Evergreen Elementary School

2016-17 Schoolwide Improvement Plan

Evergreen Elementary School

4000 W ANTHONY RD, Ocala, FL 34475

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	F	F

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 Marion 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Evergreen Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Comprehensive Support & Improvement - Implementing Cycle 2 Eo

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Evergreen's mission is to motivate students, parents and teachers to strive for excellence in academics, where habits of lifelong learning are developed, responsibility and caring for each other and the environment are fostered, social and emotional growth is nurtured, and cooperation among all members of the school community help prepare students to meet life's challenges

b. Provide the school's vision statement.

The vision of Evergreen Elementary is for students, staff, parents, and the community, to work together in developing high achieving, confident, life-long learners, and responsible citizens.

2. School Environment

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

The school first learns about a student's culture when they enroll at Evergreen. Teachers, leadership and support staff work to build relationships with students by creating school and classroom communities that are accepting of all cultures. Regular communication (newsletters, positive phone log, parent conferences, etc) between school and family helps foster relationships focused on what is best for the child.

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

We create a safe environment at Evergreen in several different ways:
First, we provide school wide expectations for behavior. These "SOAR" expectations set the tone for a respectful and safe learning environment. Second, we ensure a safe environment by following safety procedures such as fire/code red/inclement weather drills. Third, we encourage all students to share any concerns with school staff so we may assist them.

c. 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.

Evergreen utilizes the PBS (Positive Behavior System) System. The students are taught the SOAR expectations.(Self control, On task, Act Responsible, Respectful behavior) They are rewarded Eagle bucks for meeting those expectations. These bucks can be used to participate in specials events, purchase treats, or items from the PBS store. Our weekly faculty meetings are focused on building a positive school environment, classroom management, school wide behavioral system, resistant learners, etc. Our school utilizes a progressive discipline approach when students fail to make the appropriate choices. Consequences are aligned with the incident

d. 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.

As a Positive Behavior System school we reward our students for making good choices. The school counselor and Dean provide individual and small group counseling as needed. The Synergy team

meets bi-weekly to review students needs in regard to academics, attendance, and behavior. Data is reviewed, training and strategy planning is provided for our teachers and staff so they can better meet the social-emotional needs of our students and their families.

3. Early Warning Systems

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

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

Evergreen Elementary uses the following early warning indicators:
Attendance below 90% (includes excused, OSS)
Suspensions (one or more)
Course failure in English Language Arts or Mathematics
Level 1 score on statewide assessments in ELA or Mathematics
We also review and monitor students who meet multiple criteria of our early warning system.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	33	25	21	25	15	14	0	0	0	0	0	0	0	133
One or more suspensions	52	13	31	63	39	44	0	0	0	0	0	0	0	242
Course failure in ELA or Math	13	20	13	9	2	7	0	0	0	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	66	46	41	0	0	0	0	0	0	0	153

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	3	1	1	0	0	0	0	0	0	0	0	6

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

The synergy team meets on a bi-monthly basis to review students who meet this criteria.
The social worker and Guidance counselor will monitor and follow through with attendance needs.
The leadership team will mentor students with a history of discipline. Guidance will set up counseling groups as needed based on types of behaviors.
Daily intervention time (90 minutes) is provided for every student at the level prescribed to improve their reading instruction. Math remediation time is scheduled for 30 minutes daily.
Para professional schedules are created based on student needs.

B. Family and Community Engagement

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).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

2. 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.

See online PIP

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

1. School Leadership Team

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

Name	Title
Hoppel, Kathryn	Assistant Principal
Tucker, Tamara	Dean
Grace, Leah	School Counselor
Lazar, Elizabeth	Administrative Support
Headley, Shannon	Instructional Coach
Livingston, Wayne	Principal

b. Duties

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

School based Leadership team will establish, communicate and build consensus among the staff, establish school policies, allocate school resources, and support, engage, and monitor ongoing collaborative data based problem solving. They will also utilize data to monitor, evaluate, and augment school policies, procedures and processes. Leadership will use Title 1 funds for professional development, to pay support paraprofessionals, develop school-home compacts, and parent involvement activities. Mr. Livingston will operate as the instructional leader of the campus. Ms. Hoppel will focus on curriculum and planning with the assistance and support of Mrs. Lazar, Leah Grace will facilitate our MTSS process. Mr. DeVilling and Mr. Jacobs will implement our PBS program and support teachers with classroom management.

2. 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 synergy team will meet bi-weekly throughout the year to discuss the progress of students in Tier 2 and Tier 3.The leadership team will focus weekly on the implementation of Tier 1 core curriculum. Performance Matters, Aims Web and walk through data will be used to provide data to the synergy and Leadership teams. Teachers and members of the synergy team will meet with parents of Tier 2 and Tier 3 students to discuss the implementation of interventions and the academic progress of their child.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kathryn Hoppel	Teacher
Alzora Kennedy	Parent
Desiree Guerrero	Parent
Christie James	Teacher
Michelle Loggins	Parent
Kelvin Richardson	Parent
Bonny Ryan	Parent
Lisa Timpanaro	Parent
Takenya Betterson	Parent
Corenda Ellis	Parent
Rebecca Norton	Parent
Brenda Ellis	Parent
Kelsey Garafola	Teacher
Laura Wade	Teacher
Kathryn Hoppel	Teacher
Wayne Livingston	Principal
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Through the 2015-2016 school year members of SAC were a part of subject specific committees. Each committee met and reviewed data, previous school goals and developed strategies for the next year plan. Each time SAC met a committee would present their findings and suggestions for the upcoming plan.

b. Development of this school improvement plan

Through the 2015-2016 school year members of SAC were a part of subject specific committees. Each committee met and reviewed data, previous school goals and developed strategies for the next year plan. Each time SAC met a committee would present their findings and suggestions for the upcoming plan. The faculty and staff review these suggestions and add additional strategies. SAC committee has the final approval.

c. Preparation of the school's annual budget and plan

The SAC committee and leadership team reviewed data to verify the effectiveness of programs, materials, etc purchased with Title One funds. The new budget and proposed purchases was reviewed by the school leadership team.

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

SAC funds from last year were used to purchase SMART boards. We are waiting on district for installation.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Hoppel, Kathryn	Assistant Principal
Lazar, Elizabeth	Administrative Support
Headley, Shannon	Instructional Coach
Livingston, Wayne	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team meets to discuss literacy resources used at Evergreen. Christine Davis is in charge of remediation, and Kathryn Hoppel is in charge of enrichment and our schoolwide reading initiative "Knight and Day 365". Mrs. Headley supports and models for our three Academy classes. The Assistant Principal and media specialist, are in charge of conducting a needs assessment and then purchasing literature at the needed levels and genre. Ms. Hoppel and Mr. Livingston are in charge of curriculum and instructional decisions based on ongoing data.

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

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

Our school uses several strategies to encourage positive working relationships between teachers. Teachers have weekly opportunities to meet, plan and train together. Data digs are held each Tuesday by grade levels. Wednesday is used for grade level PLCs with SMART goals, and Thursday is used for grade level collaborative planning (unwrapping of the standards, reviewing the learning checks, creating formative assessment). A faculty meeting (PreK-6) is held each Monday for 35 minutes and focuses on evaluation rubric, discipline, classroom management, and other teaching strategies.

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

1. Support through provision of needed materials, supplies and resources - Principal, Assistant Principal
2. Provide quality ongoing professional development - Principal, Assistant Principal
3. Assign highly qualified mentors - Principal, Assistant Principal
4. Provide frequent feedback on lessons, units, classroom management, etc. - Principal, Assistant Principal
5. Recruitment fair participation to hire highly qualified teachers.

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

School mentoring activities are as follows :
New teachers are assigned a mentor
Weekly "Newbie" meetings are held to discuss planning, strategies, data and differentiated instruction
Weekly "New to Evergreen" meetings are held to ensure our new teachers feel welcome
Coaches are used for in class modeling and planning
Learning walk opportunities are given to observe exemplary teaching
Behavior specialist is used for observations and feedback for classroom management
Weekly planning and data review with peers

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

We have provided our teachers with copies of the Florida standards, item specs, and district curriculum maps to assist them in planning. They utilize the core curriculum (district and state endorsed) "Wonders" and "Go Math" . The district provides ongoing training opportunities in the form of trainings, online courses, book studies, etc. Each month we have 2 hours for school site trainings lead by coaches, administration and lead teachers.

b. Instructional Strategies

1. 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.

We provide enrichment and remediation with the extended learning time. The extended school day is 10,800 minutes.

2. 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: Extended School Day

Minutes added to school year: 10,800

We expect our students to read 30 minutes everyday. Our Knight and Day 365 program, Books on the Bus Program, and AR program rewards students for reading outside of school hours . Students will earn prizes for battles completed at night and on weekends. Parents will support by signing and submitting hours.

Strategy Rationale

Reading practice will strengthen reading ability and develop lifelong readers.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hoppel, Kathryn, kathryn.hoppel@marion.k12.fl.us

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

Weekly log totals by individual students, classes, or school wide. FSA , Aims Web and End of course exams will determine the effectiveness of reading

Strategy: After School Program

Minutes added to school year:

Winn Dixie Math Night

Strategy Rationale

Show parents and students that math is applied into everyday tasks like grocery shopping

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hoppel, Kathryn, kathryn.hoppel@marion.k12.fl.us

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

Title One surveys, FSA and Leoc's will determine math effectiveness

2. Student Transition and Readiness

a. 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).

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

Title I District office provides a Title I Pre-K/VPK program on the Evergreen campus. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and Writing Assessments are administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

Evergreen coordinates with Childhood Development Services and we offer a Head Start program for 3 thru 5 year olds.

Kindergarten registration kicked off in April continued throughout the summer.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the spring and is advertised through community based flyers, letters sent home with current students, and a Skylert message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one- on-one relationships with students.

September 22 at 6:00 will be our PreK Open House. Parents and students will be able to join the teacher in the classroom.

b. College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

not applicable

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of: ● A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
• Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
• Independent and collaborative research projects embedded in the curricula.
• Collaboration, communication, and critical thinking skills threaded throughout the curricula.
• Real-world, problem-based applications.
• Content rich instruction.

4. 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.

not applicable

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the faculty and staff establish and prioritize school-wide behaviors and procedures then Evergreen ES will place in the 80th percentile rank statewide for learning gains in proficiency scores (Reading, Math, Writing, and Science).

G2.   If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles.

Strategic Goals Detail

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

G1. If the faculty and staff establish and prioritize school-wide behaviors and procedures then Evergreen ES will place in the 80th percentile rank statewide for learning gains in proficiency scores (Reading, Math, Writing, and Science). 1a

🔑 G084588

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	45.0
2+ Behavior Referrals	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistency implementing SOAR(Self control, On task, Act Responsible, Respectful Behavior) expectations schoolwide

- Classroom interruptions are frequent due to student behaviors

- accountability to procedures (teachers and students)

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS program and SOAR Expectations

- Teacher willingness to implement new strategies

- Sharing ideas within the staff

- Faculty handbook

- Boot camp

- Signs/Posters of expectations

- Behavior specailsts

- Extra Hour: ER intervention and remediation time

- Staff modeling

- Online resource (DoJo)

- Character Education materials

- Classroom management materials and training

- Morning TV- daily expectations

- Synergy team and district support

- Target specific students with behavior plans, awards, mentoring, etc

- Title One Budget

- District Funds

Plan to Monitor Progress Toward G1. 8

Review referral data, review PBS bucks data, review of number of referrals from Skyward

Person Responsible
Tamara Tucker

Schedule
Quarterly, from 9/5/2016 to 5/29/2017

Evidence of Completion
Decrease in number of referrals, Eagle buck review indicates calendar of events for next year, decrease in number of referrals

G2. If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles. 1a

🔍 G084589

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of diagnostic tools and materials that allow teachers to differentiate instruction
- Lack of collaborative planning (standards, curriculum differentiated instruction)

Resources Available to Help Reduce or Eliminate the Barriers 2

- math practice standards posters
- math manipulatives
- Technology
- iReady
- Professional development on unwrapping the standards, unwrapping template for weekly use
- Meeting time for curriculum needs
- CPalms, National Geographic, Level Social studies and Science text, Social Studies weekly
- Weekly planning and data meetings
-

Plan to Monitor Progress Toward G2. 8

Increase of student engagement and skill mastery through the use of various resources

Person Responsible

Schedule
Quarterly, from 8/15/2016 to 5/29/2017

Evidence of Completion
Increase the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.

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. If the faculty and staff establish and prioritize school-wide behaviors and procedures then Evergreen ES will place in the 80th percentile rank statewide for learning gains in proficiency scores (Reading, Math, Writing, and Science). 1

🔑 G084588

G1.B13 Lack of consistency implementing SOAR(Self control, On task, Act Responsible, Respectful Behavior) expectations schoolwide 2

🔑 B224770

G1.B13.S1 Lack of consistency, accountability, and commitment to school wide behaviors and procedures. 4

🔑 S237171

Strategy Rationale

Teacher buy in to school wide behavior plans and procedures is necessary for consistency and accountability. Further, these plans and procedures will reduce the amount of time off task by reducing undesirable student behaviors.

Action Step 1 5

Develop a morning supervision plan to ensure more controlled and positive start of the school day.

Person Responsible

Tamara Tucker

Schedule

On 8/1/2016

Evidence of Completion

Provides duty plan for morning monitoring.

Action Step 2 5

Pre Planning day for teacher training on school wide expectations and systems

Person Responsible

Kathryn Hoppel

Schedule

On 8/15/2016

Evidence of Completion

Powerpoint with previous data for teachers and ideas for their classroom boards

Action Step 3 5

Positive behavior support team will meet to discuss ideas for the SOAR

Person Responsible

Kathryn Hoppel

Schedule

On 5/29/2017

Evidence of Completion

Year dates planned for events and trouble shooting/data meetings

Action Step 4 5

Training for structures

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Training sign in

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Leadership will monitor for decreases and trends in office discipline referrals

Person Responsible

Tamara Tucker

Schedule

Monthly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Data indicating a reduction in office discipline referrals

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 `7`

Leadership will monitor for implementation and use of Evergreen Essentials and school wide behavior procedures

Person Responsible

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Increased usage and knowledge of SOAR Expectations and Evergreen Essentials in the classroom and around campus

G1.B19 Classroom interruptions are frequent due to student behaviors 2

🔑 B224776

G1.B19.S1 Provide on going classroom management, behavior management support and training to teachers and staff. Provide a variety of trainings: Individualized modeling/feedback in class, guided learning walks with focus on behavior, teacher choice, book study on effective teacher traits, engagement through collaborative structures, motivation and understanding training. 4

🔑 S237173

Strategy Rationale

If we provide on going support and training to our teachers, they will be more successful in understanding and managing behaviors.

Action Step 1 5

Class management preparedness and introduction day

Person Responsible

Kathryn Hoppel

Schedule

On 8/12/2016

Evidence of Completion

Teachers will receive their curriculum binders, PBS binders, school theme, and clip system outlines

Action Step 2 5

SOAR Team will establish School wide clip system to use to assist in diminishing classroom interruptions

Person Responsible

Schedule

Weekly, from 8/8/2016 to 5/29/2017

Evidence of Completion

Clip system printed and implemented

Action Step 3 `5`

Book study on Engaging Students with Poverty In Mind to assist teachers in behavioral concerns

Person Responsible

Kathryn Hoppel

Schedule

Biweekly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Completed book study and attendance

Plan to Monitor Fidelity of Implementation of G1.B19.S1 `6`

Walk through observations and conferences with teachers

Person Responsible

Wayne Livingston

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Information in TNL observations

Plan to Monitor Effectiveness of Implementation of G1.B19.S1 `7`

Review of referral data to look for decrease in number of referrals

Person Responsible

Tamara Tucker

Schedule

Quarterly, from 9/5/2016 to 6/26/2017

Evidence of Completion

Skyward reports will provide data by grade level and by teacher

G1.B22 accountability to procedures (teachers and students) [2]

🔑 B224779

G1.B22.S1 Develop and implement a school wide behavioral tracking system based on the school wide clip system that keeps students aware of their behavior and communicates daily behavior tracking to parents. [4]

🔑 S237174

Strategy Rationale

Keeping SOAR behavior expectations and daily behavior grades in student and parent communications daily, there will be increased accountability for following Evergreen essentials.

Action Step 1 [5]

Develop a tracking system to report to parents daily whether behavioral goals have been met.

Person Responsible

Kathryn Hoppel

Schedule

On 8/12/2016

Evidence of Completion

Tracking system with a form and expectations for tracking; include graphing for 3-5

Action Step 2 [5]

Faculty will meet to trouble shoot the new tracking system

Person Responsible

Schedule

On 8/22/2016

Evidence of Completion

Glows and grows of clip system and tracking

Plan to Monitor Fidelity of Implementation of G1.B22.S1 `6`

Review of tracking forms especially when practicing discipline or guidance

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 8/8/2016 to 5/29/2017

Evidence of Completion

Student data forms completed and signed; used during counseling events with students and parent conferencing

Plan to Monitor Fidelity of Implementation of G1.B22.S1 `6`

PBS will meet monthly to review data and problem solve implementation

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Agenda notes and data collection

Plan to Monitor Effectiveness of Implementation of G1.B22.S1 `7`

PBS Committee will monitor discipline data for reductions in overall office discipline referrals

Person Responsible

Tamara Tucker

Schedule

Monthly, from 8/8/2016 to 5/29/2017

Evidence of Completion

Data analysis from monthly meetings

Plan to Monitor Effectiveness of Implementation of G1.B22.S1 `7`

Leadership team will monitor implementation and provide feedback related to class room call out data

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 8/8/2016 to 8/28/2017

Evidence of Completion

Classroom call out data

G2. If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles. `1`

🔍 G084589

G2.B1 Lack of diagnostic tools and materials that allow teachers to differentiate instruction `2`

🔍 B224787

G2.B1.S1 Purchase materials needed for differentiated instruction Mid year rationale: We choose to use the iReady program to level students. Teachers use these levels for independent reading. Reading Incentive programs (AR and Knight and Day) reward students for reading outside of school. `4`

🔍 S237175

Strategy Rationale

With this reading diagnostic tool to assist in sorting text levels we can select appropriate level text across the grade levels and content areas so that our students are reading on their ability level.

Action Step 1 `5`

Purchase materials needed to support differentiated instruction in Reading

Person Responsible

Elizabeth Lazar

Schedule

On 2/6/2017

Evidence of Completion

Completed orders

Action Step 2 `5`

Purchase items necessary to assist in differentiated instruction development

Person Responsible

Wayne Livingston

Schedule

On 5/29/2017

Evidence of Completion

Invoice

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

Training and distrubution of materials

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 9/5/2016 to 6/5/2017

Evidence of Completion

Agenda from trainings

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

Observation of leveled text being utilized

Person Responsible

Schedule

Every 6 Weeks, from 9/5/2016 to 5/29/2017

Evidence of Completion

Observation, documentation of differentiation in lesson plans

G2.B3 Lack of collaborative planning (standards, curriculum differentiated instruction) 2

🔑 B224789

G2.B3.S1 Training and collaboration with the new standards (unwrapping template) 4

🔑 S237176

Strategy Rationale

If we provide focused collaborative planning, PLC then teachers will be able to unwrap the standards and increase student achievement through better planning and delivery of instruction.

Action Step 1 5

Continue unwrapping of upcoming units of Florida Standards in Reading, Math and Science. Provide planning and training linked to standards and quality instruction.

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Completed unwrapping template

Action Step 2 5

Look at available resources that support unwrapping the standards

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 8/1/2016 to 5/29/2017

Evidence of Completion

agenda from collaborative meetings

Action Step 3 `5`

Classroom application of standards and resources

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

Evidence of Completion

summary of walkthrough- looking for classroom application

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Teachers understand the Florida State Standards and are able to effectively teach the standard.

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 8/8/2016 to 8/28/2017

Evidence of Completion

lesson plans, completed unwrapping templates, observations on True North Logic, coaches logs, best practices discussed in collaborative planning, student work samples, PLC notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Students demonstrate mastery of standards

Person Responsible

Kathryn Hoppel

Schedule

Every 2 Months, from 9/5/2016 to 5/29/2017

Evidence of Completion

mastery of standards on district and state assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B13.S1.A1 A306387	Develop a morning supervision plan to ensure more controlled and positive start of the school day.	Tucker, Tamara	8/1/2016	Provides duty plan for morning monitoring.	8/1/2016 one-time
G1.B19.S1.A1 A306393	Class management preparedness and introduction day	Hoppel, Kathryn	8/1/2016	Teachers will receive their curriculum binders, PBS binders, school theme, and clip system outlines	8/12/2016 one-time
G1.B22.S1.A1 A306396	Develop a tracking system to report to parents daily whether behavioral goals have been met.	Hoppel, Kathryn	8/1/2016	Tracking system with a form and expectations for tracking; include graphing for 3-5	8/12/2016 one-time
G1.B13.S1.A2 A306388	Pre Planning day for teacher training on school wide expectations and systems	Hoppel, Kathryn	8/1/2016	Powerpoint with previous data for teachers and ideas for their classroom boards	8/15/2016 one-time
G1.B22.S1.A2 A306397	Faculty will meet to trouble shoot the new tracking system		8/22/2016	Glows and grows of clip system and tracking	8/22/2016 one-time
G2.B1.S1.A1 A306398	Purchase materials needed to support differentiated instruction in Reading	Lazar, Elizabeth	9/5/2016	Completed orders	2/6/2017 one-time
G1.MA1 M312548	Review referral data, review PBS bucks data, review of number of referrals from Skyward	Tucker, Tamara	9/5/2016	Decrease in number of referrals, Eagle buck review indicates calendar of events for next year, decrease in number of referrals	5/29/2017 quarterly
G2.MA1 M312553	Increase of student engagement and skill mastery through the use of various resources		8/15/2016	Increase the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.	5/29/2017 quarterly
G1.B13.S1.MA1 M312538	Leadership will monitor for implementation and use of Evergreen Essentials and school wide behavior...		9/5/2016	Increased usage and knowledge of SOAR Expectations and Evergreen Essentials in the classroom and around campus	5/29/2017 quarterly
G1.B13.S1.MA1 M312539	Leadership will monitor for decreases and trends in office discipline referrals	Tucker, Tamara	9/5/2016	Data indicating a reduction in office discipline referrals	5/29/2017 monthly
G1.B13.S1.A3 A306389	Positive behavior support team will meet to discuss ideas for the SOAR	Hoppel, Kathryn	8/3/2016	Year dates planned for events and trouble shooting/data meetings	5/29/2017 one-time
G1.B13.S1.A4 A306390	Training for structures	Hoppel, Kathryn	8/15/2016	Training sign in	5/29/2017 monthly
G1.B19.S1.MA1 M312543	Walk through observations and conferences with teachers	Livingston, Wayne	9/5/2016	Information in TNL observations	5/29/2017 quarterly
G1.B19.S1.A2 A306394	SOAR Team will establish School wide clip system to use to assist in diminishing classroom...		8/8/2016	Clip system printed and implemented	5/29/2017 weekly
G1.B19.S1.A3 A306395	Book study on Engaging Students with Poverty In Mind to assist teachers in behavioral concerns	Hoppel, Kathryn	9/5/2016	Completed book study and attendance	5/29/2017 biweekly
G1.B22.S1.MA1 M312544	PBS Committee will monitor discipline data for reductions in overall office discipline referrals	Tucker, Tamara	8/8/2016	Data analysis from monthly meetings	5/29/2017 monthly
G1.B22.S1.MA1 M312546	Review of tracking forms especially when practicing discipline or guidance	Hoppel, Kathryn	8/8/2016	Student data forms completed and signed; used during counseling events with students and parent conferencing	5/29/2017 monthly
G1.B22.S1.MA2 M312547	PBS will meet monthly to review data and problem solve implementation	Hoppel, Kathryn	8/15/2016	Agenda notes and data collection	5/29/2017 monthly
G2.B1.S1.MA1 M312549	Observation of leveled text being utilized		9/5/2016	Observation, documentation of differentiation in lesson plans	5/29/2017 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2 🔑 A306399	Purchase items necessary to assist in differentiated instruction development	Livingston, Wayne	8/8/2016	Invoice	5/29/2017 one-time
G2.B3.S1.MA1 🔑 M312551	Students demonstrate mastery of standards	Hoppel, Kathryn	9/5/2016	mastery of standards on district and state assessments	5/29/2017 every-2-months
G2.B3.S1.A1 🔑 A306400	Continue unwrapping of upcoming units of Florida Standards in Reading, Math and Science. Provide...	Hoppel, Kathryn	9/5/2016	Completed unwrapping template	5/29/2017 monthly
G2.B3.S1.A2 🔑 A306401	Look at available resources that support unwrapping the standards	Hoppel, Kathryn	8/1/2016	agenda from collaborative meetings	5/29/2017 quarterly
G2.B3.S1.A3 🔑 A306402	Classroom application of standards and resources	Hoppel, Kathryn	9/5/2016	summary of walkthrough- looking for classroom application	5/29/2017 quarterly
G2.B1.S1.MA1 🔑 M312550	Training and distrubution of materials	Hoppel, Kathryn	9/5/2016	Agenda from trainings	6/5/2017 quarterly
G1.B19.S1.MA1 🔑 M312542	Review of referral data to look for decrease in number of referrals	Tucker, Tamara	9/5/2016	Skyward reports will provide data by grade level and by teacher	6/26/2017 quarterly
G1.B22.S1.MA5 🔑 M312545	Leadership team will monitor implementation and provide feedback related to class room call out data	Hoppel, Kathryn	8/8/2016	Classroom call out data	8/28/2017 monthly
G2.B3.S1.MA1 🔑 M312552	Teachers understand the Florida State Standards and are able to effectively teach the standard.	Hoppel, Kathryn	8/8/2016	lesson plans, completed unwrapping templates, observations on True North Logic, coaches logs, best practices discussed in collaborative planning, student work samples, PLC notes	8/28/2017 quarterly

V. Professional Development Opportunities

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

G2. If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles.

G2.B1 Lack of diagnostic tools and materials that allow teachers to differentiate instruction

G2.B1.S1 Purchase materials needed for differentiated instruction Mid year rationale: We choose to use the iReady program to level students. Teachers use these levels for independent reading. Reading Incentive programs (AR and Knight and Day) reward students for reading outside of school.

PD Opportunity 1

Purchase materials needed to support differentiated instruction in Reading

Facilitator

Beth Lazar

Participants

Teachers and staff

Schedule

On 2/6/2017

G2.B3 Lack of collaborative planning (standards, curriculum differentiated instruction)

G2.B3.S1 Training and collaboration with the new standards (unwrapping template)

PD Opportunity 1

Continue unwrapping of upcoming units of Florida Standards in Reading, Math and Science. Provide planning and training linked to standards and quality instruction.

Facilitator

Kathryn Hoppel

Participants

Teachers

Schedule

Monthly, from 9/5/2016 to 5/29/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B13.S1.A1	Develop a morning supervision plan to ensure more controlled and positive start of the school day.	$0.00
2	G1.B13.S1.A2	Pre Planning day for teacher training on school wide expectations and systems	$0.00
3	G1.B13.S1.A3	Positive behavior support team will meet to discuss ideas for the SOAR	$0.00
4	G1.B13.S1.A4	Training for structures	$0.00
5	G1.B19.S1.A1	Class management preparedness and introduction day	$0.00
6	G1.B19.S1.A2	SOAR Team will establish School wide clip system to use to assist in diminishing classroom interruptions	$0.00
7	G1.B19.S1.A3	Book study on Engaging Students with Poverty In Mind to assist teachers in behavioral concerns	$0.00
8	G1.B22.S1.A1	Develop a tracking system to report to parents daily whether behavioral goals have been met.	$0.00
9	G1.B22.S1.A2	Faculty will meet to trouble shoot the new tracking system	$0.00
10	G2.B1.S1.A1	Purchase materials needed to support differentiated instruction in Reading	$118,944.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0581 - Evergreen Elementary School			$0.00
		0581 - Evergreen Elementary School			$0.00
		Notes: Notes			
		0581 - Evergreen Elementary School			$0.00
		Notes: Notes			
		0581 - Evergreen Elementary School			$0.00
		Notes: Notes			
5100	150-Aides	0581 - Evergreen Elementary School	Title I, Part A		$117,821.00
		Notes: Para professionals for differentiated instruction, remediation			
5100	150-Aides	0581 - Evergreen Elementary School	Title I, Part A		$1,123.00
		Notes: Para professional tutors			

11	G2.B1.S1.A2	Purchase items necessary to assist in differentiated instruction development	$0.00

12	G2.B3.S1.A1	**Continue unwrapping of upcoming units of Florida Standards in Reading, Math and Science. Provide planning and training linked to standards and quality instruction.**				**$0.00**
13	G2.B3.S1.A2	**Look at available resources that support unwrapping the standards**				**$0.00**
14	G2.B3.S1.A3	**Classroom application of standards and resources**				**$5,295.67**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0581 - Evergreen Elementary School	Title I, Part A		$2,095.00
			Notes: Brainpop			
	5100	510-Supplies	0581 - Evergreen Elementary School	Title I, Part A		$3,200.67
			Notes: Student reading/math/writing materials			
					Total:	$124,239.67