



## Evans Elementary School

100 E CHAPMAN RD, Oviedo, FL 32765

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0111>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	37%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	45%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

##### Provide the school's vision statement

Evans Elementary School will be a premier elementary school in Seminole County. Evans Elementary will be recognized in the district and at the state level for high standards, academic performance, and offering students personalized educational pathways. Each student will learn in a safe, caring environment in which students and adults are respected. Evans Elementary will support the SCPS vision that every student will graduate from high school prepared for their future as a lifelong learner and a responsible citizen. All staff members will demonstrate high expectations for students' learning and achievement. Highly qualified, diverse, innovative, and enthusiastic teachers, administrators, and support personnel will embody a growth mindset and be dedicated to the mission. Each student can learn and achieve when presented with rigorous and engaging curriculum in a learning environment that fosters creativity, innovation, and problem-solving. Employees will be provided differentiated professional learning. The budget will prioritize the resources needed to ensure each student achieves. There is a commitment to closing the achievement gap and a consistency in expectations for all student sub-groups.

#### School Environment

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

Evans Elementary works very closely with all students and families and has a well-rounded school culture embracing each others' differences and similarities. We strive to create an environment where all children feel valued and children can learn. Evans Elementary has one of the highest immigrant populations. Diversity training for all staff will occur on two Wednesday afternoons this school year. Several community events are planned throughout the year including an Ice Cream Social, Book Fair, Science Night, and Founder's Day sponsored by our PTA. Every grade level conducts curriculum nights to inform parents of the standards and grade level expectations. Our ESOL teachers organize a multi-cultural night to welcome families from different countries and showcase the different cultures of students attending our school. Teach-In, also gives our students the opportunity to share their culture with peers. We are working with our teachers to implement strategies to improve teaching and learning in our school. We are striving to get our teachers to ask the questions, "What do we need to do to ensure that all children are engaged in learning?" and "What more can we do?"

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

At Evans Elementary, everyone follows the Sunray Expectations. This helps to create a school environment of safety, trust, and support with our students and our staff. Administration and guidance meet with every grade level during the first two weeks of the school year in order to go over Sunray Expectations and to remind students that it is everyone's job to make our a school a positive and safe place to learn. The PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences. Our teachers set a tone of respect in the classroom. Classroom meetings



occur where students talk about school-related issues beyond academics. These meetings can help teachers stay informed about what is going on in the classroom and help students feel safe and supported. Students are able to earn "Sunsational Awards" and have opportunities to eat lunch with administration. Input is also gathered from the School Advisory Council and the Student Council.

Sunray Expectations . . .

Be Safe

Be Respectful

Make Good Choices

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

The staff at Evans Elementary are trained using the Positive Behavior Support program. Being safe, being respectful, and making good choices are the Sunray Expectations. Clear expectations are communicated to all stakeholders and incentives are put into place. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. At the beginning of the year, administration and guidance meet with all students to review school wide expectations.

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

Evans Elementary has a Student Study Team and MTSS Team that meet weekly to discuss students with barriers to academic and social success. Data is used when making decisions on how to close academic and social-emotional gaps by connecting students with the services they need. We provide a differentiated delivery of services based on student needs. This includes core and intervention supports. Mentors are assigned to students identified as having social-emotional concerns. Students can be referred to various counseling agencies who have Cooperative Agreements with our school district. Our Guidance Counselor teaches character education lessons and plans activities that address social-emotional needs of students.

## Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

No

### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

### **Description**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as

applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

Name	Title
Darnell, Carol Ann	Principal
Skiles, Paula	Guidance Counselor
Hardy, Stacie	Assistant Principal
Llewellyn, Chante	Instructional Coach
Everett, Carol Lynn	Instructional Coach

**Duties**

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

- The function and responsibility of each school-based leadership team member is as follows:
- Principal and Assistant Principal - Provide resources, time, and support for implementation of MTSS and SIP.
  - Reading Coach/Interventionist - Provide intensive reading intervention for identified Tier 3 students, support Tier 2 students during grade level intervention times, provide teachers support to utilize ongoing progress monitoring data to plan for, implement, and reflect upon the success of reading instruction.
  - Math Coach/Interventionist - Provide intensive math intervention for identified Tier 3 students, provide teachers support to utilize ongoing progress monitoring data to plan for, implement, and reflect upon the success of math instruction.
  - Guidance Counselor - Conduct MTSS meetings to determine status of students in tiers and plan for next steps.

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

The school has an MTSS Team, comprised of members with expertise in academic and behavioral domains. The MTSS Team utilizes the continuous problem solving process to identify students who are at-risk in academic and/or behavior and determines why the problem is occurring. The MTSS Team designs and implements research-based interventions and regularly monitors student progress and response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Evans Elementary will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Carol Ann Darnell	Principal
Courtney Redfield	Teacher
Heather Leftakis	Teacher
Jyoshna Brahma	Parent
Maren Cupit	Parent
Amie Guckian	Parent
Julie Leinenbach	Parent
Graham Worthy	Parent
Cathy Chellberg	Teacher
Ada Torres	Education Support Employee
Sophy Vanegas	Parent
Sandy Excellent	Parent

#### Duties

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

##### *Evaluation of last year's school improvement plan*

In May, our SAC met and the 2014-2015 School Improvement Plan (SIP) was reviewed as well as progress monitoring data for the year. At the time of the meeting, Florida Standards Assessment (FSA) data had not been released from the state. Members analyzed reading, writing, math, and science progress monitoring data in regards to growth or regression. SIP goals could not be determined due to the absence of FSA data.

##### *Development of this school improvement plan*

SAC members were included in the development of the School Improvement Plan. Goals were discussed with members and input was given for reaching the goals. Mrs. Darnell, Principal, and Team Leaders worked on the initial draft of the School Improvement Plan. It was then brought to SAC for discussion and approval.

##### *Preparation of the school's annual budget and plan*

On September 24, 2015, SAC met and discussed how the \$1,879.72 would be used during the 2015-2016 school year. SAC voted on using the funds for STEM activities for Evans' students.

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

Last year's SAC voted to use all the funds on technology.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Darnell, Carol Ann	Principal
Hardy, Stacie	Assistant Principal
Everett, Carol Lynn	Instructional Coach
Rhodes, Mary	Teacher, K-12
Leftakis, Heather	Teacher, K-12
Parcell, Jennifer	Teacher, K-12
Vaccaro, Melissa	Teacher, K-12
Fox, Stephanie	Teacher, K-12
Chung, Lisa	Teacher, K-12
Antalek, Maryjo	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team (LLT) guides the implementation of the new ELA Framework and assists with the implementation and continued quality improvement of ELA initiatives in our school. The members serve as leaders of effective instructional practices within their grade/team.

**Public and Collaborative Teaching**

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

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

Evans Elementary utilizes Professional Learning Communities (PLCs) to drive the school improvement process. Teachers and administrators collaborate in the ongoing exploration of these four critical questions in order for all students to be successful and have higher levels of student achievement.

- What do we want students to learn?
- How will we know that they have learned it?
- What will we do if they don't?
- What will we do if they do?

Teachers have a common planning time and specific scheduled Wednesday afternoons in which to collaboratively plan their instruction. Team building activities are also included in our yearly calendar. Our school Wellness Champion plans events to ensure that we are promoting the wellness of all our staff members. Administration participates in grade level PLCs to model collaboration and shared decision-making.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system, but also out of state. Annually, our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. The district supports all teachers, but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

## Instructional Strategies

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

Evans Elementary uses various data to provide and differentiate instruction to meet the needs of all students. Assessments are used as diagnostics and ongoing progress monitors to determine student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's needs. Students are looked at on an individual basis and their data is used to create student based services. Grade level data meetings are held routinely with administration to review ELA, math, and science data. Data for each grade level teacher is posted on boards in our data room and changed routinely.

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

**Strategy:** After School Program

**Minutes added to school year:** 3,120

Odyssey of the Mind is for students in grades 3-5 and meets weekly for two hours after school. This program teaches students to learn creative problem-solving methods. Students develop team-building skills by working in groups to examine problems and to identify the real challenge without limiting the possible solutions. The creative-thinking process is nurtured and developed as a problem-solving tool and teaches students how to think divergently

### **Strategy Rationale**

Odyssey of the Mind will help to enrich students in grades 4 and 5 that have sought interest in participating in this program.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Leftakis, Heather, heather\_leftakis@scps.k12.fl.us

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

Effectiveness of Odyssey of the Mind is determined by science & math assessment data of students participating in the program.

**Strategy: After School Program**

**Minutes added to school year: 2,400**

Evans Elementary will offer one hour long sessions of after school tutorial to groups of students to address Tier 2/3 students and lower quartile students in ELA and Math.

**Strategy Rationale**

We will strategically focus on identified academic deficiencies for our lowest quartile students in ELA and Math. This will help to improve our learning gains and proficiency levels.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Hardy, Stacie, stacie\_hardy@scps.k12.fl.us

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

Progress monitoring data will be used to determine students' progress and the effectiveness of the after school tutorial program. After each assessment period, grade level data meetings are held to analyze the results and plan for instruction to meet the individual needs of each learner.

**Strategy: After School Program**

**Minutes added to school year: 2,100**

Robotics is for students in grades 4 & 5 and meets after school once each week for one hour. Students design, construct, and operate robots built out of Legos. Students also design and construct the computer systems that make the robots work. Through this program, students are able to get "hands on" science and practical application with Science, Technology, Engineering, and Mathematics (STEM).

**Strategy Rationale**

Build skills in STEM areas.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Wells, Karen, karen\_wells@scps.k12.fl.us

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

Effectiveness of the Robotics Program is determined by science & math assessment data of students participating in the program.

**Student Transition and Readiness**

## PreK-12 Transition

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

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. School tours are available upon request beginning in March of each year for parents and incoming kindergarten students.

## College and Career Readiness

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

N/A

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

N/A

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

N/A

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

Evans Elementary works closely with all elementary, middle, and high schools in the Oviedo Cluster to ensure that we have vertical alignment with the intent that students graduate and are ready for post-secondary experiences.



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By increasing effective instructional strategies in all classrooms, achievement percentiles will increase in English/Language Arts, Math, and Science.

## Strategic Goals Detail

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

**G1.** By increasing effective instructional strategies in all classrooms, achievement percentiles will increase in English/Language Arts, Math, and Science. 1a

G074486

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
Math Gains	75.0
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** 2

- Florida Standards, SCPS Instructional Frameworks/Plans, Assessment Data, Professional Development Funds for Training and Substitutes, Tutorial Funding, Peer Observation, Professional Learning Communities (PLCs), Instructional Reading and Math Coaches/ Interventionists

**Targeted Barriers to Achieving the Goal** 3

- Differentiated Instruction, Professional Development in Effective Instructional Strategies, Growth Mindset, Collaborative Planning, Purposeful PLCs, Rigorous Instruction, Higher Order Questioning, High-Yield Strategies

**Plan to Monitor Progress Toward G1.** 8

Progress monitoring data and grade level common assessments will be collected and reviewed to determine progress toward the goal.

**Person Responsible**

Carol Ann Darnell

**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Progress monitoring data, Common assessment data, School and district comparison data for the same assessments

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** By increasing effective instructional strategies in all classrooms, achievement percentiles will increase in English/Language Arts, Math, and Science. **1**

 G074486

**G1.B1** Differentiated Instruction, Professional Development in Effective Instructional Strategies, Growth Mindset, Collaborative Planning, Purposeful PLCs, Rigorous Instruction, Higher Order Questioning, High-Yield Strategies **2**

 B194515

**G1.B1.S1** Differentiated instruction will occur in all classrooms. **4**

 S206071

### Strategy Rationale

Instructional staff members will be able to differentiate students' instructional needs and provide needs based instruction.

### Action Step 1 **5**

Differentiated instruction will occur in all classrooms.

#### Person Responsible

Carol Ann Darnell

#### Schedule

Daily, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.

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

We will monitor by doing classroom walkthroughs and giving feedback to the teachers. Continuous improvement of instruction will only occur through ongoing feedback between teachers and observers. There will be a focus on learning rather than teaching. Teachers will receive regular, actionable feedback on their teaching as it relates to the impact on learning.

**Person Responsible**

Carol Ann Darnell

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Assessment data, iObservation

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

Student assessment data will be reviewed and discussed with teachers in data meetings.

**Person Responsible**

Carol Ann Darnell


**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Common assessment data, Progress monitoring data

**G1.B1.S2** High-yield instructional strategies will be implemented in each classroom. This consists of: Identifying similarities and differences, summarizing and note taking, reinforcing and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues, and advance organizers **4**

 S206072

### Strategy Rationale

There is research supporting the use of high-yield strategies in enhancing student achievement.

### Action Step 1 **5**

High-Yield Instructional Strategies will be implemented in each classroom. This consists of: Identifying similarities and differences, summarizing and note taking, reinforcing and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues, and advance organizers

#### Person Responsible

Carol Ann Darnell

#### Schedule

Weekly, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Fidelity of implementation will be monitored by doing classroom walkthroughs and giving feedback to the teachers. Continuous improvement of instruction will only occur through ongoing feedback between teachers and observers. There will be a focus on learning rather than teaching. Teachers will receive regular, actionable feedback on their teaching as it relates to the impact on learning.

#### Person Responsible

Carol Ann Darnell

#### Schedule

Weekly, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Student assessment data, iObservation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Student assessment data will be reviewed and discussed with teachers in data meetings.

**Person Responsible**

Carol Ann Darnell


**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Common assessment data, Progress monitoring data

**G1.B1.S3** Higher level questioning will be present in each classroom. 4

 S206073

**Strategy Rationale**

Research shows that if we expect students to learn at very high levels, then we must hold students accountable for demonstrating learning at high levels.

**Action Step 1** 5

Higher level questioning will be present in each classroom.

**Person Responsible**

Carol Ann Darnell

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Fidelity of implementation will be monitored by doing classroom walkthroughs and giving feedback to the teachers. Continuous improvement of instruction will only occur through ongoing feedback between teachers and observers. There will be a focus on learning rather than teaching. Teachers will receive regular, actionable feedback on their teaching as it relates to the impact on learning.

**Person Responsible**

Carol Ann Darnell

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Student assessment data, iObservation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Student assessment data will be reviewed and discussed with teachers in data meetings.

**Person Responsible**

Carol Ann Darnell

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Common assessment data, Progress monitoring data

**G1.B1.S4** Purposeful PLCs will occur in our school. Teachers will be engaged in ongoing conversations about teaching and learning that are directly related to their daily work with students. 4

S206074

### Strategy Rationale

Research shows that student achievement increases when teachers have a shared vision of purposeful planning for student success using standards and assessment data.

### Action Step 1 5

Regularly scheduled PLCs will occur.

#### Person Responsible

Carol Ann Darnell

#### Schedule

Weekly, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Fidelity of implementation will be monitored by attending PLCs and giving feedback to the teachers. There should be a focus on learning, a culture of collaboration, mutual trust and respect, discussion of data, and development of appropriate intervention strategies.

#### Person Responsible

Carol Ann Darnell

#### Schedule

Weekly, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Progress monitoring data, Common assessment data, Continuous improvement of instruction should be occurring and student data should be improving



**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Student assessment data will be reviewed and discussed with teachers in data meetings.

**Person Responsible**

Carol Ann Darnell

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Progress monitoring data, Common assessment data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Differentiated instruction will occur in all classrooms.	Darnell, Carol Ann	8/17/2015	District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.	5/27/2016 daily
G1.B1.S2.A1	High-Yield Instructional Strategies will be implemented in each classroom. This consists of: Identifying similarities and differences, summarizing and note taking, reinforcing and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues, and advance organizers	Darnell, Carol Ann	8/17/2015	District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.	5/27/2016 weekly
G1.B1.S3.A1	Higher level questioning will be present in each classroom.	Darnell, Carol Ann	8/17/2015	District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.	5/27/2016 weekly
G1.B1.S4.A1	Regularly scheduled PLCs will occur.	Darnell, Carol Ann	8/17/2015	District progress monitoring will be administered according to set dates. Common assessments will be given at each grade level. Grade level data meetings will be held routinely to go over student assessment data.	5/27/2016 weekly
G1.MA1	Progress monitoring data and grade level common assessments will be collected and reviewed to determine progress toward the goal.	Darnell, Carol Ann	8/17/2015	Progress monitoring data, Common assessment data, School and district comparison data for the same assessments	5/27/2016 every-6-weeks
G1.B1.S1.MA1	Student assessment data will be reviewed and discussed with teachers in data meetings.	Darnell, Carol Ann	8/17/2015	Common assessment data, Progress monitoring data	5/27/2016 every-6-weeks
G1.B1.S1.MA1	We will monitor by doing classroom walkthroughs and giving feedback to	Darnell, Carol Ann	8/17/2015	Assessment data, iObservation	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	the teachers. Continuous improvement of instruction will only occur through ongoing feedback between teachers and observers. There will be a focus on learning rather than teaching. Teachers will receive regular, actionable feedback on their teaching as it relates to the impact on learning.				
G1.B1.S2.MA1	Student assessment data will be reviewed and discussed with teachers in data meetings.	Darnell, Carol Ann	8/17/2015	Common assessment data, Progress monitoring data	5/27/2016 every-6-weeks
G1.B1.S2.MA1	Fidelity of implementation will be monitored by doing classroom walkthroughs and giving feedback to the teachers. Continuous improvement of instruction will only occur through ongoing feedback between teachers and observers. There will be a focus on learning rather than teaching. Teachers will receive regular, actionable feedback on their teaching as it relates to the impact on learning.	Darnell, Carol Ann	8/17/2015	Student assessment data, iObservation	5/27/2016 weekly
G1.B1.S3.MA1	Student assessment data will be reviewed and discussed with teachers in data meetings.	Darnell, Carol Ann	8/17/2015	Common assessment data, Progress monitoring data	5/27/2016 weekly
G1.B1.S3.MA1	Fidelity of implementation will be monitored by doing classroom walkthroughs and giving feedback to the teachers. Continuous improvement of instruction will only occur through ongoing feedback between teachers and observers. There will be a focus on learning rather than teaching. Teachers will receive regular, actionable feedback on their teaching as it relates to the impact on learning.	Darnell, Carol Ann	8/17/2015	Student assessment data, iObservation	5/27/2016 weekly
G1.B1.S4.MA1	Student assessment data will be reviewed and discussed with teachers in data meetings.	Darnell, Carol Ann	8/17/2015	Progress monitoring data, Common assessment data	5/27/2016 weekly
G1.B1.S4.MA1	Fidelity of implementation will be monitored by attending PLCs and giving feedback to the teachers. There should be a focus on learning, a culture of collaboration, mutual trust and respect, discussion of data, and development of appropriate intervention strategies.	Darnell, Carol Ann	8/17/2015	Progress monitoring data, Common assessment data, Continuous improvement of instruction should be occurring and student data should be improving	5/27/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By increasing effective instructional strategies in all classrooms, achievement percentiles will increase in English/Language Arts, Math, and Science.

**G1.B1** Differentiated Instruction, Professional Development in Effective Instructional Strategies, Growth Mindset, Collaborative Planning, Purposeful PLCs, Rigorous Instruction, Higher Order Questioning, High-Yield Strategies

**G1.B1.S1** Differentiated instruction will occur in all classrooms.

### PD Opportunity 1

Differentiated instruction will occur in all classrooms.

#### Facilitator

Carol Ann Darnell, Principal

#### Participants

All instructional staff members at Evans Elementary

#### Schedule

Daily, from 8/17/2015 to 5/27/2016

**G1.B1.S2** High-yield instructional strategies will be implemented in each classroom. This consists of: Identifying similarities and differences, summarizing and note taking, reinforcing and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues, and advance organizers

### PD Opportunity 1

High-Yield Instructional Strategies will be implemented in each classroom. This consists of: Identifying similarities and differences, summarizing and note taking, reinforcing and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues, and advance organizers

#### Facilitator

Carol Ann Darnell, Principal

#### Participants

All instructional staff members at Evans Elementary

#### Schedule

Weekly, from 8/17/2015 to 5/27/2016

**G1.B1.S3** Higher level questioning will be present in each classroom.

**PD Opportunity 1**

Higher level questioning will be present in each classroom.

**Facilitator**

Carol Ann Darnell, Principal

**Participants**

All instructional staff at Evans Elementary

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**G1.B1.S4** Purposeful PLCs will occur in our school. Teachers will be engaged in ongoing conversations about teaching and learning that are directly related to their daily work with students.

**PD Opportunity 1**

Regularly scheduled PLCs will occur.

**Facilitator**

Carol Ann Darnell, Principal

**Participants**

Instructional staff members at Evans Elementary

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Budget**

**Budget Data**

Budget Data						
1	G1.B1.S1.A1	Differentiated instruction will occur in all classrooms.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	300-Purchased Services	0111 - Evans Elementary School	Title II		\$2,500.00
			<i>Notes: Professional Development Funds will pay for a consultant to come and train teachers on differentiated instruction. Subs will be provided for teachers.</i>			
2	G1.B1.S2.A1	High-Yield Instructional Strategies will be implemented in each classroom. This consists of: Identifying similarities and differences, summarizing and note taking, reinforcing and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and				\$1,000.00

### Budget Data

providing feedback, generating and testing hypotheses, questions, cues, and advance organizers						
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
6400	140-Substitute Teachers	0111 - Evans Elementary School	Title II		\$1,000.00	
		<i>Notes: Professional Development Funds will pay for substitutes for teachers. Training will be provided by district personnel.</i>				
3	G1.B1.S3.A1	Higher level questioning will be present in each classroom.				\$0.00
4	G1.B1.S4.A1	Regularly scheduled PLCs will occur.				\$0.00
<b>Total:</b>					<b>\$3,500.00</b>	