FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: LILLIE C. EVANS ELEMENTARY SCHOOL
District Name: Dade
Principal: Reginald H. Johnson
SAC Chair: Nadra Fitts
Superintendent: Alberto M. Carvalho
Date of School Board Approval: Pending School Board Approval

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

1681- LILLIE C. EVANS ELEMENTARY SCHOOL

VISION
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.

MISSION
We promote academic and personal excellence and strive to make a difference in every student's life by providing activities, experiences, and forms of instruction that will ensure development to their fullest potential.

BELIEFS

Excellence
We pursue the highest standards in academic achievement and organizational performance.

Integrity
We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff performance.

Equity
We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship
We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.
SCHOOL PROFILE DEMOGRAPHICS

Lillie Carmichael Evans Elementary School is located in an urban community that has complex social, educational, and economic challenges. The school opened in 1959, and is located on 13 acres at 1895 NW 75th Street, in Miami, Florida. The main building is augmented by three additional buildings, which contain a Full Service Center, a physical education center, and a media center with over 15,000 books of various genres. The media center also houses a modern closed circuit television system, a video production studio, and a computer research laboratory. There are also 11 portable classrooms on the property, which were erected three years ago to house Holmes Elementary School while their old school was demolished and the new school erected. Holmes Elementary moved into the new facility for the opening of the 2007-2008 school year. The 11 portable classrooms were leased to The Liberty City Charter School for their use as classrooms. That school has now closed.

Lillie Carmichael Evans Elementary School has a predominantly Black population. The students in grades pre-kindergarten through six are 92 percent Black and eight percent Hispanic. The percentage of students eligible for free and reduced lunch is 95 percent, resulting in the school qualifying for Title I additional funding, which is used to promote student achievement. Some of the challenges we will face during this school year include: 56 newly enrolled students from other sites who are classified by the FCAT or Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as low performing. There are a total (previous students + new students) of 23 students classified as Level 1, and 33 students classified as Level 2. This challenge is further exacerbated by the decrease in funding, the Title I budget cuts and a reduction in magnet funds limiting the before school tutoring programs which have been so effective in the past few years.

The administration is actively involved in providing strong leadership solutions for the staff and students at Lillie C. Evans Elementary. The philosophy of the entire faculty and staff is that all children can learn and master essential skills. The school has been retrofitted to provide intranet/internet capabilities to all classrooms. Two computer laboratories are used to effectively implement the SuccessMaker program. The implementation of the Citibank FamilyTech Program also provides parents with computers and software which are for use in the homes. All the classrooms are equipped with at least four computers and a printer.

As funds have become available, the administration has taken a proactive role in improving the quality of educational materials for the students' use. The students have been provided with book bags and writing materials. A major landscaping project was completed to upgrade the school's aesthetics. As a result, the appearance of the physical plant has been greatly improved. The school administration continues to update other aspects of the school plant in order to provide teachers, students, and staff with a comfortable, safe and attractive environment.

The faculty and staff consist of one principal, one assistant principal, thirty certified teachers (classroom and special area) one guidance counselor, four full-time Educational Professionals, one "I Choose" secretary, three full-time and one part-time clerical staff members, one Health Technician, one Community Involvement Specialist (CIS), one Microsystems Technician, four full-time and one part-time custodians, one full-time security monitor, one Food Service Manager, and five part-time Food Service Workers. One new teacher has joined the staff. Six teachers have Master's degrees. The school's leadership team includes the Principal, Assistant Principal, "I Choose" Lead Teacher, two Reading Coaches, Guidance Counselor, Physical Education teacher and the Mathematics Facilitator. The Strategic Planning Team is composed of Grade Level and Department Chairpersons. The ethnicity of the faculty and staff is 64 percent Black, 22 percent Hispanic, 11 percent White Non-Hispanic, and three percent Asian/Pacific.

The average teacher-to-student ratio at Lillie C. Evans Elementary is 1:19. The average teacher-to-student ratio per grade level is as follows: pre-kindergarten 1:17; kindergarten 1:21; first grade 1:19; second grade 1:24; third grade 1:16; fourth grade 1:22, fifth grade 1:15; sixth grade 1:18. The faculty is made up of one pre-kindergarten teacher, three kindergarten teachers, three first grade teachers, two second...
up of one pre-kindergarten teacher, three kindergarten teachers, three first grade teachers, two second
grade teachers, four third grade teachers, three fourth grade teachers, three fifth grade teachers, and two
sixth grade teachers. The number of students per grade level is as follows: 17 pre-kindergarten, 65
kindergarten, 59 first graders, 49 second graders, 65 third graders, 67 fourth graders, 45 fifth graders and
36 sixth graders, serving a total of 403 students. The school is in the Miami Northwestern Senior High
Feeder pattern and feeds students into Charles R. Drew and Brownsville Middle Schools and eventually
Miami Northwestern Senior High School.

The school is currently in the process of recruiting a new Art instructor to replace the previous instructor
who relocated to Orlando, Florida. Thus far, efforts have been unsuccessful in obtaining a qualified teacher.
In addition, a new second grade Reading teacher is about to join the staff to fill the vacancy in that area.

Lillie C. Evans Elementary is a school-wide Title I school. This program provides additional funds to help
promote student achievement. In addition to this program, Lillie C. Evans provides individualized instruction
for 24 Special Education Students (SPED) and 5 English Language Learners (ELL).

The school’s "I Choose" program is Literacy Through the Arts. In the program, students in grades
kindergarten through second become young authors, as they are immersed in literacy. All students
participate in Drama and students in grades three through six explore literary arts programs of journalism
and broadcast media. In an effort to invite all students throughout Miami-Dade County to participate in the
literacy and learning program, the school hours were adjusted to allow for more flexibility. School hours
are 9:10 a.m. to 2:40 p.m. for pre-kindergarten students and 9:10 a.m. to 3:40 p.m. for students in
grades kindergarten through sixth. After students complete their sixth grade year, they have the
opportunity to attend Charles R. Drew Middle or Brownsville Middle Schools.

Lillie C. Evans is also a designated "Ready School" (Kellogg Foundation) grant recipient. As a "Ready
School," Lillie C. Evans works to build and sustain a work environment that is collaborative and supports
student achievement. It is hoped that as this program takes root in the community that students will begin
their pre- kindergarten and kindergarten experience with increased academic and social levels of readiness.
This will alleviate a major concern of the administration and staff of the school, and should result in an
increase in learning gains. In addition, the school receives "Reading First" grant funding directly impacting
the primary grade students. The grant funds a reading coach, additional professional development and
supplemental materials. Ms. Sale, a current first grade science teacher (previously a kindergarten teacher),
wrote and received a "Miami Dade Reading Council" grant in the amount of $500.00, to further the
students’ interest in reading by buying additional reading materials. She also received a "Life Lifting Literacy
Disseminator" grant in the amount of $750.00, to present teacher workshops in African-American
Spirituals and their use in the classroom as an educational and historical tool.

The school’s student attendance has increased from 96.5% in the 2006-2007 school year to 96.91% in
the 2007-2008 school year, an increase of .41%. This compares to the state percentage of 95.38%, and
the district’s 94.19% in the 2007-2008 school year. The school’s retention rate was 4% in the 2006-2007
and 2007-2008 school years. This compares with a 2006-2007 retention rate of 6% for the state of
Florida and 5.7% for the Miami-Dade District.

The results of the Organizational Performance Improvement Snapshot (OPIS) will be utilized as a tool to
accomplish the objectives set forth in the 2008-2009 SIP. Although the results were favorable in all of the
seven categories, the school’s strengths are most evident in Leadership (Category 7) and Measurement
Analysis and Knowledge Management (Category 4). The school’s high ranking in Category 7 indicates that
the faculty and staff are satisfied with the administration’s high ethical standards thus reflecting a high level
of satisfaction for all stakeholders. The results in Category 4 indicate that the faculty and staff are adept at
measuring and analyzing the quality of their work, thereby enabling them to determine the most
appropriate course of action in order to reach the school’s goals. A high approval rating for the school’s
Human Resource Focus, Customer Market Focus, Process Management and Business Results was
indicated in the remainder of the categories in the survey. Although high employee satisfaction is evident, a
small percentage of the faculty and staff felt that the school’s leadership should elicit their ideas when
planning for the future. In addition, a small number of employees were uninformed about the school’s
financial performance. Through increased consensus building, faculty and staff will have a larger role in the
decision making process for use of funds and in planning.
After careful review and evaluation of the pertinent data including the School’s Demographic and Academic Profiles, Student Report Cards, Florida Comprehensive Assessment Tests (FCAT) results, and the 2008-2009 SIP, the faculty and staff of Lillie C. Evans Elementary School, in conjunction with the EESAC, have developed school-wide objectives for the 2008-2009 school year.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase to at least 68 percent on the 2009 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through six will increase to at least 65 percent on the 2009 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, fourth grade students will demonstrate their skill proficiency in writing as evidenced by 98 percent of the students meeting high standards on the 2009 administration of the FCAT Writing.

Given instruction using the Sunshine State Standards, at least 50 percent of the students in grade five will achieve a level three or above on the 2009 administration of the FCAT Science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 10 percent increase in the number of parents/family/community members who attend school sponsored activities during the 2008-2009 school year, as compared to the 2007-2008 school year.

Given results of the Florida Department of Education Return on Investment (ROI) Index, the school will increase its effectiveness as demonstrated by improving the school’s ranking on the State of Florida ROI publication by one percentile.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Reginald Johnson, Principal, has been assigned as an administrator for eleven years. He spent six and a half years as an Assistant Principal at Charles R. Hadley Elementary and served as the Temporary Principal of Carrie P. Meek/Westview Elementary for four months. Mr. Johnson was assigned to Lillie C. Evans Elementary in July 2005. Upon his arrival, he implemented a before-school tutorial program and Saturday Academy with great success. During the 2005-2006 school year, students in grades three through six received intensive remedial instruction in reading and mathematics. As a result, students’ achievement on the 2006 FCAT revealed improved performance in reading and mathematics. Sixty percent of the students in grades three through six scored a Level 3 or above in reading as compared to 58 percent in 2005. In mathematics, 62 percent of the students in grades three through six scored a Level 3 or above as compared to 56 percent in 2005. In 2006, 60 percent of the Lowest 25% made learning gains in reading when comparing the 57 percent achieved in 2005. Consequently, Lillie C. Evans Elementary earned 397 points in 2006 as compared to 395 in 2005.

With the success of the tutorial programs, student achievement was enhanced even further during the
With the success of the tutorial programs, student achievement was enhanced even further during the 2006-2007 school year. On the 2007 FCAT, students in grades three through six scoring a Level 3 or above in reading improved to 71 percent. The percentage of students in the Lowest 25% making learning gains in reading improved to 65 percent. In mathematics, students’ performance improved to 79 percent. The improved performance resulted in the school earning 567 points and a letter grade of “A” as designated by the Florida Department of Education.

Additionally, writing achievement for fourth grade students has improved from 85 percent in 2006 and 92 percent in 2007 to 98 percent in 2008. For the past two years, the percentage of fifth grade students meeting high standards in science has increased from 32 percent in 2007 to 38 percent in 2008.

Noteworthy, the development and implementation of the Attendance Incentive Plan that recognizes students and staff daily has resulted in annual increases in student attendance at Lillie C. Evans Elementary. Student daily attendance has improved for three consecutive school years. Attendance percentages for school years 2005-2006, 2006-2007, and 2007-2008 are 95.8, 96.5, and 96.9 respectively. Student attendance was 94.8 percent during the 2004-2005 school year.

Mr. Johnson will continue to secure and mobilize available resources to improve student achievement and attendance.

Ms. Rosa Iglesias, Assistant Principal

Rosa Iglesias, Assistant Principal at Lillie C. Evans Elementary, has been employed with Miami-Dade County School Board for eleven years with the completion of her second year as Assistant Principal at Hubert O. Sibley. Prior to becoming an Assistant Principal, Ms. Iglesias worked as a Guidance Counselor at William Jennings Bryan Elementary for nine years. During that time she chaired numerous committees including the Hispanic Heritage Committee, Green Ribbon, Red Ribbon, White Ribbon, Career Day, and the Student United Way Committee where she always managed to reach and surpass the school goal. As a guidance counselor, she worked closely with students, families and the community as the Dade Partner Liaison.

As an Assistant Principal Mrs. Iglesias assists the principal in the collection and analysis of data to track and monitor the progress of Level I students as well as students in all subgroups. Mrs. Iglesias recently completed the Ready Schools training and will incorporate the Professional Learning Community in many aspects of school improvement. Her direct involvement with school improvement is to organize and oversee the full range of in-school, before school and Saturday Tutorial programs. Finally, Ms. Iglesias assists the principal in structuring and organizing effective professional development utilizing both in-house resources teachers as well as quests from the appropriate district offices.

Mrs. Iglesias demonstrated her leadership ability at Hubert O. Sibley Elementary by assisting in the increase of percentage points in reading from the 2007 FCAT Reading Assessment from 49 percent to 57 percent on the 2008 FCAT Reading Assessment.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Lillie C. Evans Elementary School continues to provide professional development for all teachers and staff members. The various activities include advancing the staffs’ understanding of effective scientifically evidenced-based instructional strategies. The in-house professional development is designed to directly increase teaching effectiveness and student achievement. Professional development is data driven, based on prior SAT-10 and FCAT results, and current assessments, resulting in students receiving remediation in targeted strategies and benchmarks. Teachers and staff members are encouraged to attend District and Regional workshops in order to hone their skills and improve their teaching effectiveness.

As a “Ready School,” the entire staff participates in a professional collaborative learning environment, insuring that the lines of communication both vertically and horizontally are effectively maintained. Common planning time is allocated to allow effective planning across the curriculum.

The leadership team actively recruits high-quality teachers through the district’s Applicant Tracking System http://www.flbsi.org/0809_sip_templ...
The leadership team actively recruits high-quality teachers through the district’s Applicant Tracking System (ATS). Once identified and contacted, applicants are interviewed by a committee of staff members to ascertain strengths that match those of the school. New staff members are mentored by veteran teachers to assist them in successful practices. New members are encouraged to visit and observe best practices in their colleagues’ classrooms. These efforts have resulted in more teachers remaining at the school for a longer duration.

Lillie C. Evans Elementary School combines federal, state, district, regional, and local services, resulting in the maximum efficient use of all monies and services obtained.

The Area Health Educational Center (AHEC), a non-profit local organization, who’s mission is to provide quality comprehensive health care and education to the Miami Dade County community, teaches the students health and nutritional awareness. In addition, the school has a full service health center staffed with a part-time nurse, full-time speech pathologist, full-time social worker, and once-a-month dental services, funded through a Florida state funded grant. This facility is overseen by a full-time health coordinator.

Through the schools’ guidance counselor and cafeteria manager, healthy and nutritional eating habits are taught and encouraged.

Through the federally funded Title I program, additional funds are received and utilized to provide additional teachers to reduce the teacher to student ratio, increasing student achievement. In addition, the federal funds are used to purchase additional learning materials including books and manipulatives, enhancing the learning environment.

The staff of Lillie C. Evans voted to be a member of the "Ready Schools" (Kellogg Foundation Grant) movement. The "Ready Schools" initiative is a broad-based collaboratively designed program to increase communication amongst all stakeholders, including the administration, staff, parents, and students. This is a local based chapter of a larger sponsored program. The basis of the program is to increase early childhood success in school, resulting in later academic achievement. The program stresses developmentally appropriate practices to increase teaching effectiveness. This initiative stresses professional development to constantly improve teachers’ skills.

The school also implements the “I Choose” Literacy Through The Arts Program, a district funded initiative, encouraging students from other areas to attend the facility to participate in journalism, drama, broadcasting, and writing based curriculum.

Lillie C. Evans also participates in the Reading First Grant. The grant is designed to provide materials, personnel, and professional development to support the primary grades’ reading program.
Lillie C. Evans Elementary School implements Florida’s Continuous Improvement Model, an eight step plan based on the idea that teacher and student success must be a continuous effort, for enrichment and remediation based on data-driven decisions. The components include: test score disaggregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring.

Step 1
Test score disaggregation—Using the results of the 2008 FCAT Assessments, periodic data chats are conducted to debrief the staff on students’ progress. The data will be closely monitored by teachers, the leadership team, and the administration.

Step 2
Time line development—Develop a monthly Focus Calendar for Reading, Mathematics, and Science. Use the Scope and Sequence to ensure alignment with the Sunshine State Standards (SSS) benchmarks. The leadership team is responsible to ensure instructional timelines are modified and focus calendars are made visible in all core classrooms.

Step 3
Instructional focus—Teachers are provided with an instructional timeline, assessment dates, and resources needed to reinforce all learning objectives. Teachers collaborate during weekly grade level meetings on lesson plans and instructional delivery ideas.

Step 4
Assessment—Instructional lessons and assessments are developed based on identified areas of weakness and delivered by highly qualified teachers in core academic classes. Consistently evaluate students’ learning progress using a variety of assessment methods.

Step 5
Tutorials—Implement small group pullouts, Saturday Academy, and before school tutorial programs. Level 1 and Level 2 students will be identified and instructions and activities are differentiated based on students needs.

Step 6
Enrichment—Enrichment activities will be provided for students who have demonstrated mastery of benchmarks. Teachers will utilize higher-level thinking activities to maximize student potential. Challenge students are identified for the Gifted Program and are receiving daily enrichment instructions in mathematics and science.

Step 7
Maintenance—Ensure the use of scientifically evidenced based programs, practices, and arrangements in every classroom. Maintenance activities will be instructed daily as a review of previously taught skills. Formal and informal assessments are going to effectively identify areas that may need to be revisited. Data assessment binders have been developed to identify students’ strengths and weaknesses to determine the instructional focus for individual students.

Step 8
Monitoring—Continuous monitoring by the administrative team to make sure the delivery of quality instruction is occurring. Assessment data are reviewed with teachers during grade level meetings and data chats are utilized as an effective process to monitor student performance.

NCLB Public School Choice

Note: Required for Title I

No Attached Public School Choice Notice to Parents file
No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

As a member of the “Ready Schools” Program Network, Lillie C. Evans works in cooperation with the Carrie Meek Head Start Center to set goals and objectives to assist their students in their language arts and social skills. This mutual cooperation should result in the increased reading readiness of the students entering the Lillie C. Evans pre-kindergarten and kindergarten classrooms. In addition, the young students...
entering the Lillie C. Evans pre-kindergarten and kindergarten classrooms. In addition, the young students in the Carrie Meek Center visit the Lillie C. Evans campus twice a year to ease their transition into the new environment. This alleviates some of their anxiety on their first day.

Annual pre-kindergarten orientations allow both parents and students to familiarize themselves with the school, its programs and activities. The orientation also gives the pre-kindergarten and kindergarten teachers an opportunity to talk to parents about the readiness skills students will be expected to have. In addition, activities and strategies that can be used over the summer at home are discussed, to insure that their child will be a successful student. Parents are also advised about the skills their children will be taught in the coming school year.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all beginning kindergarten students to determine their readiness level. It also provides the teachers with an opportunity to closely monitor the students’ learning styles and behavioral patterns. Teacher designed tests and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are used throughout the school year to monitor progress and adjust instruction.

Students entering the pre-kindergarten program are administered the Building Early Language and Literacy screening (BELL) to determine their recognition of numbers, letters, rhyming, and beginning sounds. The Houghton-Mifflin reading series is used to monthly assess the students on their progress and adjust instruction accordingly.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Lillie C. Evans Elementary School encourages all new staff members to take advantage of District and Regional Center sponsored workshops. In addition, as part of the regularly scheduled faculty meetings and "Ready School” meetings, professional development occurs on a continuous basis. New teachers are assigned an in-house mentor to assist them in their adjustment to the students and school. Mr. Rolando Hallmon, a new third grade science teacher, has been assigned to Mr. Jackson Nicolas. Mr. Nicolas is an experienced third grade language arts teacher who will serve as a mentor for Mr. Hallmon. They meet on a daily basis for the first month, then at least twice a week for a full year, unless additional support is needed. In addition, Mr. Nicolas mentors any other new teachers joining the staff. The administration, reading coaches, department heads, grade level chairs, and teachers present best practices in all areas of the curriculum. As part of our continuous knowledge building, teachers are encouraged to present and share any interesting items to the staff. As teachers become aware of new strategies through experimentation and workshops, they impart this information to the rest of the staff at regularly scheduled faculty meetings and at in-house workshops on teacher planning days. Teachers are also encouraged to visit other classrooms during their planning time to observe best practices. An atmosphere of cooperative teaching is fostered by the administration. The Reading Coaches provide continual modeling, coaching, and coaching conferences supporting reading best practices. The Writing coordinator provides daily fourth grade modeling, coaching, and coaching conferences offering strong support of the writing curriculum.

New teachers are informally assigned a veteran teacher as a mentor to assist with their orientation and teaching skills. The open door policy of the school insures that all staff members can obtain support in a non-threatening environment. Mentorina teachers and the reading coaches provide modeling and coaching...
non-threatening environment. Mentoring teachers and the reading coaches provide modeling and coaching of best practices.

### Show Attached Teacher Mentoring List

#### Extended Learning Opportunities

**Note: Required for Title I**

As funds become available, before school tutoring will be reinstated to service students in the lowest quartile, in grades three, four, five, and six. If possible, a Saturday Academy will also be reinstated to service these same students. The administration is planning to reinstitute the very successful Chess Club, which encourages higher order thinking skills. Students in kindergarten through grade six participate in the Chess Club.

The computer-based SuccessMaker tutorial program is offered to third grade students before school on Mondays through Fridays. The reading and mathematics courseware for the SuccessMaker program is selected based on each student’s performance level. The sub-group of “Economically Disadvantaged” will be specifically targeted to attend before school tutoring and Saturday Academy to address their needs, since the school did not meet “Adequately Yearly Progress” in the area of reading.

The Strategies to Achieve Reading Success (STARS), the Comprehensive Assessments Reading Strategies (CARS), the Strategies to Achieve Math Success (STAMS), and the Comprehensive Assessments of Math Strategies (CAMS) will be utilized for the before school morning tutorial program and the Saturday Academy. These publications provide weekly assessments targeting each benchmark.

The school’s Art and Science Clubs afford the students additional opportunities to reinforce their skills while broadening their artistic and scientific horizons.

### SCHOOLS GRADED C OR BELOW

#### Professional Development

N/A

#### Disaggregated Data

N/A

#### Informal and Formal Assessments

N/A
Alternative Instructional Delivery Methods

N/A

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

*Note: Required for Title I
*Scroll down for school data

**Needs Assessment:** Results of the 2008 FCAT Reading Test indicate that 39 percent of the third grade students, 61 percent of the fourth grade students, 63 percent of the fifth grade students, and 58 percent of the sixth grade students scored at or above Level 3. In addition, 65 percent of the students achieved proficiency as per the No Child Left Behind (NCLB) Adequately Yearly Progress Report. Students in third grade obtaining a score of 3 or above decreased from 57 percent in 2007, to 39 percent in 2008, a decrease of 18 percent. Students in fourth grade obtaining a...
score of 3 or above decreased from 70 percent in 2007, to 61 percent in 2008, a decrease of 9 percent. Students in fifth grade obtaining a score of 3 or above decreased from 70 percent in 2007, to 63 percent in 2008, a decrease of 7 percent. Students in sixth grade obtaining a score of 3 or above decreased from 59 percent in 2007, to 58 percent in 2008, a decrease of 1 percent. Overall reading performance for the 2007-2008 school year indicates that 59 percent of the students met high standards as compared to 71 percent during the 2006-2007 school year.

Students in grades three through six attained an average score of 59 percent in Words/Phrases, 61 percent in Main Idea/Author's Purpose, 58 percent in Comparisons, and 58 percent in Reference/Research. These results indicate the need for improvement in all the cluster areas to enhance students’ skills.

Adequate Yearly Progress for the sub-group “Economically Disadvantaged” in the area of reading was not met. Forty-five percent of the lowest 25 percent made learning gains in reading. The school did achieve 97 percent of the criteria for Adequate Yearly Progress.

**Objective:**

Given instruction using the Sunshine State Standards, students in grades three through six will increase their reading performance as evidenced by 65 percent of the students scoring FCAT Achievement Level 3 or higher on the 2009 Florida Comprehensive Assessment Test administration.

Given instruction using the Sunshine State Standards, students in the sub-group, Economically Disadvantaged, will increase their reading performance as evidenced by 65 percent of students scoring FCAT achievement level 3 or higher on the 2009 Florida Comprehensive Assessment Test.

**Strategies:**

1. Implement the Florida Continuous Improvement Model (FCIM) to monitor student achievement and instructional programs on an on-going basis.

2. Provide before school tutorial instruction to improve the reading skills of the lowest performing students, specifically targeting the “Economically Disadvantaged” subgroup.

3. Provide Saturday Academy tutorial instruction to improve the reading skills of the lowest performing students, specifically targeting the “Economically Disadvantaged” subgroup.

4. Utilize the “I Choose” Program emphasizing the Literacy Through the Arts curriculum in order to monitor the progress of students, as well as expose them to a variety of genres related to literacy and reading.

5. Utilize the Houghton-Mifflin reading series to provide reading instruction and reading materials.

6. Utilize the Differentiated Small Group Instruction portion of the Comprehensive Reading Program to reinforce the skills taught in whole group instruction, especially for the less proficient and “Economically Disadvantaged” students.

**Evaluation:**

Summative Evaluation – 2009 FCAT Reading Test
Formative Evaluations – monthly school-site assessments and the Voyager Passport assessments
Tutorial Program students will be formatively evaluated on a monthly basis using school-site assessments.

**Evidence-based Program(s):**

- Houghton-Mifflin Reading series
- Voyager Passport
- SuccessMaker Technology Program

**Professional Development:**

- Comprehensive Research Reading-Based Program
- Differentiated Instruction
- Houghton-Mifflin K-6
Other school-site professional development based on needs identified through the disaggregation of monthly data. Effective implementation of differentiated instruction in the classroom to assist English Language Learners (ELL) and Special Education (SPED) students.

- August – Differentiated Small Group Instruction
- August – Best Practices using the Houghton - Mifflin Reading Series
- September – Activities for Differentiated Small Group Instructions
- September – Workshop on Data Analysis
- October – Opening Routine
- October – Teacher Directed Segment of the Comprehensive Reading Program
- November – Best Practices for the Lowest 25 Percent Performing Students
- December – Crunch Time Review and Practices
- January – Crunch Time Review and Data Analysis
- February – Crunch Time Review and FCAT Test Preparation
- March – Best Practices for SAT Preparation Grades 1 and 2
- March – Working March to March Instructional Calendar
- April – Primary Grade Writing Best Practices
- May – Horizontal and Vertical Planning Articulation

Weekly scheduled grade level meetings will be conducted by the Reading Coaches to provide guidance in adherence to the Comprehensive Reading Plan and differentiated instruction. In addition, the Reading Coaches will provide daily coaching and modeling of best practices and strategies as evidenced by their coaches’ logs submitted on every other Friday. Once-a-month presentations at scheduled faculty meetings will be conducted to review best practices using the Houghton-Mifflin Reading series. Bi-monthly scheduled data review meetings of school created assessments will be conducted to review students’ improvement, to determine the success of the professional developments.

### Budget:

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**Final Total: $88,500.00**

*Non-Highly Qualified Instructors:*

End of Reading Goal

http://www.flbsi.org/0809_sip_templ...
Goal: Mathematics

*Note: Required for Title I
Scroll down for school data

**Needs Assessment:** Results of the 2008 FCAT Mathematics Test indicate that 72 percent of the third grade students, 62 percent of the fourth grade students, 51 percent of the fifth grade students, and 63 percent of the sixth grade students scored at or above Level 3. In addition, 65 percent of the students made learning gains as indicated by the No Child Left Behind (NCLB) Adequate Yearly Progress report. The assessment revealed that students in third grade obtaining a score of three or above decreased from 85 percent in 2007, to 72 percent in 2008, a decrease of 13 percent. Students in fourth grade obtaining a score of 3 or above decreased from 93 percent in 2007, to 62 percent in 2008, a decrease of 31 percent. Students in fifth grade obtaining a score of 3 or above decreased from 62 percent in 2007, to 51 percent in 2008, a decrease of 11 percent. Students in sixth grade obtaining a score of 3 or above increased from 52 percent in 2007 to 63 percent in 2008, an increase of 11 percent. All subgroups made Adequately Yearly Progress. Sixty-eight percent of the students scored at or above grade level, a decrease of 5 percent from the 2006-2007 school year. This indicates a need to increase student performance in mathematics.

Students in grades three through six received an average score of 56 percent in Number Sense, 54 percent in Measurement, 65 percent in Geometry, 56 percent in Algebraic Thinking, and 66 percent in Data analysis. These results indicate a need for improvement in all the cluster areas to enhance students’ skills.

Sixty-three percent of the lowest 25 percent made learning gains in mathematics meeting Adequate Yearly Progress.

**Objective:** Given instruction using the Sunshine State Standards, students in grades three through six will increase their mathematical performance as evidenced by 68 percent of the students achieving Level 3 or higher on the 2009 Florida Comprehensive Achievement Test administration.

**Strategies:**
1. Deliver a sound and effective instructional mathematics program for students in kindergarten through grade six, using the Harcourt-Brace Mathematics Program following the district’s pacing plan in order to ensure that the students are being instructed in all of the Standards.
2. Implement the Florida Continuous Improvement Model (FCIM) to monitor student achievement and instructional programs on an on-going basis.
3. Utilize the before school tutorial program to improve the mathematics skills of the less proficient students at Levels 1 and 2.
4. Utilize the SuccessMaker technology program with students in Grades 3 through six to enhance performance in the Sunshine State Standards.
5. Provide before school and Saturday Academy tutorial instruction to improve the mathematical skills of the lowest performing students.
6. Provide individualized student data chats to inform students of their progress.

**Evaluation:**
- Summative Evaluation – 2009 FCAT Mathematics Test
- Formative Evaluation – monthly school site assessments
- Tutorial program students will be formatively evaluated on a monthly basis using school site assessments.

**Evidence-based Program(s):**
- Harcourt-Brace Mathematics Series
- SuccessMaker Technology Program

**Professional Development:**
- Item Specifications for Mathematics
- Effective Strategies for Teaching Algebraic Thinking
- Principles and Standards for School Mathematics
- Other school-site professional development based on needs identified through the disaggregation of monthly data.
- Effective implementation of differentiated instruction in the classroom to assist English Language Learners (ELL) and Special Education (SPED) students.

http://www.flbsi.org/0809_sip_templ...
Weekly scheduled grade level meetings will be conducted by the Mathematics Facilitator to provide guidance in adherence to the Sunshine State Standards. In addition, the Mathematics Facilitator will provide weekly coaching and modeling of best practices and strategies as evidenced by his log. Once-a-month presentations at scheduled faculty meetings will be conducted to review best practices using the Harcourt-Brace series. Bi-monthly scheduled data review meetings of school created assessments will be conducted to review students’ improvement, to determine the success of the professional developments.

## Budget:

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<th>Evidence-based Program(s)/Material(s)</th>
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*Non-Highly Qualified Instructors:

Goal: Writing

*Note: Required for Title I

http://www.flbsi.org/0809_sip_templ...
Needs Assessment: Results of the 2008 FCAT Writing assessment indicate that 48 students were tested and achieved a combined mean score of 4.1. Of the 48 students tested 24 were tested using a narrative prompt and 24 were tested using an expository prompt. Only one student or 2 percent of the students tested, scored below a 3.5. Ninety-eight percent of the students tested scored a 3.5 or above, as compared to 92% on the 2007 FCAT Writes assessment, an increase of 6%.

Objective: Given instruction using the Sunshine State Standards, fourth grade students will demonstrate their skill proficiency in writing as evidenced by 98 percent or more of the students meeting high standards on the 2009 administration of the FCAT Writing.

Strategies:
1. Administer a school-wide writing pre, mid, and post test. Use the FCAT Writing rubric to evaluate the writing process and monitor student achievement in writing.
2. Administer a daily thirty minute writing tutorial conducted by the Writing Coordinator to engage the fourth grade students in the writing process, providing immediate feedback and suggestions.
3. Plan, implement, and monitor a writing program in which teachers of all grade levels include daily instruction and weekly practice opportunities across the curriculum.
4. Conduct monthly data debriefing sessions to identify and target areas in need of improvement.
5. Provide opportunities across the curriculum.
6. Utilize released prompts to conduct practice FCAT Writes assessments.

Evaluation: Summative Evaluation – 2009 FCAT Writing Test
Formative Evaluation – Pre-writing, monthly writing, and post writing assessments. Longitudinal analysis of data will be completed on a monthly basis to ensure progress is being made.

Evidence-based Program(s):
Houghton-Mifflin Reading Series Writing Component.

Professional Development:
Extensive modeling by the Writing Coordinator in the Writing Process. District and regional workshops in the writing process and Florida Writes.

- August – Best Practices using the Florida Writes Rubric Series
- September – Activities for Best Writing Practices using FCAT Writes holistic scoring methods
- October – Primary Writing Instruction Workshop
- November – Best Practices for the Lowest 25 Percent Performing Students
- December – Crunch Time Review and Practices
- January – Crunch Time Review and Data Analysis
- February – Crunch Time Review and FCAT Writes Test Preparation
- March – Working March to March Instructional Calendar
- April – Primary Grades Workshop to prepare students for the upcoming school year
- May – Horizontal and Vertical Planning Articulation

Weekly scheduled grade level meetings will be conducted by the Writing Coordinator to provide guidance in adherence to the Sunshine State Standards and the FCAT Writes standards. In addition, the Writing Coordinator will provide daily coaching and modeling of best practices and strategies as evidenced by his log. Once-a-month presentations at scheduled faculty meetings will be conducted to review best practices. Bi-monthly scheduled data review meetings of school created assessments will be conducted to review students’ improvement, to determine the success of the professional developments.

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<th>Available Amount</th>
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Final Total: **$78,000.00**

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**Goal: Science**

*Note: Required for Title I*

*Scroll down for school data*

**Needs Assessment:** Results on the 2008 FCAT Science test indicate that 38 percent of the students tested, scored at a Level 3 or above, an increase of 8 percent over the 2007 FCAT Science test results. Students received an average score of 58 percent in the Physical and Chemical Sciences Cluster, 50 percent in the Earth and Space Sciences Cluster, 62 percent in the Life and Environmental Sciences Cluster, and 50 percent in the Scientific Thinking Cluster.

**Objective:** Given instruction using the Sunshine State Standards, at least 50 percent of the students in grade five will achieve a Level 3 or above on the 2009 administration of the FCAT Science Test.

**Strategies:**

1. Utilize the K-12 District Science Plan and continue to implement an effective science program that uses strategies to develop students’ understanding of scientific concepts through science activities and project-based learning, such as cooperative groups, hands-on activities, and inquiry and critical thinking.
2. Utilize the Continuous Improvement Model, disaggregate and analyze data from the 2008 FCAT Science test and monthly science assessments, to identify strengths and weaknesses, develop the instructional focus and redirect instruction as needed.
3. Utilize science centers, science equipment, multilevel FOSS kits, Scott-Foresman hands-on science kits and demonstrations, for the purpose of developing science process skills.
4. Implement a before school science club, “Science Wizards,” for selected students in grades five who scored a level 3 or above in mathematics on the 2008 FCAT Assessment, in order to provide science enrichment activities and information about science skills used in various careers, and to promote a knowledge of science process skills.
5. Prepare students to participate in the Annual District Wide Science Fair utilizing...
the scientific process of investigation.

6. Utilize the scientific method of investigation across the curriculum.

**Evaluation:**
- Summative Evaluation – 2009 FCAT Science Test
- Formative Evaluation – School-site monthly assessments
- School developed interim assessments

**Evidence-based Program(s):**
- Scott-Foresman Science Series

**Professional Development:**
- Item Specifications for Science
- Understanding the Scientific Process (Strand H)
- Effective implementation of Inquiry-Based Science Laboratories in the classroom
- Effective implementation of differentiated instruction in the classroom to assist English Language Learners (ELL) and Special Education (SPED) students

- August – Differentiated Small Group Instruction
- August – Best Practices using the Scott-Foresman Science Series
- September – Activities for Differentiated Small Group Instructions
- September – Workshop on Science Strands
- October – Scientific Method of Investigation Workshop
- November – Best Practices for the Lowest 25 Percent Performing Students
- December – Crunch Time Review and Practices
- January – Crunch Time Review and Data Analysis
- February – Crunch Time Review and FCAT Test Preparation
- March – Best Practices for Higher Order Thinking Skills Science
- April – Primary Grade Hands-On Activities using FOSS Kits
- May – Horizontal and Vertical Planning Articulation

Weekly scheduled grade level meetings will be conducted by the Science Facilitator to provide guidance in adherence to the Sunshine State Standards and the Science Strands. In addition, the Science Facilitator will provide weekly coaching and modeling of best practices and strategies as evidenced by her log. Once-a-month presentations at scheduled faculty meetings will be conducted to review best practices. Bi-monthly scheduled data review meetings of school created assessments will be conducted to review students’ improvement, to determine the success of the professional developments.

**Budget:**

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<th>Evidence-based Program(s)/Material(s)</th>
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**Final Total:** $3,000.00
Goal: Parental Involvement

*Note: Required for Title I

**Needs Assessment:**
An analysis of parental involvement trends at Lillie C. Evans Elementary School indicates that attendance at school-wide events such as Open House/Resource Fair, Science Fair, Parent Teacher Association (PTA) meetings, EESAC meetings, Second Cup of Coffee, and Honor Roll Assemblies increased over the 2006-2007 school year. A total of 865 parents attended events during the 2007-2008 school year as compared to 695 during the 2006-2007 school year. In an effort to continue the trend to increase parental involvement, the following needs have been identified: (a) the need for the Community Involvement Specialist to recommend and coordinate school sponsored activities; (b) the need for additional school sponsored events that provide parents with opportunities to interact with faculty and staff; (c) the need for additional student recognition and performance activities to promote positive parental involvement; and (d) the need for at least 75 percent of the parents to return a signed Parent Compact indicating their understanding of what is expected of them as Lillie C. Evans Elementary School parents and stakeholders.

**Objective:**
Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 10 percent increase in the number of parents/family/community members who attend school sponsored activities during the 2008-2009 school year as compared to the 2007-2008 school year.

**Strategies:**
1. Provide health, safety, and other related information through the annual Health Fair and monthly parent newsletter in order to make parents aware that health and safety affect student achievement.
2. Utilize the Community Involvement Specialist to call or visit as many parents as possible who do not submit the Parent Compact, to explain the importance of the compact and obtain a signed copy.
3. Help parents become more aware of educational opportunities by informing them of events and classes through the district’s Parent Academy and by encouraging the use of the internet services in the Computer Skills Laboratory.
4. Plan and deliver workshops which empower parents with the knowledge to improve their parenting skills, their understanding of child related health issues, their own personal educational growth, and the use of technology.
5. Notify parents of upcoming meetings and events utilizing a monthly calendar and newsletter and special flyers.
6. Utilize the “Connect-Ed” phone messaging system to alert parents about events being conducted at the school.

**Evaluation:**
Attendance logs for all events and home visit logs will be reviewed quarterly and at the end of the 2008-2009 school year.

The number of signed Parent Compacts will be carefully monitored to ensure the follow-up of unreturned compacts.

**Evidence-based Program(s):**
National Network of Partnering Schools (NNPS)
National Parent Teacher Student Association (NPTSA)

**Professional Development:**
Teachers and parents will receive monthly professional development on NNPS requirements, student learning styles in reading and mathematics, and parental strategies reading related and mathematical related curriculum.

Budget:

http://www.flbsi.org/0809_sip_temp...
Goal: Return on Investment

Needs Assessment: Results of the 2006-2007 Florida Department of Education Return on Investment Index, indicate that the Return on Investment percentile rank was 3. The school’s Return on Investment – Percent of the Highest ROI Value was 34 percent. The percent of students with learning gains in mathematics was 73 percent and 78 percent in reading. The Total Program Cost per Weighted Full Time Equivalency (WFTE) was $12,831.00. The school is in the upper third of all elementary schools in the state, on money spent per student in the school. The results indicate a need to increase effective utilization of the money spent to increase learning.

Objective: Given results of the Florida Department of Education Return on Investment (ROI) Index, the school will increase its effectiveness, as demonstrated by improving the schools ranking on the State of Florida ROI publication by one percentile.

Strategies:

Increase the knowledge of the school’s leadership team in the use of financial resources to improve the effectiveness of the school’s program.

1. Collaborate with the district on resource allocations.
2. Utilize data from a variety of programs currently in use to determine their effectiveness.
3. Reallocate funds based on the data analysis of the school’s programs to increase their effectiveness.
4. Utilize school and district in-service training to increase the effectiveness of teaching strategies.
5. Utilize consumable materials in a non-consumable manner to reduce waste and costs.
6. Encourage Dade Partners to donate paper and other materials to reduce the cost of operating the school.
Evaluation:
Lillie C. Evans Elementary School will increase its ranking from the third percentile to the fourth percentile on the next publication of the index.

End of Return on Investment Goal

ADDITIONAL GOALS
No Additional Goals were submitted for this school

FINAL BUDGET

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<th>Goal</th>
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SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
Yes. Agree with the above statement.

SAC Involvement

The EESAC supported all administrative initiatives to enhance classroom instruction, made funds available to purchase incentives to support the school’s technology program, supported the use of Title I funds in conjunction with the school-based budget, to support the school’s tutorial program, promoted the continuation of the school’s clubs, Chess Team, as well as supported faculty members applying to local granting sources for additional funding.

The school has been very fortunate in having as its community partners and EESAC members, proactive and caring people and organizations which include: Florida International University (FIU); Florida Memorial University; The University of Florida Extension Program; The Progressive Officers Club; The South Florida Youth Foundation; Judge Orlando Prescott; The Gwen S. Cherry Black Women Lawyers Association. The School Improvement Plan (SIP) for the 2008-2009 school year, will serve as the guide for all planned activities.

It is anticipated that the EESAC will continue these actions for the 2008-2009 school year. The EESAC is the sole decision making body of the School Improvement Plan and will monitor the school’s adherence to the plan through mid-year reviews. The 2009 FCAT results will be the final evaluation tool.

SAC Members

Members

1) Reginald H. Johnson, Principal
2) Nadra Fitts, SAC Chair
3) Vaness Tirado, Teacher
4) Edward Foster, Teacher
5) Jerome Dandridge, Teacher
6) Dr. Mildred Berry, Business Member
7) Jaclyn Gibson, Business Member
8) Sharon Sbrissa, Community Member
9) Henry Weatherspoon, Community Member
10) Rosa B. Iglesias, Assistant Principal

IMPLEMENTATION EVALUATION

The School Improvement Plan will be monitored and reviewed on an ongoing basis by the EESAC to determine if the school is proceeding according to the goals and objectives set forth in the document. In addition, the faculty and staff will also monitor the school’s progress and determine if the SIP guidelines are being followed. Through the EESAC members, the staff will be able to advise and suggest any modifications or additions to the school improvement plan. Utilizing the Continuous Improvement Model, the school and the EESAC will implement any changes necessary to keep the school on track. A focus calendar will be developed by the EESAC Chairperson and the EESAC members. The EESAC is the sole decision making body of the School Improvement Plan and will monitor the school’s adherence to the plan through mid-year reviews. The 2009 FCAT results will be the final evaluation tool.
body of the School Improvement Plan and will monitor the school's adherence to the plan through mid-year reviews. The 2009 FCAT results will be the final evaluation tool.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

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<table>
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<table>
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<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
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<tbody>
<tr>
<td>% Mastery</td>
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<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
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<table>
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<th>Writing Baseline Data</th>
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<td>% Mastery</td>
<td>% Non-Mastery</td>
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</tr>
<tr>
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### FCAT Assessed Grade Level: 10

<table>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>% Non-Mastery</td>
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<td>% Non-Mastery</td>
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### FCAT Assessed Grade Level: 11

<table>
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<th>Reading Baseline Data</th>
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</tr>
<tr>
<td>% Non-Mastery</td>
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<td>% Non-Mastery</td>
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</tr>
</tbody>
</table>

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Baseline data aggregated at school level

<table>
<thead>
<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>No data submitted</td>
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</table>

End of Baseline Data Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2

Dade LILLIE C. EVANS ELEMENTARY SCHOOL 1681

Number of students enrolled in the grades tested:

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c^2).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students</th>
<th>Math Tested 95% of the students</th>
<th>58% scoring at or above grade level in Reading</th>
<th>62% scoring at or above grade level in Math</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate/ by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor: Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor: Math</th>
<th>% of students on track to be proficient in reading</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
<th>Growth model math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL*</td>
<td>100 Y</td>
<td>100 Y</td>
<td>55 N</td>
<td>64 Y</td>
<td>Y</td>
<td>NA</td>
<td>35 45 N</td>
<td>25 36 NA</td>
<td>58 Y</td>
<td>65 NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>WHITE</td>
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<td>NA</td>
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<td>NA</td>
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</tr>
<tr>
<td>BLACK</td>
<td>100 Y</td>
<td>100 Y</td>
<td>54 N</td>
<td>63 Y</td>
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<td>NA</td>
<td>35 46 N</td>
<td>25 37 NA</td>
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<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>100 Y</td>
<td>100 Y</td>
<td>53 N</td>
<td>62 Y</td>
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<td>NA</td>
<td>37 47 N</td>
<td>25 38 NA</td>
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<tr>
<td>ENGLISH LANGUAGE LEARNERS</td>
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<tr>
<td>STUDENTS WITH DISABILITIES</td>
<td>100 Y</td>
<td>100 Y</td>
<td>50 N</td>
<td>61 Y</td>
<td>Y</td>
<td>NA</td>
<td>39 49 N</td>
<td>25 38 NA</td>
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</table>


Dade LILLIE C. EVANS ELEMENTARY SCHOOL 1681

Number of students enrolled in the grades tested:

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c^2).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students</th>
<th>Math Tested 95% of the students</th>
<th>51% scoring at or above grade level in Reading</th>
<th>56% scoring at or above grade level in Math</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate/ by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor: Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor: Math</th>
<th>% of students on track to be proficient in reading</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
<th>Growth model math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL*</td>
<td>100 Y</td>
<td>100 Y</td>
<td>65 Y</td>
<td>75 Y</td>
<td>Y</td>
<td>NA</td>
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<td>75 NA</td>
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</tr>
<tr>
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</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>100 Y</td>
<td>100 Y</td>
<td>63 Y</td>
<td>75 Y</td>
<td>Y</td>
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<td>48 34 NA</td>
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<tr>
<td>STUDENTS WITH DISABILITIES</td>
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</table>

http://www.flbsi.org/0809_sip_templ...
Number of students enrolled in the grades tested:
(Click here to see the number of students in each group.)

Read: 178
Math: 178

2005-2006 School Grade: B

Did the School make Adequate Yearly Progress? YES

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students?</th>
<th>Math Tested 95% of the students?</th>
<th>44% scoring at or above grade level in Reading?</th>
<th>50% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL 4</td>
<td>2006 Y/N 100 Y 100 Y 54 Y 58 Y</td>
<td>Y Y</td>
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<td>Y</td>
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<td>46 46 44 42 NA</td>
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<tr>
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</tr>
<tr>
<td>BLACK</td>
<td>100 Y 100 Y 53 Y 58 Y</td>
<td>Y Y</td>
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<td>48 47 NA 45 42 NA</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>100 Y 100 Y 52 Y 57 Y</td>
<td>Y Y</td>
<td>Y</td>
<td>Y</td>
<td>NA</td>
<td>47 48 NA 46 43 NA</td>
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<td></td>
</tr>
<tr>
<td>ENGLISH LANGUAGE LEARNERS</td>
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<td>NA NA NA NA NA NA NA NA NA NA NA NA NA NA</td>
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</tr>
<tr>
<td>STUDENTS WITH DISABILITIES</td>
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<td>NA NA NA NA NA NA NA NA NA NA NA NA NA NA</td>
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<td></td>
<td>NA NA NA NA NA</td>
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</tbody>
</table>

SCHOOL GRADE DATA

Dade School District
LILLIE C. EVANS ELEMENTARY SCHOOL
2007-2008

<table>
<thead>
<tr>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>59%</td>
<td>68%</td>
<td>98%</td>
<td>38%</td>
<td>263</td>
<td>Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.</td>
</tr>
<tr>
<td>% of Students Making Learning Gains</td>
<td>65%</td>
<td>65%</td>
<td>130</td>
<td>Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.</td>
<td></td>
</tr>
<tr>
<td>Adequate Progress of Lowest 25% in the School?</td>
<td>45% (NO)</td>
<td>63%  (YES)</td>
<td>108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>501</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Tested = 100%</td>
<td>Percent of eligible students tested</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

School Grade: B Grade based on total points, adequate progress, and % of students tested
## Dade School District
### LILLIE C. EVANS ELEMENTARY SCHOOL
#### 2006-2007

<table>
<thead>
<tr>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>79%</td>
<td>92%</td>
<td>32%</td>
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<td>274</td>
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</tbody>
</table>

**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

<table>
<thead>
<tr>
<th>% of Students Making Learning Gains</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
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<tbody>
<tr>
<td>78%</td>
<td>73%</td>
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</table>

3 ways to make gains:
- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within Level 1 or 2

<table>
<thead>
<tr>
<th>Adequate Progress of Lowest 25% in the School?</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% (YES)</td>
<td>77% (YES)</td>
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</tbody>
</table>

Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.

| Points Earned | 567 |
| Percent Tested = | 100% |

Percent of eligible students tested

<table>
<thead>
<tr>
<th>School Grade</th>
<th>A</th>
</tr>
</thead>
</table>

Grade based on total points, adequate progress, and % of students tested

## School District
### 2005-2006

<table>
<thead>
<tr>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing:** Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

<table>
<thead>
<tr>
<th>% of Students Making Learning Gains</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 ways to make gains:
- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within Level 1 or 2

<table>
<thead>
<tr>
<th>Adequate Progress of Lowest 25% in the School?</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>% (0)</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains.

| Points Earned | 0 |
| Percent Tested = | 0% |

Percent of eligible students tested

<table>
<thead>
<tr>
<th>School Grade</th>
<th>0%</th>
</tr>
</thead>
</table>

Grade based on total points, adequate progress, and % of students tested