - All Students	79.0
FSA - Mathematics - Proficiency Rate	50.0
Math Gains	78.0
Math Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- "Inside" series for middle school intensive reading classes, ELA test specifications and updated LAFs resources, McGraw Hill Wonders k-5, Common grade level planning time, GIZMOS, Reading Plus, MyOnReader, Edgenuity, iReady, Discovery Education, HMH Go Math, NBC Learn, Achieve 3000, Explore Learning Reflex.
-

Targeted Barriers to Achieving the Goal 3

- Inconsistent evidence of in-depth planning aligned to the Florida Standards across all grade levels (k-8).

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 11/20/2014 to 4/30/2015

Evidence of Completion

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

G2. To increase student attendance, increase appropriate student behavior, decrease inappropriate student behavior, and increase overall student academic performance. 1a

G047828

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	19.0
One or More Suspensions	17.0
Non-proficient Reading by Grade 03	23.0

Resources Available to Support the Goal 2

- Saturday School Attendance Rosters, Attendance Rosters, SCAM forms, Attendance certificates for students, Behavioral data.

Targeted Barriers to Achieving the Goal 3

- Inconsistent attendance patterns due to illness, environment, and modes of transportation

Plan to Monitor Progress Toward G2. 8

Attendance reports will be reviewed on a weekly basis to monitor the progress of the school wide campaign.

Person Responsible

Isolyn Hillhouse

Schedule

Weekly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Attendance rosters, attendance certificates for students, and "Keep Our School" posters.

G3. To increase participation and number of experiences in STEM- related project based learning activities.

1a

G048521

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Science lab, GIZMOS, NBC Learn, Discovery Education, Common Threads Program, 4H, and Science leader, <http://stem.dadeschools.net>

Targeted Barriers to Achieving the Goal 3

- Lack of student participation in project based learning in STEM.

Plan to Monitor Progress Toward G3. 8

Consistently monitor the delivery of developed STEM lessons that include rigorous instructional activities.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 11/4/2014 to 5/29/2015

Evidence of Completion

Lesson plans, instructional rounds notes, lab sheets

G4. See Title I PIP. 1a

G048522

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Leadership Team monitor attendance rate at parent workshops by maintaining a spread sheet with data.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 11/5/2014 to 6/3/2015

Evidence of Completion

Sign-in sheets, spreadsheet

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

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

 G047832

G1.B1 Inconsistent evidence of in-depth planning aligned to the Florida Standards across all grade levels (k-8). **2**

 B120050

G1.B1.S1 Effective planning and instructional delivery **4**

 S131882

Strategy Rationale

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

Action Step 1 **5**

Provide professional development to all grade levels on unwrapping the standards, utilizing District Pacing Guides during planning with rigorous instructional activities.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 10/9/2014 to 4/30/2015

Evidence of Completion

Planning sign-in sheet, agenda, weekly lesson plans

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

Conduct instructional walkthroughs to monitor the implementation of the developed lesson plans.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 10/23/2014 to 4/30/2015

Evidence of Completion

Lesson plans, reading response journals, instructional rounds notes

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

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

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 11/13/2014 to 4/30/2015

Evidence of Completion

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

G2. To increase student attendance, increase appropriate student behavior, decrease inappropriate student behavior, and increase overall student academic performance. 1

G047828

G2.B1 Inconsistent attendance patterns due to illness, environment, and modes of transportation 2

B121306

G2.B1.S1 Promote healthy habits. 4

S133264

Strategy Rationale

Maintain a clean environment throughout the school. Teach and emulate healthy choices and strategies that prevent the spreading of germs.

Action Step 1 5

Provide professional development to all staff to foster awareness of bacterial risks and eliminate possible exposure to germs.

Person Responsible

Isolyn Hillhouse

Schedule

Weekly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Sign-in Sheets, Agenda

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

Adhere to "Keep Our School Germ Free" campaign.

Person Responsible

Isolyn Hillhouse

Schedule

Weekly, from 10/16/2014 to 5/29/2015

Evidence of Completion

Posters, school cleanliness inspection logs, clinic visitation logs.

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

Adhere to "Keep Our School Germ Free" campaign.

Person Responsible

Isolyn Hillhouse

Schedule

Weekly, from 10/16/2014 to 5/29/2015

Evidence of Completion

Posters, school cleanliness inspection logs, clinic visitation logs.

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

Full Service Clinic Assistant will remain in close communication with custodial staff, instructional staff, and administrative team to monitor campaign fidelity.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 10/22/2014 to 5/29/2015

Evidence of Completion

School Cleanliness Inspection Logs, Attendance Rosters

G2.B1.S2 Create school wide discipline plan. 4

S138721

Strategy Rationale

Create school wide discipline plan which identifies rewards and consequences for student behavior.

Action Step 1 5

Create a school wide discipline plan.

Person Responsible

Isolyn Hillhouse

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Discipline Documentation Forms, SCAMs, Counselor Behavior Log

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Counselor and Administrative Team will address the teachers at bi-monthly faculty meetings in order to assess the fidelity of implementation of the school wide discipline plan.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Discipline Documentation Forms, SCAMs, Counselor Behavior Logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership Team will review and collect data that will indicate number of Discipline Documentation Forms submitted to counselor and administration.

Person Responsible

Isolyn Hillhouse


Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Discipline Documentation Forms, SCAMs, Counselor behavior logs.

G2.B1.S3 Academic Progress Monitoring for K-2nd Grade Students 4

 S138723

Strategy Rationale

Implement monthly data chats to monitor student progress of all K-2 grade students in order to provide intervention and support for struggling students.

Action Step 1 5

Data chats and grade level planning sessions to address student progress and academic concerns

Person Responsible

Isolyn Hillhouse

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Thinkgate reports, school generated assessments, and District Formative Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Ongoing data chats will be utilized to identify students who may need intervention or additional assistance.

Person Responsible

Isolyn Hillhouse

Schedule

On 6/4/2015

Evidence of Completion

Thinkgate reports, school generated assessments, and District Formative Assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Data from assessments and intervention will reflect whether intervention is still needed or whether the students are making progress.

Person Responsible

Isolyn Hillhouse

Schedule

Biweekly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Thinkgate reports, school generated assessments, and District Formative Assessments

G3. To increase participation and number of experiences in STEM- related project based learning activities. 1

G048521

G3.B1 Lack of student participation in project based learning in STEM. 2

B121066

G3.B1.S1 Establish a plan and timeline for the development of student STEM projects. 4

S133007

Strategy Rationale

Increase opportunities for participation in STEM related projects to expand student involvement.

Action Step 1 5

Science leader will conduct professional development encompassing STEM related projects that can be infused in all content areas.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 10/15/2014 to 4/30/2015

Evidence of Completion

Sign-in sheet, agenda

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

Administrative team, science leader, and math leader will conduct classroom walkthroughs and observations.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 11/4/2014 to 5/29/2015

Evidence of Completion

Lesson plans, instructional round notes

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

Administrative team and science leader will conduct classroom/technology lab walkthroughs and observations to ensure fidelity of implementation.

Person Responsible

Isolyn Hillhouse

Schedule

Monthly, from 11/4/2014 to 4/30/2015

Evidence of Completion

Lesson plans, instructional round notes, lab sheets

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development to all grade levels on unwrapping the standards, utilizing District Pacing Guides during planning with rigorous instructional activities.	Hillhouse, Isolyn	10/9/2014	Planning sign-in sheet, agenda, weekly lesson plans	4/30/2015 monthly
G3.B1.S1.A1	Science leader will conduct professional development encompassing STEM related projects that can be infused in all content areas.	Hillhouse, Isolyn	10/15/2014	Sign-in sheet, agenda	4/30/2015 monthly
G2.B1.S1.A1	Provide professional development to all staff to foster awareness of bacterial risks and eliminate possible exposure to germs.	Hillhouse, Isolyn	10/15/2014	Sign-in Sheets, Agenda	5/29/2015 weekly
G2.B1.S2.A1	Create a school wide discipline plan.	Hillhouse, Isolyn	8/25/2014	Discipline Documentation Forms, SCAMs, Counselor Behavior Log	6/4/2015 daily
G2.B1.S3.A1	Data chats and grade level planning sessions to address student progress and academic concerns	Hillhouse, Isolyn	9/15/2014	Thinkgate reports, school generated assessments, and District Formative Assessments	6/4/2015 biweekly
G1.MA1	Consistently monitor the delivery of developed lessons that are aligned to the Florida Standards and that include rigorous instructional activities.	Hillhouse, Isolyn	11/20/2014	Lesson plans, reading response journals, instructional rounds notes, Interim Assessments, Florida Standards Assessment, End of Course Exams, FCAT 2.0 Science	4/30/2015 monthly
G1.B1.S1.MA1	Conduct coaching cycles on the delivery of developed lessons. Debrief to determine which teachers need additional support and provide them with a full cycle of effective instructional frameworks assistance.	Hillhouse, Isolyn	11/13/2014	Coaching logs, lesson plans, student work, data chats, teacher-made assessments	4/30/2015 monthly
G1.B1.S1.MA1	Conduct instructional walkthroughs to monitor the implementation of the developed lesson plans.	Hillhouse, Isolyn	10/23/2014	Lesson plans, reading response journals, instructional rounds notes	4/30/2015 monthly
G2.MA1	Attendance reports will be reviewed on a weekly basis to monitor the progress of the school wide campaign.	Hillhouse, Isolyn	10/31/2014	Attendance rosters, attendance certificates for students, and "Keep Our School" posters.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Full Service Clinic Assistant will remain in close communication with custodial staff, instructional staff, and administrative team to monitor campaign fidelity.	Hillhouse, Isolyn	10/22/2014	School Cleanliness Inspection Logs, Attendance Rosters	5/29/2015 monthly
G2.B1.S1.MA1	Adhere to "Keep Our School Germ Free" campaign.	Hillhouse, Isolyn	10/16/2014	Posters, school cleanliness inspection logs, clinic visitation logs.	5/29/2015 weekly
G2.B1.S1.MA1	Adhere to "Keep Our School Germ Free" campaign.	Hillhouse, Isolyn	10/16/2014	Posters, school cleanliness inspection logs, clinic visitation logs.	5/29/2015 weekly
G2.B1.S2.MA1	Leadership Team will review and collect data that will indicate number of Discipline Documentation Forms submitted to counselor and administration.	Hillhouse, Isolyn	8/25/2014	Discipline Documentation Forms, SCAMs, Counselor behavior logs.	6/4/2015 monthly
G2.B1.S2.MA1	Counselor and Administrative Team will address the teachers at bi-monthly faculty meetings in order to assess the fidelity of implementation of the school wide discipline plan.	Hillhouse, Isolyn	8/25/2014	Discipline Documentation Forms, SCAMs, Counselor Behavior Logs	6/4/2015 monthly
G2.B1.S3.MA1	Data from assessments and intervention will reflect whether intervention is still needed or whether the students are making progress.	Hillhouse, Isolyn	9/25/2014	Thinkgate reports, school generated assessments, and District Formative Assessments	6/4/2015 biweekly
G2.B1.S3.MA1	Ongoing data chats will be utilized to identify students who may need intervention or additional assistance.	Hillhouse, Isolyn	10/8/2014	Thinkgate reports, school generated assessments, and District Formative Assessments	6/4/2015 one-time
G3.MA1	Consistently monitor the delivery of developed STEM lessons that include rigorous instructional activities.	Hillhouse, Isolyn	11/4/2014	Lesson plans, instructional rounds notes, lab sheets	5/29/2015 monthly
G3.B1.S1.MA1	Administrative team and science leader will conduct classroom/technology lab walkthroughs and observations to ensure fidelity of implementation.	Hillhouse, Isolyn	11/4/2014	Lesson plans, instructional round notes, lab sheets	4/30/2015 monthly
G3.B1.S1.MA1	Administrative team, science leader, and math leader will conduct classroom walkthroughs and observations.	Hillhouse, Isolyn	11/4/2014	Lesson plans, instructional round notes	5/29/2015 monthly
G4.MA1	Leadership Team monitor attendance rate at parent workshops by maintaining a spread sheet with data.	Hillhouse, Isolyn	11/5/2014	Sign-in sheets, spreadsheet	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Inconsistent evidence of in-depth planning aligned to the Florida Standards across all grade levels (k-8).

G1.B1.S1 Effective planning and instructional delivery

PD Opportunity 1

Provide professional development to all grade levels on unwrapping the standards, utilizing District Pacing Guides during planning with rigorous instructional activities.

Facilitator

Annette Garcia-Acosta

Participants

Teachers

Schedule

Monthly, from 10/9/2014 to 4/30/2015

G2. To increase student attendance, increase appropriate student behavior, decrease inappropriate student behavior, and increase overall student academic performance.

G2.B1 Inconsistent attendance patterns due to illness, environment, and modes of transportation

G2.B1.S1 Promote healthy habits.

PD Opportunity 1

Provide professional development to all staff to foster awareness of bacterial risks and eliminate possible exposure to germs.

Facilitator

Brenna Deliford

Participants

All staff

Schedule

Weekly, from 10/15/2014 to 5/29/2015

G2.B1.S2 Create school wide discipline plan.

PD Opportunity 1

Create a school wide discipline plan.

Facilitator

Ms. McNamara

Participants

All instructional staff

Schedule

Daily, from 8/25/2014 to 6/4/2015

G3. To increase participation and number of experiences in STEM- related project based learning activities.

G3.B1 Lack of student participation in project based learning in STEM.

G3.B1.S1 Establish a plan and timeline for the development of student STEM projects.

PD Opportunity 1

Science leader will conduct professional development encompassing STEM related projects that can be infused in all content areas.

Facilitator

Oscar Julien

Participants

Teachers

Schedule

Monthly, from 10/15/2014 to 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	500
Goal 2: To increase student attendance, increase appropriate student behavior, decrease inappropriate student behavior, and increase overall student academic performance.	23,000
Goal 3: To increase participation and number of experiences in STEM- related project based learning activities.	500
Grand Total	24,000

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

Description	Source	Total
B1.S1.A1 - EESAC Funds will be used to replenish and replace existing headphones so that students can use the i-Ready program which improves reading and math achievement.	School Improvement Funds	500
Total Goal 1		500

Goal 2: To increase student attendance, increase appropriate student behavior, decrease inappropriate student behavior, and increase overall student academic performance.

Description	Source	Total
B1.S1.A1 - EESAC Funds will be used to purchase incentives for students with a 100% daily attendance on a monthly basis. This will be infused in our "Keep Our School Germ Free" campaign.	School Improvement Funds	500
B1.S1.A1 - Title I Funds are used to hire a Community Involvement Specialist that can serve as a liaison between the school and the home in order to encourage parent involvement to achieve improved student attendance.	Title I Part A	22,000
B1.S2.A1 - EESAC Funds will be used to purchase incentives and rewards for students displaying appropriate behavior on a monthly basis. This reward system will be established in order to add an incentive to our Student of the Month Program.	School Improvement Funds	500
Total Goal 2		23,000

Goal 3: To increase participation and number of experiences in STEM- related project based learning activities.

Description	Source	Total
B1.S1.A1 - EESAC funds will be used to purchase science lab equipment in order to facilitate hands on Science and Math STEM projects.	School Improvement Funds	500
Total Goal 3		500