

Miami-Dade County Public Schools

Lillie C. Evans K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Lillie C. Evans K 8 Center

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School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Allick, Earl	Principal	Oversee the day-to-day operations, foster a positive and inclusive school culture, and ensure academic achievement for all students. Responsibilities include curriculum development, faculty and staff supervision, budget management, and parent and community engagement. With a commitment to promoting a safe and nurturing learning environment, Collaborate with teachers to implement innovative teaching methods, monitor student progress, and facilitate professional development opportunities.
Gilchrist, Valerie	Assistant Principal	Assisting the principal in various administrative and educational tasks. Responsible for maintaining discipline, overseeing curriculum implementation, evaluating teachers, and supporting students' academic and behavioral needs. In addition, they help create a safe and conducive learning environment and engage with parents and other stakeholders to foster a collaborative educational experience.
Crumpler, Marla	Instructional Coach	Collaborating with teachers to enhance instructional practices, providing guidance and support for professional development, and facilitating data-driven decision-making to improve student outcomes. Instructional coaches often conduct classroom observations, offer constructive feedback, and assist teachers in implementing effective teaching strategies and curricular materials.
	Instructional Coach	Collaborating with teachers to enhance instructional practices, providing guidance and support for professional development, and facilitating data-driven decision-making to improve student outcomes. Instructional coaches often conduct classroom observations, offer constructive feedback, and assist teachers in implementing effective teaching strategies and curricular material

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders will be provided opportunities engage in a variety of forums including open house meetings, inclusion on the Educational Excellence Student Advisory Council, Completion of the p[rent student Compact, the re-implementation of the Parent-Teacher Association.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Ongoing student assessment data will be utilized to ensure that all student needs are addressed including student that fall into critical subgroups such as the lowest 25% ,English Language Learners and students with disabilities. SIP area of focus and action steps will utilize End of Course data to target and support the identified students.

Demographic Data

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: I 2018-19: I 2017-18: I
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	8	15	10	8	5	6	10	8	9	79
One or more suspensions	0	0	0	4	0	2	6	4	9	25
Course failure in English Language Arts (ELA)	0	12	9	17	0	0	19	5	5	67
Course failure in Math	0	0	3	1	1	8	6	6	5	30
Level 1 on statewide ELA assessment	0	0	0	23	3	9	14	9	15	73
Level 1 on statewide Math assessment	0	0	0	13	2	12	4	0	2	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	20	16	23	4	12	28	17	17	149

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	7	22	3	11	18	8	14	89

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	3	9	0	0	3	3	3	23
Students retained two or more times	0	0	0	0	0	0	6	2	3	11

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	14	11	5	9	11	10	15	90
One or more suspensions	0	0	0	0	0	6	12	26	12	56
Course failure in ELA	0	2	2	11	1	4	5	24	13	62
Course failure in Math	0	1	4	4	0	5	16	11	24	65
Level 1 on statewide ELA assessment	0	0	0	18	3	15	22	22	19	99
Level 1 on statewide Math assessment	0	0	0	16	1	18	24	11	23	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	3	30	4	14	16	22	21	112
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	4	20	3	19	24	28	26	127

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	15	10	8	5	6	10	8	9	79
One or more suspensions	0	0	0	4	0	2	6	4	9	25
Course failure in ELA	0	12	9	17	0	0	19	5	5	67
Course failure in Math	0	0	3	1	1	8	6	6	5	30
Level 1 on statewide ELA assessment	0	0	0	23	3	9	14	9	15	73
Level 1 on statewide Math assessment	0	0	0	13	2	12	4	0	2	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	20	16	23	4	12	28	17	17	149
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	7	22	3	11	18	8	14	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	3	9	0	0	3	3	3	23
Students retained two or more times	0	0	0	0	0	0	6	2	3	11

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	32	62	57	36	63	61
ELA Learning Gains	49	62	55	54	61	59
ELA Lowest 25th Percentile	56	55	46	48	57	54
Math Achievement*	47	61	55	53	67	62
Math Learning Gains	64	69	60	55	63	59
Math Lowest 25th Percentile	57	65	56	46	56	52
Science Achievement*	19	54	51	40	56	56
Social Studies Achievement*	59	78	72	53	80	78
Middle School Acceleration	95			88		
Graduation Rate						
College and Career Acceleration						
ELP Progress	69					

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	100

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	50			
AMI				
ASN				
BLK	52			
HSP	47			
MUL				
PAC				
WHT				
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	32	49	56	47	64	57	19	59	95			69
SWD	8	39	50	26	69	56	0					
ELL	22	50		50	61							69
AMI												
ASN												
BLK	32	48	51	45	64	52	22	57	94			
HSP	30	55		54	66		8					67
MUL												
PAC												

2021-22 ACCOUNTABILITY 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	ELP Progress
WHT												
FRL	31	48	58	46	63	56	17	58	100			69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	38	50	43	50	49	25	53	92			73
SWD	6	41	50	26	48	50	0					
ELL	35			47								73
AMI												
ASN												
BLK	24	38	50	42	50	52	23	46	91			
HSP	44	41		52	47							69
MUL												
PAC												
WHT												
FRL	25	36	50	41	49	49	23	52	91			73

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	36	54	48	53	55	46	40	53	88			
SWD	6	38	47	21	41	36						
ELL	57	58		79	46							
AMI												
ASN												
BLK	34	54	43	51	55	50	32	50	90			
HSP	56	55		67	50		80					
MUL												
PAC												
WHT												
FRL	36	53	48	52	55	46	41	53	88			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	56%	-14%	54%	-12%
07	2023 - Spring	50%	50%	0%	47%	3%
08	2023 - Spring	41%	51%	-10%	47%	-6%
04	2023 - Spring	68%	58%	10%	58%	10%
06	2023 - Spring	29%	50%	-21%	47%	-18%
03	2023 - Spring	12%	52%	-40%	50%	-38%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	74%	58%	16%	54%	20%
07	2023 - Spring	86%	48%	38%	48%	38%
03	2023 - Spring	33%	63%	-30%	59%	-26%
04	2023 - Spring	68%	64%	4%	61%	7%
08	2023 - Spring	82%	59%	23%	55%	27%
05	2023 - Spring	29%	58%	-29%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	40%	-16%	44%	-20%
05	2023 - Spring	33%	50%	-17%	51%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	56%	39%	50%	45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	68%	-3%	66%	-1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance for the 2022-2023 school year was 3rd grade reading (12% proficiency).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Third grade proficiency data showed the greatest decline from the previous school year due in part to the prolonged absence of the assigned teacher and a population skewed to Level 1 and Level 2 students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third grade proficiency data 12% showed the greatest divergence from the state average due in part to the prolonged absence of the assigned classroom teacher combined with a class population heavily skewed to level 1 and Level 2 students including 10 retained students.

Which data component showed the most improvement? What new actions did your school take in this area?

The population that showed the most improvement was CIVICS improving from 60% to 74% (clean data) from the 2021-2022 school year to 2022-2023.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. The number of students schoolwide that had more than 10 days absent in the 2022-2023 school year.
2. The number of students that are level 1 ELA schoolwide based on the FAST PM3 for 2022-2023 school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improving the proficiency of Reading and English Language Arts by 38% to 42%.
2. Improve the proficiency of 3rd grade Reading 8 percentage points from 12 % to 20%
3. Improve the 8th grade science proficiency from 25% to 30%.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on Spring 2023 ELA , reading proficiency was 12% for third grade students as compared to 53% for the district and 52% for the State. Contributing factors to this data include instructional openings in the reading program which resulted in students scoring below the district and State in ELA. We will implement the Targeted Element of ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the evidence-based intervention of Differentiated Instruction (DI), student proficiency will increase by 8 percentage points from 12% to 20% by the FAST PM3 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will conduct weekly walkthroughs and sit in collaboratively planning weekly to ensure Differentiated Instruction (DI) is taking place with fidelity.

Person responsible for monitoring outcome:

Earl Allick (eallick@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy of Differentiated Instruction (DI) is a framework for effective teaching that involves providing different students with different avenues to acquire content, process information and make sense of ideas. It includes teachers' developing teaching materials and creating assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing Differentiated Instruction (DI) will result in students learning concepts and skills based on their individual learning styles, strengths and areas of deficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Weekly common planning meetings between ELA teachers and the reading coach to prepare for Differentiated Instruction (DI). As a result, teachers will meet the needs of individual students.

Person Responsible: Earl Allick (pr1681@dadeschools.net)

By When: September 29, 2023

Teachers will work collaboratively with the reading coach to ensure appropriate resources are in place for daily Differentiated Instruction (DI). As a result, Differentiated Instruction will take place with fidelity everyday.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: September 29, 2023

On-going professional development in ELA will occur during collaborative planning and focus on increasing the effectiveness of Differentiated Instruction (DI). As a result, teachers will be able to effectively provide Differentiated Instruction (DI).

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: September 29, 2023

Continue to plan for Differentiated Instruction and conduct biweekly OPMs. As a result, Differentiated Instruction will take place with fidelity every day.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: January 19, 2024

Administrators will conduct product reviews during classroom walkthroughs to ensure Differentiated Instruction is occurring with fidelity. As a result, Differentiated Instruction will take place with fidelity every day.

Person Responsible: Earl Allick (pr1681@dadeschools.net)

By When: January 19, 2024

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 Science State Assessment data, 24% of 8th grade students were proficient in science as compared to district proficiency of 40% and State proficiency of 44%. Based on the data and contributing factors of students scoring below the district and State proficiency, will implement the Targeted Element of Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Flexible Strategic Grouping, the students will increase of 6 percentage points (from 24% to 30%) on the 2023-2024 State Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct regular classroom walkthroughs to ensure that Flexible Strategic Grouping is utilized during instructional delivery to meet the needs of all students.

Person responsible for monitoring outcome:

Earl Allick (eallick@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Flexible/Strategic Grouping is the use data-driven decision-making to create flexible small group instruction for students who need additional support or enrichment in ELA..Use explanation from support document

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Flexible/Strategic Grouping will provide the opportunity for the classroom teacher to address student deficiencies as indicated by data from classroom instruction, district assessments and teacher observation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Teachers will analyze data in collaborative planning to group students according to their identified needs. As a result students will increase their mastery of key concepts and skills necessary to become proficient.

Person Responsible: Earl Allick (eallick@dadeschools.net)

By When: September 29, 2023

Teachers will select appropriate resources to reteach or provide additional support to students based on their identified needs. As a result, students will show progress on classroom assignments, topic assessments and district assessments.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: September 29, 2023

Administrators will conduct weekly classroom walkthroughs to ensure that Flexible/Strategic Grouping is implemented with fidelity. As a result, full implementation will positively impact student learning in Science.

Person Responsible: Earl Allick (pr1681@dadeschools.net)

By When: September 29, 2023

The science teacher will provide corrective feedback to students' interactive journals. As a result, students will be able to adjust their thinking and understanding of Science concepts to increase proficiency in Science.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: January 19, 2024

Bell-ringers will be used as a check for understanding and to target remediation. As a result, targeted remediation will take place and student proficiency in Science will increase.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: January 19, 2024

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to results of the Student Climate Survey conducted in the third quarter of 2023, 70% of 131 participants think that Lillie C. Evans K-8 Center students do not follow school rules. A contributing factor to participant's' perception is a lack of a consistent School-wide Behavior Management Plan. We will implement the Targeted Element of Early Warning Systems.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Celebrate Successes, zero percent of students will indicate that Lillie C. Evans K-8 Center students do not follow school rules by the 2024 Student Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers and administrators will monitor positive behavior by conducting biweekly meetings at the end of each grading period to discuss behavior and to adjust the action steps as needed. Student artifacts such as goal development worksheet and growth mindset activities will be collected throughout the school year.

Person responsible for monitoring outcome:

Valerie Gilchrist (vogilchrist@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will be utilized to improve positive school culture is Celebrating Success. Students will be incentivized to set personal development goals that instill a growth mindset, designed to improve students' social, emotional, and behavioral skills, which in turn contribute to a more positive and supportive school environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing Celebrate Successes students will be motivated to follow that Code of Student Conduct, improve their behavior and strive for success both in the classroom and within the school community.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Student Conduct assemblies will be held within the first two weeks of school to review the Student Code of Conduct. As a result, students will be made aware of the behavior expectations.

Person Responsible: Earl Allick (pr1681@dadeschools.net)

By When: August 31, 2023

A school-wide behavioral contract will be created utilizing student input. The contract will be signed by all students and their parents. As a result, students and parents will work with the school to maintain excellent school behavior.

Person Responsible: Earl Allick (pr1681@dadeschools.net)

By When: September 29, 2023

School-wide incentives will be promoted and distributed as appropriate between September 1, 2023, and October 24, 2023. As a result, student violations of the Code of Student Conduct will be reduced and positive student behavior will increase.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: September 29, 2023

Each homeroom teacher will nominate two students biweekly who exhibit exemplary conduct to be recognized during morning video announcements. As a result, positive school behavior will increase.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: January 19, 2024

Students who demonstrate good citizenship as evidenced by positive behavior indicators such as teacher recommendation, conduct grades and administrative observations will be invited to visit the Game Truck during on-site field trips. As a result, positive school behavior will increase.

Person Responsible: Earl Allick (pr1681@dadeschools.net)

By When: January 19, 2024

#4. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the available data, 11% of SWD's from the 2022-2023 school year were proficient in ELA as compared to 36% of Students with Disabilities who were proficient in Mathematics. A contributing factor is that the 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. We will implement the Targeted Element of Students With Disabilities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With evidence-based intervention of Data-driven Decision-making, student achievement on Reading and Mathematics FAST PM3 assessment for Students With Disabilities, will increase by five percentage points from 13% to 18% for the 2023-2024.

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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students with disabilities have identified learning deficiencies which can be addressed by implementing targeted strategies and monitoring student mastery of prerequisite and grade level concepts and skills. As a result of Data-Driven Decision Making students' learning deficiencies will be addressed so that progress toward proficiency will be increased for students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 2022-2023 AP3 academic data, PM1 FAST assessment data and ongoing progress monitoring. As a result students' individual needs will be met and student achievement will increase.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: (08/17/223-09/29/23)

The special education teacher will plan collaboratively with the subject area teacher to ensure students' IEPs are followed and that lessons include appropriate strategies, modifications and accommodations based on each student's needs. As a result students' individual needs will be met and student achievement will increase.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: (08/17/223-09/29/23)

School administrators will conduct classroom walkthroughs to ensure students with disabilities are being targeted during instruction. As a result students' individual needs will be met and student achievement will increase.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: (08/17/223-09/29/23)

All teachers will have access to students' IEPs to ensure every student is receiving the accommodations and support needed to meet their individual learning needs. As a result students' individual needs will be met and student achievement will increase.

Person Responsible: Eryn Brunt (ebrunt@dadeschools.net)

By When: January 19, 2024

All special education teachers' schedules will be analyzed and adjusted as needed to ensure that all students with disabilities are receiving the support outlined in their IEP's. As a result students' individual needs will be met and student achievement will increase.

Person Responsible: Valerie Gilchrist (vogilchrist@dadeschools.net)

By When: January 19, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Lillie C. Evans K-8 Center is an ATSI school. The school district provides funding to the school based on student demographics and projected student needs. The principal reviews student rosters and all available data with the school counselor and teachers to identify school improvement needs and create the School Improvement Plan. The in-depth data analysis includes students' assessment results, students' identified strengths and areas for improvement and fund each child's identified program (including learning disabilities, English Language Proficiency and Gifted capabilities). Resources are allocated appropriately and equitably to ensure students are enrolled in programs designed to meet their grade level and unique learning needs. Once the School Improvement Plan is established, student progress is monitored and adjustments are made as

needed including adding before and after school tutoring, Saturday and Winter/Spring Break Academies and adding paid interventionists.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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, 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. USE Document

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

Based on FAST PM3 ELA assessment, reading proficiency was 20% for third grade students, 35% for fourth grade students, and 32% for fifth grade students. Contributing factors to this data include instructional openings in grade three grade resulting split resources leading to inconsistent instruction as well as fourth and fifth grade students beginning the year below grade level. We will implement the evidence-based intervention of Standards-Based Collaborative Planning.

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 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 Measurable Outcomes

As a result of the implementation of the evidence-based intervention of Standards-Based Collaborative Planning, student proficiency will increase by 5 percentage points from 17% to 22% by the FAST PM3 2024.

Grades 3-5 Measurable Outcomes

As a result of the implementation of the evidence-based intervention of Standards-Based Collaborative Planning, student proficiency will increase by 5 percentage points from 36% to 41% by the FAST PM3 2024.

Monitoring

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 impact student achievement outcomes.

The administrative team will conduct weekly walkthroughs and sit in collaborative planning weekly to ensure Standards-Based Collaborative Planning takes place with fidelity.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Allick, Earl, pr1681@dadeschools.net

Evidence-based Practices/Programs

Description:

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?

The evidence-based strategy, Standards-Based Collaborative Planning, refers to time that is scheduled during the school day for teachers to work together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Implementing Standards-Based Collaborative Planning will result in more thoughtful, rigorous and effective lesson plans and positively impact student learning. If teachers lesson plans are comprehensive and both standards and data-driven, instruction will be more effective resulting in enhanced student learning.

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 will be scheduled between ELA teachers and the reading coach. As a result of these planning sessions, teachers' lesson plans will be standards-aligned, data-driven and focused on ensuring rigorous instruction which effectively meets the needs of all learners.	Idun-Ogde, Tami, tharrisidun-ogde@dadeschools.net
Daily classroom instruction will utilize standards-based materials focusing on the gradual release mode with the support of the reading 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.	Idun-Ogde, Tami, tharrisidun_ogde@dadeschools.net
On-going professional development in ELA for grades K-5 teachers will occur during collaborative planning and focus on evidence based instructional strategies. As a result teachers will enhance the effectiveness of their instruction so that student achievement increases.	Allick, Earl, pr1681@dadeschools.net
Administrators will conduct weekly classroom walkthroughs to ensure teacher lesson plans are followed with fidelity. As a result, rigorous instruction will be visible in all ELA classrooms.	Allick, Earl, pr1681@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

This SIP will be shared with stakeholders as follows:

1. Parent section of the school website
2. During Annual Title I Parent Meeting
3. Flyer Notification sent home in Backpacks
4. Notices Posted in Main Office
5. Parent Letter will notify parents of the availability of the SIP
6. Face-to-Face Notification during parent meetings

School website address: <https://lceevansk8.net/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Lillie C. Evans K-8 Center will build positive relationships with parents, families and community stakeholders through the following:

1. Ensuring a welcoming environment both in person, on the telephone and in writing;
2. Ensuring regular positive communication through phone calls, emails, the school website and invitations to school activities and events;
3. Offering parent workshops on topics parents deem needed (as communicated through the Title I Parent Survey);
4. Developing Parent-Teacher partnerships beginning with relationship building during Open House;
5. Establishing support teams to identify and address individual student needs and family needs;
6. Celebrating cultural awareness and inclusivity through multicultural events and awareness campaigns;
7. Through personal outreach by the school administrators, School counselor and Community Involvement Specialist.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school's plan to strengthen the academic program, increase instructional time, and provide an enriched and accelerated curriculum is designed to create a robust and engaging educational experience for all students. This comprehensive approach includes several key strategies including data-driven standards-based instruction, differentiated instruction, enriched and accelerated courses based on student abilities, interests and needs, extended learning opportunities (after-school tutoring, Saturday Academy, Winter Break Academy, Spring Break Academy and Summer School), technology integration and formative assessment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This program is developed through coordination with federal funding programs including Title I, Title III, Head Start and Early Head Start, Project UP-START, Migrant and Alternative Outreach.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school Counselor and Mental Health Specialist will meet with all staff and students during orientation and coordinate with administration to coordinate mental health services for all students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Lillie C. Evans K-8 Center utilizes a Multi-Tiered System of Supports (MTSS) to address problem behavior and create an inclusive and supportive learning environment. Teachers, parents and the school counselor work together to identify students at risk of academic or behavioral challenges. The school faculty and staff agree on a universal Behavior Plan for all students (Tier 1). Students who require additional support receive targeted interventions (Tier 2). Students with significant needs receive intensive, individualized support (Tier 3).

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school principal and leadership team survey faculty and staff to identify their professional development needs for the school year. A site-based professional development calendar is then created to provide job-embedded professional development on campus. In addition, staff are encouraged to attend job-specific professional development sessions offered by the district. In addition, the assistant principal acts as the transition coordinator and is a common link between classrooms to ensure students are comfortable as they transition from preschool to kindergarten.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Lillie C. Evans K-8 Center employs several strategies to ensure a smooth and successful transition for preschool students from prekindergarten to kindergarten. The school maintains close communication with parents to help prepare students for the transition to kindergarten. Orientation activities include visits to the kindergarten classroom, tours of the school, lunch in the cafeteria and a day in kindergarten for preschoolers. The prekindergarten and kindergarten teachers collaborate to share student data, learning styles and learning needs. In addition, the school assistant principal acts as the liaison between

classrooms providing the consistency and routine to ensure transitioning students have a smooth and successful experience.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No