Evans Elementary School

2016-17 Schoolwide Improvement Plan

Evans Elementary School

100 E CHAPMAN RD, Oviedo, FL 32765

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

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	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*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 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 Evans Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. Each new school year our teachers set out to create a new "community" in their classrooms in which students feel welcome and respected for who they are. Parents and children are invited in before school begins to meet their teachers in order to begin building strong relationships. Evans Elementary has a very high immigrant population. 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 families the opportunity to share their culture with our students and staff. We offer a World Language (Spanish) to all students. 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?"

b. 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 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 Positive Behavior Support (PBS) team, made up of instructional and non-instructional 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

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.

Evans Elementary embraces a school-wide system of Positive Behavior Support to encourage and reward students for demonstrating expected behaviors in all school environments. 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. Our students, along with our school staff, are on teams. Teams are designated by five different colors and receive points for following procedures in the cafeteria, classrooms, hallways, etc. Teams that receive the most points are involved in monthly pep rallies.

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.

When students are demonstrating social-emotional difficulties, parents and teachers are able to reach out to our Guidance Counselor and/or Administration for support. The Guidance Counselor and Administration are able to provide informal assistance or guidance to parents and teachers through parent conferences. The Guidance Counselor works with individual and small groups of students to provide support. Also, the Guidance Counselor is able to provide community-based options and/or a referral to our School Social Worker. In addition, our Guidance Counselor works with our Families in Need (FIN) Program to provide for the needs of our students/families experiencing homelessness. We have a food pantry which supplies food once each week to families that have a need. 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.

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?
No

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

2. 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.

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.

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.

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
Darnell, Carol Ann	Principal
Hardy, Stacie	Assistant Principal
Everett, Carol Lynn	Instructional Coach
Wells, Karen	Instructional Technology
Gray, Melanie	Instructional Coach
Skiles, Paula	School Counselor

b. Duties

1. 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 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 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.
- Digital Learning Coach - Supports teachers with effective ways to integrate technology into their instructional practices. Provides professional development for teachers by providing them with the additional support needed to integrate technology into daily lessons. Assists teachers through peer coaching, classroom observations, co-planning and co-teaching activities. Supports all teachers in the use of technology and provides professional development intended to build capacity and expertise in the use of instructional technology.

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.

Evans Elementary will coordinate Supplemental Academic Instruction funds to provide intervention 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carol Ann Darnell	Principal
Courtney Redfield	Teacher
Jyoshna Brahma	Parent
Maren Cupit	Parent
Amie Guckian	Parent
Julie Leinenbach	Parent
Cathy Chellberg	Teacher
Ada Torres	Education Support Employee
Sophy Vanegas	Parent
Sandy Excellent	Parent
Karen Wells	Teacher
Tiffany Schmidt	Parent
Heidi Watt	Parent

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

The School Advisory Council met in September and reviewed the 2015-2016 Florida Standards Assessment (FSA) scores in Reading, Math, and Science as they correlated with the School Improvement Plan. FSA school reports were distributed and discussed. It was determined that we did not meet all our goals.

b. Development of this school improvement plan

At the beginning of the 2016-2017 school year, we shared with our School Advisory Council both school-based and district priorities, including the guiding focus of One Year's Growth in One Year's Time for Every Child. Goals were discussed with members and input was given for reaching the goals. Principal, Assistant Principal, and Team Leaders worked on the initial draft of the School Improvement Plan. It was then brought to SAC for discussion and approval.

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

On August 25, 2016, the School Advisory Council (SAC) met and discussed how the $2,347.96 would be used during the 2016-2017 school year. SAC voted on using the funds for a math intervention program to help our students with learning gains.

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

The $1,879.72 in School Improvement Funds was allocated for school-wide STEM activities. However, the funds were not used due to our PTA funding the STEM activities. The funds rolled over to this school year.

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.

At this time, we are in need of an additional parent on our School Advisory Council. We are in the process of creating a ballot with names and information of parents who have volunteered. This will be sent out to all parents for a vote.

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
Darnell, Carol Ann	Principal
Hardy, Stacie	Assistant Principal
Everett, Carol Lynn	Instructional Coach
Rhodes, Mary	Teacher, K-12
Parcell, Jennifer	Teacher, K-12
Vaccaro, Melissa	Teacher, K-12
Fox, Stephanie	Teacher, K-12
Antalek, Maryjo	Teacher, ESE
Quinones, Laura	Teacher, K-12
Duffy, Erin	Teacher, PreK
Boller, Gina	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) guides the implementation of the 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.
.

D. 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).

1. 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. Administration participates in grade level PLCs to model collaboration and shared decision-making.

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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!

3. 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 Instructional Practices Specialist 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.

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.

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.

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.

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. Assessment data of students scoring in the lowest 30% on FSA is tracked on boards located in our data room.

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: 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
Darnell, Carol Ann, carolann_darnell@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.

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. Â§ 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.

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.

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.

N/A

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

N/A

3. 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

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.

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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. Administration and teachers will ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math, and Science.

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. Administration and teachers will ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math, and Science. `1a`

🔍 G086346

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	65.0
FSA ELA Achievement	80.0
FSA Mathematics Achievement	80.0
5Es Score: Collaborative Teachers	60.0
FCAT 2.0 Science Proficiency	70.0
Math Gains	75.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- The following are considered barriers to ensuring students make a minimum of one year of growth for one year of instruction in ELA, Math, and Science. Attendance, Rigorous Instruction, Differentiated Instruction, Growth Mindset, Collaborative Planning, Positive Relationships, Student-Owned Progress Monitoring

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Florida Standards, SCPS Instructional Frameworks, Assessment Data, Professional Development Funds, School Improvement Funds, Tutorial Funds, Professional Learning Communities (PLCs), Instructional Reading and Math Coaches/Interventionists, iStation

Plan to Monitor Progress Toward G1. `8`

Data from the following assessments will be collected and reviewed throughout the year to determine if our students are making learning growth.

End of chapter assessment data in ELA, Math, and Science
Unit assessment data in ELA, Math, and Science
Trimester assessments
iStation reports
SRI data
PASI data

Person Responsible
Carol Ann Darnell

Schedule
Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion
FSA and Iowa Assessment data

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. Administration and teachers will ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math, and Science. 1

🔑 G086346

G1.B1 The following are considered barriers to ensuring students make a minimum of one year of growth for one year of instruction in ELA, Math, and Science. Attendance, Rigorous Instruction, Differentiated Instruction, Growth Mindset, Collaborative Planning, Positive Relationships, Student-Owned Progress Monitoring 2

🔑 B229457

G1.B1.S1 Student attendance will be monitored and district attendance policies followed. 4

🔑 S242043

Strategy Rationale

In order for students to make a minimum of one year of growth for one year of instruction, they must be in attendance each day.

Action Step 1 5

Attendance reports will be printed from Skyward each Friday and given to principal. Principal will look for students with absences and tardies. District attendance policy will be followed. Parents of students with excessive tardies will be contacted by the principal.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Attendance reports will show that there are less absences and tardies at Evans Elementary.

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

Weekly attendance reports will be printed each Friday. Principal will monitor absences and tardies of all students.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Weekly attendance reports, Attendance letters to parents, Documentation of phone calls to parents of students with excessive tardies

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

Weekly attendance reports will continued to be printed on Fridays and given to principal. Principal will continue to look at number of absences and tardies. Phone calls will continue to be made to parents of students with excessive tardies and district attendance policy followed for absences.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Weekly attendance reports will show that student attendance has improved along with tardies.

G1.B1.S2 Rigorous instruction will occur in all K-5 classrooms. 4

S242044

Strategy Rationale

Students' ability to think must be challenged in order for students to make a minimum of one year of growth for one year of instruction.

Action Step 1 5

Professional Development will occur on rigorous instruction throughout the year. During classroom walkthroughs, administrators will look for rigorous instruction indicators using a Quality Assignment Checklist. K-5 data meetings will be held monthly to share data from end of chapter assessments, unit assessments, and trimester assessments in order to determine if students are getting the rigorous instruction that is needed for the students to be successful.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

FSA and Iowa 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 8/10/2016 to 5/26/2017

Evidence of Completion

Trimester Assessments, iStation reports, iObservation, SRI data, PASI data,

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

Classroom walkthroughs will occur weekly and feedback will be given to teachers. Teachers who need support will observe in classrooms where instructional rigor is occurring and support given from instructional coaches. Administration will monitor student assessment data in order to determine if rigorous instruction is occurring.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Trimester Assessments, iStation reports, iObservation, SRI data, PASI data

G1.B1.S3 Differentiated instruction will occur in all K-5 classrooms. `4`

🔍 S242045

Strategy Rationale

In order for students to make a minimum of one year of growth for one year of instruction, teachers must observe and understand the differences and similarities among students and use this information to plan instruction.

Action Step 1 `5`

Administrators will monitor for differentiated instruction in grades K-5 by doing daily walkthroughs. K-5 data meetings will be held monthly to share data from end of chapter assessments, unit assessments, and trimester assessments in order to determine if students are receiving the differentiated instruction that is needed for the student to be successful.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

FSA and Iowa 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 8/10/2016 to 5/26/2017

Evidence of Completion

Trimester Assessments, iStation reports, SRI data, PASI data, iObservation

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

Classroom walkthroughs will occur weekly and feedback will be given to teachers. Teachers who need support will observe in classrooms where differentiated instruction is occurring and support given from instructional coaches. Administration will monitor student assessment data in order to determine if differentiated instruction is occurring.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Trimester Assessments, iStation reports, iObservation, SRI data, PASI data

G1.B1.S5 Collaborative Planning will become more focused at all grade levels. 4

🔑 S242047

Strategy Rationale

In order for students to make one year's growth, there must be shared responsibility for the total development of students and collective responsibility for students' success and increased meaning and understanding of the content being taught.

Action Step 1 5

Teachers in grades K-5 will plan together in PLCs. Administrators will attend grade level PLCs to determine if collaborative planning is occurring. Research shows that there is a positive relationship between teacher collaboration and mathematics and reading achievement.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

FSA and Iowa Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Administration will attend grade level PLCs in order to determine if teachers are planning collaboratively, focusing on learning, and holding themselves accountable for results.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Continuous improvement of instruction and student learning Improvement of student assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Administration will monitor student assessment data in order to determine if collaborative planning is occurring in grade level PLCs.

Person Responsible

Carol Ann Darnell

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Chapter Assessments, Unit Assessments, Trimester 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.MA1 M323203	Data from the following assessments will be collected and reviewed throughout the year to determine...	Darnell, Carol Ann	8/10/2016	FSA and Iowa Assessment data	5/26/2017 monthly
G1.B1.S1.MA1 M323191	Weekly attendance reports will continued to be printed on Fridays and given to principal....	Darnell, Carol Ann	8/10/2016	Weekly attendance reports will show that student attendance has improved along with tardies.	5/26/2017 weekly
G1.B1.S1.MA1 M323192	Weekly attendance reports will be printed each Friday. Principal will monitor absences and tardies...	Darnell, Carol Ann	8/10/2016	Weekly attendance reports, Attendance letters to parents, Documentation of phone calls to parents of students with excessive tardies	5/26/2017 weekly
G1.B1.S1.A1 A313292	Attendance reports will be printed from Skyward each Friday and given to principal. Principal...	Darnell, Carol Ann	8/10/2016	Attendance reports will show that there are less absences and tardies at Evans Elementary.	5/26/2017 weekly
G1.B1.S2.MA1 M323193	Classroom walkthroughs will occur weekly and feedback will be given to teachers. Teachers who need...	Darnell, Carol Ann	8/10/2016	Trimester Assessments, iStation reports, iObservation, SRI data, PASI data	5/26/2017 weekly
G1.B1.S2.MA1 M323194	Fidelity of implementation will be monitored by doing classroom walkthroughs and giving feedback to...	Darnell, Carol Ann	8/10/2016	Trimester Assessments, iStation reports, iObservation, SRI data, PASI data,	5/26/2017 weekly
G1.B1.S2.A1 A313293	Professional Development will occur on rigorous instruction throughout the year. During classroom...	Darnell, Carol Ann	8/10/2016	FSA and Iowa Assessment data	5/26/2017 weekly
G1.B1.S3.MA1 M323195	Classroom walkthroughs will occur weekly and feedback will be given to teachers. Teachers who need...	Darnell, Carol Ann	8/10/2016	Trimester Assessments, iStation reports, iObservation, SRI data, PASI data	5/26/2017 weekly
G1.B1.S3.MA1 M323196	Fidelity of implementation will be monitored by doing classroom walkthroughs and giving feedback to...	Darnell, Carol Ann	8/10/2016	Trimester Assessments, iStation reports, SRI data, PASI data, iObservation	5/26/2017 weekly
G1.B1.S3.A1 A313294	Administrators will monitor for differentiated instruction in grades K-5 by doing daily...	Darnell, Carol Ann	8/10/2016	FSA and Iowa Assessment data	5/26/2017 weekly
G1.B1.S5.MA1 M323199	Administration will monitor student assessment data in order to determine if collaborative planning...	Darnell, Carol Ann	8/10/2016	Chapter Assessments, Unit Assessments, Trimester Assessments	5/26/2017 monthly
G1.B1.S5.MA1 M323200	Administration will attend grade level PLCs in order to determine if teachers are planning...	Darnell, Carol Ann	8/10/2016	Continuous improvement of instruction and student learning Improvement of student assessment data	5/26/2017 weekly
G1.B1.S5.A1 A313296	Teachers in grades K-5 will plan together in PLCs. Administrators will attend grade level PLCs to...	Darnell, Carol Ann	8/10/2016	FSA and Iowa Assessments	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Administration and teachers will ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math, and Science.

G1.B1 The following are considered barriers to ensuring students make a minimum of one year of growth for one year of instruction in ELA, Math, and Science. Attendance, Rigorous Instruction, Differentiated Instruction, Growth Mindset, Collaborative Planning, Positive Relationships, Student-Owned Progress Monitoring

G1.B1.S2 Rigorous instruction will occur in all K-5 classrooms.

PD Opportunity 1

Professional Development will occur on rigorous instruction throughout the year. During classroom walkthroughs, administrators will look for rigorous instruction indicators using a Quality Assignment Checklist. K-5 data meetings will be held monthly to share data from end of chapter assessments, unit assessments, and trimester assessments in order to determine if students are getting the rigorous instruction that is needed for the students to be successful.

Facilitator

Carol Ann Darnell, Principal

Participants

All instructional staff members at Evans Elementary

Schedule

Weekly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Attendance reports will be printed from Skyward each Friday and given to principal. Principal will look for students with absences and tardies. District attendance policy will be followed. Parents of students with excessive tardies will be contacted by the principal.	$0.00
2	G1.B1.S2.A1	Professional Development will occur on rigorous instruction throughout the year. During classroom walkthroughs, administrators will look for rigorous instruction indicators using a Quality Assignment Checklist. K-5 data meetings will be held monthly to share data from end of chapter assessments, unit assessments, and trimester assessments in order to determine if students are getting the rigorous instruction that is needed for the students to be successful.	$1,000.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0111 - Evans Elementary School	Other		$1,000.00
		Notes: Professional Development Funds will pay for substitutes while teachers are attending PD on instructional rigor and when doing peer observation.			

3	G1.B1.S3.A1	Administrators will monitor for differentiated instruction in grades K-5 by doing daily walkthroughs. K-5 data meetings will be held monthly to share data from end of chapter assessments, unit assessments, and trimester assessments in order to determine if students are receiving the differentiated instruction that is needed for the student to be successful.	$0.00
4	G1.B1.S5.A1	Teachers in grades K-5 will plan together in PLCs. Administrators will attend grade level PLCs to determine if collaborative planning is occurring. Research shows that there is a positive relationship between teacher collaboration and mathematics and reading achievement.	$0.00
		Total:	**$1,000.00**