



## Everglades Elementary

407 MARGINAL RD, West Palm Beach, FL 33411

[www.edline.net/pages/everglades\\_elementary](http://www.edline.net/pages/everglades_elementary)

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

48%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

65%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Everglades Elementary is committed to providing a world-class education with excellence and equity to empower each students to reach his or her highest potential with the most effective staff to foster the knowledge, skill, and ethics required for responsible citizenship and productive careers.

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

Everglades Elementary, a Green School of Excellence, envisions a dynamic, collaborative, multi-cultural community where education, life-long learning, environmental responsibility, and health of body and mind are valued and supported and where all learners reach their highest potential.

#### School Environment

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

Everglades will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Everglades Elementary plans and schedules many multi-cultural opportunities and projects including a combined literacy and wellness school wide family event, student assemblies, and infusion of multi-cultural literature into lesson planning.

Everglades develops and implements a comprehensive school counseling program with time dedicated for the development of the socio-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

As a Healthy Choice School:

- \* we limit sugar/fatty snacks
- \* limit food incentives
- \* incorporate teacher led Adventure to Fitness and Go Noodle in the classroom at least 20 minutes per week to support the physical education program
- \* participate in many community health and fitness events such as Kids Mile, Sebastians 5K, Light the Night, Color Run,...etc.
- \* sponsor family health events such as Amazing Race,health fair, etc.
- \* provide support in health and fitness to the staff with an established Wellness Committee, faculty volleyball, Biggest Loser, Whole Foods presentation,etc.
- \* sponsor an after school Mileage Club
- \* sponsor the 123 Gotta Green, Good to Go! and OrganWise Program in the cafeteria
- \* incorporate healthy choices in our school SWPBS matrix as part of the student expectations
- \* institute a sharing table in the cafeteria

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

Everglades Elementary articulates, demonstrates, and teaches the specific expectations and behaviors set forth in the school wide behavior plan for before, during, and after school. Adults across the campus are assigned duty areas to make sure students are safe entering the school in the morning and during dismissal in the afternoon. Teachers are provided training on anti-bullying and students are encouraged to report bullying/harassment. Professional development is provided each year for handling behavior that is not desirable in a respectful and supportive manner.

The Everglades matrix includes the following expectations:

We are RESPECTFUL.

We are RESPONSIBLE.

We are SAFE.

We are GREEN.

We make HEALTHY CHOICES.

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

Everglades integrates Single School Culture by sharing our universal goals for success, following a behavior matrix and teaching expected behaviors. The matrix is designed using Single School Culture protocols and the Universal Guidelines. The SWPBS team reviews classroom data to monitor the effectiveness of our school's matrix/plan. During the 2013 to 2014 school year the committee determined to add "We are Healthy" to the matrix to continue to develop healthy bodies and minds for optimal learning. There is a school wide recognition system in place with the Panther Paws tickets and the Student of the Month program.

**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**

Everglades Elementary has an active Mentoring Program that pairs students at-risk either behaviorally and/or academically with a caring teacher or staff member. We utilize a check-in and check-out strategy throughout the school day. Our school also provides enrichment opportunities in the area of socio-emotional needs such as Red Ribbon Week, anti-smoking efforts, supporting community needs such as food and clothing drives, etc. Everglades Elementary has a full time guidance counselor who is able to provide intensive support through individual and group counseling.

### 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).

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

Everglades had a total of 10 total suspensions for SY 2013-2014 and it has decreased from the previous year.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	2	2	2	2	2	11
One or more suspensions	0	0	0	2	1	2	5
Course failure in ELA or Math	2	2	1	2	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	4		
Students exhibiting two or more indicators	1		1

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

- SBT/RTI process
- Guidance Groups to help with mediation
- Mentoring Groups
- SWPBS
- Admin Incentives
- Panther Paws
- Schoolwide Behavior Matrix of rules and expectations

### Family and Community Involvement

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

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

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

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

No

**PIP Link**

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

**Description**

Everglades Elementary School has a volunteer program and active PTO that helps support our school wide academic initiatives. Parents attend all events sponsored by our school and PTO and volunteer throughout the school everyday to help support our teachers and staff members.

Everglades -

\*solicits parent feedback from school wide events such as Curriculum Night, Literacy Events, PTO Events

\*communicates classroom and school news through email, Edline, newsletters, and Parent Link

\*provides positive communication to parents via phone calls, notes, events, etc.

\*offers support for parents unfamiliar with the school's procedures, expectations, and technologies

**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**

Everglades utilizes our PTO Organization to help build our business partnerships and community involvement to help support our school wide goals and initiatives including family nights at local restaurants, working closely with the Sheriff's Office to help support our bullying programs, maintaining our 5 Star status for the 4th consecutive year, and hosting career days and several on campus events to promote and celebrate our Business Partners and Community Members!  
 We also host several volunteer breakfast events throughout the year to celebrate our parents and community members.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Dellegrotti, Tara	Principal
Bresnahan, Helena	Teacher, K-12
Mahoney, Sarah	Teacher, K-12
Rowe, Marjie	Teacher, K-12
Schlinski, Darby	Teacher, K-12
Boss, Traci	Teacher, K-12
Trapani, Heather	Teacher, K-12
Jones, Dawn	Teacher, K-12
Kiper, Susan	Teacher, K-12
Justice, Shirley	Guidance Counselor
Benn, Jen	Assistant Principal
Reeder, Lori	Teacher, K-12

**Duties**

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

The leadership team meets monthly with administration to make shared decisions following the Single School Culture protocols. Additionally, the school leadership team members facilitate twice monthly Learning Team Meetings and weekly Team Meetings to analyze student achievement data and to design instruction based upon student needs.

***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***

Using Single School Culture Protocols, the leadership team makes shared decisions on the following:

- \*Planning and implementing school wide endeavors that promote and support literacy
- \*Identifying important professional development opportunities within and outside of The District of Palm Beach County
- \*Recommending professional development topics to the Professional Development Committee
- \*Monitoring school wide achievement data and recommending instructional best practices
- \*Designing the Everglades After School Tutorial Program including teachers selected to tutor, the materials used in the program, and the focus of the tutorial based on student achievement data

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Tara Dellegrotti	Principal
Marjie Rowe	Teacher
Anna Cammelleri	Parent
Bryony Roux	Parent
Carol Verdigi	Business/Community
Dana Ray	Parent
Kim Durrill	Parent
Meredith Combs	Parent
Neira Bloat	Teacher
Roberto Abrahantes	Education Support Employee
Sherron Permashwar	Business/Community
Tracey Murry	Parent
Vanessa Gonzales	Teacher
Nataly Miller	Parent
Lori Reeder	Teacher
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

Data from the FLDOE and Step 0 was shared and the administration along with the leadership team and SAC looked at each strategy and goal from the previous plan. The schools overall achievement was raised by 48 points to a total of 617 points in all. The plan and strategies were determined to have been successful. As Everglades transitions to the new FSA testing SAC will continue to closely monitor student achievement data using EDW, Performance Matters, and the fall and winter diagnostics.

*Development of this school improvement plan*

The Everglades School Advisory Council had direct involvement in the development of the school improvement plan. The Problem Solving Process was used to analyze data, identify goals, and

brainstorm barriers and strategies. The Everglades SAC continues to monitor the school improvement plan throughout the year and adjusts the plan to best meet the needs of the students. The plan is communicated to all stakeholders and the community each year using the newsletters, SAC and PTO meetings, and the school website.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

The Everglades SAC will fund identified staff development and student programs that support the strategies outlined in the School Improvement Plan.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dellegrotti, Tara	Principal
Reeder, Lori	Teacher, K-12
Jefferson, Tia	Teacher, K-12
Meyer, Janett	Teacher, K-12
Johnson, Lisa	Teacher, K-12
Schneider, Wendy	Teacher, K-12
Getson, Tracey	Teacher, K-12
Morgan, Brianne	Teacher, K-12
Kiper, Susan	Teacher, K-12
Eldredge, Pam	Teacher, K-12

**Duties**

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

Parent Panther University in conjunction with Curriculum Night in the fall  
Wellness and Literacy Event in the spring  
Winter Literacy Event at Barnes and Noble  
Reading Week in January  
Read Across America in March  
Book Buddies (K-5)  
Reading Counts/Reading Plus/RAZ Kids  
Activities/Events designed to get students motivated to read  
Reading Counts program and incentives  
Ongoing professional development in literacy and communication back to grade level teams

## Public and Collaborative Teaching

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

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

Everglades Elementary promotes positive working relationships with teachers by teachers participating in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Everglades Elementary School markets their school through the use of brochures and newsletters spotlighting all the activities/events we do at the school. We assign all new employees with a mentor and buddy to support them and encourage professional growth among out staff and provide opportunities for this to occur. Administration is visible around the school and has an open door policy and always willing to help and support our staff as much as possible to ensure success. Additionally, Everglades utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures and to monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Mentors at Everglades are assigned to beginning teachers and meet with administration together at least twice a month so there is open communication and support. Beginning teachers are given time to observe in other classrooms and to reflect on their teaching practices.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Everglades Elementary School works as a team collaborating during our scheduled LTMs which occur at least two times a month. Professional Development Days and weekly Team Meetings. Along with scheduled Committee Meetings allowing time to share ideas and best practices.

We work with the district and meet regularly with our Literacy and Math Content Area Contacts. Our teachers and staff are always willing to attend off campus training and participate in several book studies throughout the year.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### Instructional Strategies

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

Everglades Elementary does the following:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

Members of the school-based RtI Leadership Team will meet with the academic leadership team to develop strategies that are approved by the School Advisory Council (SAC) and are included in School Improvement Plan. They will also monitor students in the SBT and RTI process.

The school-based RtI Leadership Team will meet regularly, at least twice per month, to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 - Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be

referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on the data and discussion, the team will identify students who are in need of additional academic an/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention design & Implementation involves selecting or developing evidence-based intervention based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Resopnse-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

***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:** 1,400

The Everglades after school tutorial program runs from November to April. Students in grades 2 to 5 that are identified by teachers are invited to participate. Reading and math tutorial classes are held on Tuesdays from 2:15 to 3:15 (excepting holidays). These classes use research based curriculum materials and are taught by certified highly qualified teachers.

### ***Strategy Rationale***

The Everglades tutorial program provides at-risk students extra time to master skills and concepts. The program utilizes research based materials that practice the standards. It also allows for relationships to develop between the student, the teacher, and the home so that students gain appreciation for the importance of learning.

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

- Core Academic Instruction

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

Dellegrotti, Tara, tara.dellegrotti@palmbeachschools.org

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

Pre-test data is collected and analyzed for instruction. At the end of the tutorial program post-test data is collected and compared to pre-test data. Data from tutorial students is also collected after FCAT scores are released to maesure proficiency and learning gains.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

Everglades Elementary School supports their students transitioning into Kindergarten by hosting a Kindergarten Round-Up in May for the upcoming school year. The teachers complete academic screenings prior to the first day of school in order to assess each student in August and we have a staggered start for the Kindergarten students during the first week in order to help transition our students to Kindergarten and our school. Parents can also walk their children to class during the first week of school.

**College and Career Readiness**

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

NA

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

NA

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

NA

***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***

NA

## 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.** By June 2015 there will be a 3% gain in reading proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%.
- G2.** By June 2015 there will be a 3% gain in math proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%.

## Strategic Goals Detail

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

**G1.** By June 2015 there will be a 3% gain in reading proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%. **1a**

G040564

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	85.0
AMO Reading - All Students	76.0

**Resources Available to Support the Goal** **2**

- The District has provided each school with the updated reading units to support the new Florida Standards. This increased the leveled libraries of individual teachers as well as increased the reading resource room that Everglades began to develop in previous years.

**Targeted Barriers to Achieving the Goal** **3**

- Teachers' knowledge of incorporating and using the updated reading units along with the new Florida Standards and new FSA test
- Lack of home support
- Practice in reading concepts beyond the school day
- Teachers' access to resources for implementing iii

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

Diagnostic and RRR data will be collected and reviewed at LTMs

**Person Responsible**

Tara Dellegrotti

**Schedule**

Biweekly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

agendas and minutes of meetings, EDW reports

**G2.** By June 2015 there will be a 3% gain in math proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%. 1a

G040565

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	72.0
Math Lowest 25% Gains	91.0

**Resources Available to Support the Goal** 2

- The District has provided textbooks aligned with the new Florida Standards, electronic access to math support materials, and various professional development opportunities as the state switches to full implementation of the new standards.

**Targeted Barriers to Achieving the Goal** 3

- Teachers' knowledge on implementation of the new Florida Standards and implementing a guided math approach in the classroom.
- Lack of Home Support
- Practice of math concepts beyond the school day.

**Plan to Monitor Progress Toward G2.** 8

Analyze formative and summative data from unit tests, performance/constructed response activities, and Diagnostics/Performance Matters to measure student proficiency and gains.

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

EDW reports, LTM agendas, minutes of meetings

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** By June 2015 there will be a 3% gain in reading proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%. **1**

 G040564

**G1.B1** Teachers' knowledge of incorporating and using the updated reading units along with the new Florida Standards and new FSA test **2**

 B098166

**G1.B1.S1** Literacy Cohort - established to study and share best practices and to work closely with the District liaisons **4**

 S109445

### Strategy Rationale

#### Action Step 1 **5**

Literacy Cohort - a group of teachers studying best practices in the teaching of reading and in using RRR data to drive instruction. These teachers will share with grade level teams and will present at faculty meetings.

#### Person Responsible

Tara Dellegrotti

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Agendas and sign-in sheets, minutes, presentations

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

Attendance at workshops, trainings, meetings and then follow-up sharing at grade level meetings

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

agendas/minutes from meetings, presentation materials

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

Feedback from teachers

**Person Responsible**

Tara Dellegrotti

**Schedule**

Every 6 Weeks, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PD effectiveness questionnaires, feedback shared at grade chair meetings

**G1.B1.S2 Planning - release time provided for teachers to plan implementation of the literacy roll out** 4

 S109446

**Strategy Rationale**

**Action Step 1** 5

Release time for teachers to study and plan the updated units of instruction using the new reading adoption materials

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

agendas, minutes, presentations

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

Keep a record of agendas and minutes

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

All grade levels will have participated in a planning day.

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

Teachers will begin to implement the new units of instruction using the updated reading units and the new Florida Standards.

**Person Responsible**

Tara Dellegrotti

**Schedule**

Every 6 Weeks, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Walk-through data will reflect a growing number of teachers using the updated reading units and materials of instruction.

**G1.B1.S3** Learning Team Meetings - grade level teams use LTMs to plan and monitor student progress with the new standards and reading adoption **4**

 S109447

### Strategy Rationale

#### Action Step 1 **5**

Grade Level LTMs used to plan and monitor student progress with the new Florida Standards and to develop action plans to increase student achievement. Teachers will develop instructional focus calendars that reflect primary and secondary learning targets.

#### **Person Responsible**

Tara Dellegrotti

#### **Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

#### **Evidence of Completion**

agendas, minutes, participation

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

Agendas and minutes submitted, observation, and Administration, PD Team, and Literacy Team will provide grade level teams support in developing agendas and in presentation of material

#### **Person Responsible**

Tara Dellegrotti

#### **Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

#### **Evidence of Completion**

Administration will keep a binder/record of grade level LTM agendas, minutes, and copies

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

Teacher reflections, RRR data, Diagnostic data, FSA data

**Person Responsible**

Tara Dellegrotti

**Schedule**

On 5/29/2015

**Evidence of Completion**

Data will be shared at SAC meetings, faculty meetings, and grade chair meetings

**G1.B2 Lack of home support 2**

 B098167

**G1.B2.S1** Implement a stronger reading connection that includes more scaffolding provided by the teacher for at home reading - RAZ Kids and book bags sent home each night with books at the students reading level 4

 S109448

**Strategy Rationale**

**Action Step 1 5**

Book bags sent home each evening with a book at the students' reading level for independent reading

**Person Responsible**

Tara Dellegrotti

**Schedule**

Daily, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Reading logs, participation

**Action Step 2** 5

Site licenses for RAZ Kids, Reading A to Z, and Reading Plus

**Person Responsible**

Tara Dellegrotti

**Schedule**

Annually, from 8/29/2014 to 8/28/2015

**Evidence of Completion**

Reports generated by the software program

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

RAZ Kids reports by teacher

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

% of students using the program, increase in reading levels assigned in the program

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Increase in students RRR level, increase in diagnostic scores from fall to winter

**Person Responsible**

Tara Dellegrotti

**Schedule**

Semiannually, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

EDW reports

**G1.B2.S3** Family literacy events - Panther Parent University in the fall and the combined science/literacy family event in the spring **4**

 S109450

**Strategy Rationale**

**Action Step 1** **5**

Family literacy events - Panther Parent University in the fall, Barnes and Noble Literacy Night in the winter, Literacy/Science fair in the spring

**Person Responsible**

Tara Dellegrotti

**Schedule**

Semiannually, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Sign-in sheets, agendas

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** **6**

Participation rate of parents and teachers

**Person Responsible**

Tara Dellegrotti

**Schedule**

Semiannually, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Attendance records of participants, presentation materials

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** **7**

Overall feedback of the participants

**Person Responsible**

Tara Dellegrotti

**Schedule**

Semiannually, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Completed reflection questionnaires will be evaluated

**G1.B3 Practice in reading concepts beyond the school day** 2

 B098168

**G1.B3.S1 Everglades Tutorial program in reading grades 2 to 5** 4

 S109451

**Strategy Rationale**

**Action Step 1** 5

Design an after-school tutorial program for students to provide opportunities for practice with reading concepts

**Person Responsible**

Tara Dellegrotti

**Schedule**

Weekly, from 10/24/2014 to 5/29/2015

**Evidence of Completion**

records of student attendance, agenda/minutes from tutor training meeting,

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Weekly tutorial lessons in the area of reading provided to identified students

**Person Responsible**

Tara Dellegrotti

**Schedule**

Weekly, from 10/22/2014 to 4/24/2015

**Evidence of Completion**

records of student attendance, tutor lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Increased student achievement in the area of reading

**Person Responsible**

Tara Dellegrotti

**Schedule**

Every 2 Months, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

EDW reports of RRR data, progress monitoring lists, diagnostic scores

**G1.B4 Teachers' access to resources for implementing iii** 2

 B109860

**G1.B4.S1** implement the Leveled Literacy Intervention (LLI) program and materials from Fountas and Pinnell for use in classrooms during iii 4

 S121357

**Strategy Rationale**

This intervention provides a targeted program for small groups to attain grade level reading skills as measured by the running reading record assessment and provides data points for monitoring progress in the Rtl process.

**Action Step 1** 5

Everglades will increase the number of LLI kits in use by 1 to 2 per year.

**Person Responsible**

Tara Dellegrotti

**Schedule**

On 6/1/2015

**Evidence of Completion**

Reports from EDW of student progress in the LLI iii program.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Principal or Principal's Designee will print LLI progress reports from EDW on a monthly basis

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 10/3/2014 to 6/5/2015

**Evidence of Completion**

Reports will be housed with the principal's minutes and agendas from grade level LTMs

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Data from Diagnostics, Progress Monitoring Lists, and RRR will be examined for growth and trends

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

SAC minutes and LTM agendas/minutes will be collected to show that the strategy was monitored for effectiveness

**G2.** By June 2015 there will be a 3% gain in math proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%. **1**

 G040565

**G2.B1** Teachers' knowledge on implementation of the new Florida Standards and implementing a guided math approach in the classroom. **2**

 B098169

**G2.B1.S1** Math Cohort **4**

 S109452

### Strategy Rationale

#### Action Step 1 **5**

Math Cohort - a group of teachers studying best practices in the teaching of math using the new common core standards and in using math data to drive instruction. These teachers will share with grade level teams and will present at faculty meetings.

#### **Person Responsible**

Tara Dellegrotti

#### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

#### **Evidence of Completion**

Agendas, sign-in sheets, minutes and presentations

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Attendance at workshops, trainings, meetings and follow-up sharing at grade level meetings.

#### **Person Responsible**

Tara Dellegrotti

#### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

#### **Evidence of Completion**

Agendas, minutes, and presentation materials.

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

Feedback from the Teachers

**Person Responsible**

Tara Dellegrotti

**Schedule**

Every 2 Months, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PD Effectiveness Questionnaires, Feedback shared at Grade Chair Meetings

**G2.B1.S2 Learning Team Meetings** 4

 S109453

**Strategy Rationale**

**Action Step 1** 5

Grade Level LTMs used to plan and monitor student progress with the new Florida Standards and to develop action plans to increase student achievement. Teachers will develop instructional focus calendars that reflect primary and secondary learning targets.

**Person Responsible**

Tara Dellegrotti

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Agendas, minutes, and participation

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Agendas and minutes submitted, observations, and Administration will provide grade level teams with support in developing agendas and presentations of materials.

**Person Responsible**

Tara Dellegrotti

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Administration will keep a binder/record of grade level agendas, minutes and copies/artifacts

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Teacher reflections, diagnostic data, unit test data, FCAT data

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Data will be shared at SAC Meetings, Faculty Meetings, and Grade Chair Meetings

**G2.B2 Lack of Home Support** 2

B098170

**G2.B2.S1** Conduct Family Math Nights- Panther Parent University and Home Depot Math Night, and other events including Mathapalooza after school club 4

S109454

**Strategy Rationale**

**Action Step 1** 5

Family Math Nights- Panther Parent University and Home Depot Family Math Night. and after school Mathapalooza club.

**Person Responsible**

Tara Dellegrotti

**Schedule**

Semiannually, from 9/1/2014 to 5/1/2015

**Evidence of Completion**

Sign In Sheets, agendas

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Participation rate of parents and teachers

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Attendance records of participants, presentation materials

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Overall feedback of the participants

**Person Responsible**

Tara Dellegrotti

**Schedule**

Semiannually, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Completed reflection questionnaire will be evaluated

**G2.B3 Practice of math concepts beyond the school day.** 2

 B098171

**G2.B3.S1 Everglades Tutorial Program in Math grades 2-5** 4

 S109455

**Strategy Rationale**

**Action Step 1** 5

Design an after-school tutorial program for students to provide opportunities for practice with math concepts

**Person Responsible**

Tara Dellegrotti

**Schedule**

Weekly, from 10/22/2014 to 4/24/2015

**Evidence of Completion**

Records of student attendance, agenda/minutes from tutor training meeting

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

Weekly tutorial lesson in the area of math provided to identified students

**Person Responsible**

Tara Dellegrotti

**Schedule**

Weekly, from 10/22/2014 to 4/24/2015

**Evidence of Completion**

Records of student attendance, tutor lesson plans

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

Increased student achievement in the area of math

**Person Responsible**

Tara Dellegrotti

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Progress Monitoring Lists, Diagnostics Scores

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Literacy Cohort - a group of teachers studying best practices in the teaching of reading and in using RRR data to drive instruction. These teachers will share with grade level teams and will present at faculty meetings.	Dellegrotti, Tara	9/1/2014	Agendas and sign-in sheets, minutes, presentations	6/5/2015 monthly
G1.B1.S2.A1	Release time for teachers to study and plan the updated units of instruction using the new reading adoption materials	Dellegrotti, Tara	9/1/2014	agendas, minutes, presentations	6/5/2015 monthly
G1.B1.S3.A1	Grade Level LTMs used to plan and monitor student progress with the new Florida Standards and to develop action plans to increase student achievement. Teachers will develop instructional focus calendars that	Dellegrotti, Tara	9/1/2014	agendas, minutes, participation	6/5/2015 biweekly

**Palm Beach - 0061 - Everglades Elementary - 2014-15 SIP**  
*Everglades Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	reflect primary and secondary learning targets.				
G1.B2.S1.A1	Book bags sent home each evening with a book at the students' reading level for independent reading	Dellegrotti, Tara	8/29/2014	Reading logs, participation	5/29/2015 daily
G1.B2.S3.A1	Family literacy events - Panther Parent University in the fall, Barnes and Noble Literacy Night in the winter, Literacy/ Science fair in the spring	Dellegrotti, Tara	9/15/2014	Sign-in sheets, agendas	5/29/2015 semiannually
G1.B3.S1.A1	Design an after-school tutorial program for students to provide opportunities for practice with reading concepts	Dellegrotti, Tara	10/24/2014	records of student attendance, agenda/minutes from tutor training meeting,	5/29/2015 weekly
G2.B1.S1.A1	Math Cohort - a group of teachers studying best practices in the teaching of math using the new common core standards and in using math data to drive instruction. These teachers will share with grade level teams and will present at faculty meetings.	Dellegrotti, Tara	9/1/2014	Agendas, sign-in sheets, minutes and presentations	5/29/2015 monthly
G2.B1.S2.A1	Grade Level LTMs used to plan and monitor student progress with the new Florida Standards and to develop action plans to increase student achievement. Teachers will develop instructional focus calendars that reflect primary and secondary learning targets.	Dellegrotti, Tara	9/1/2014	Agendas, minutes, and participation	5/29/2015 biweekly
G2.B2.S1.A1	Family Math Nights- Panther Parent University and Home Depot Family Math Night. and after school Mathapalooza club.	Dellegrotti, Tara	9/1/2014	Sign In Sheets, agendas	5/1/2015 semiannually
G2.B3.S1.A1	Design an after-school tutorial program for students to provide opportunities for practice with math concepts	Dellegrotti, Tara	10/22/2014	Records of student attendance, agenda/minutes from tutor training meeting	4/24/2015 weekly
G1.B4.S1.A1	Everglades will increase the number of LLI kits in use by 1 to 2 per year.	Dellegrotti, Tara	9/1/2014	Reports from EDW of student progress in the LLI iii program.	6/1/2015 one-time
G1.B2.S1.A2	Site licenses for RAZ Kids, Reading A to Z, and Reading Plus	Dellegrotti, Tara	8/29/2014	Reports generated by the software program	8/28/2015 annually
G1.MA1	Diagnostic and RRR data will be collected and reviewed at LTMs	Dellegrotti, Tara	9/1/2014	agendas and minutes of meetings, EDW reports	6/1/2015 biweekly
G1.B1.S1.MA1	Feedback from teachers	Dellegrotti, Tara	9/1/2014	PD effectiveness questionnaires, feedback shared at grade chair meetings	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Attendance at workshops, trainings, meetings and then follow-up sharing at grade level meetings	Dellegrotti, Tara	9/1/2014	agendas/minutes from meetings, presentation materials	5/29/2015 monthly
G1.B2.S1.MA1	Increase in students RRR level, increase in diagnostic scores from fall to winter	Dellegrotti, Tara	9/1/2014	EDW reports	5/29/2015 semiannually
G1.B2.S1.MA1	RAZ Kids reports by teacher	Dellegrotti, Tara	8/29/2014	% of students using the program, increase in reading levels assigned in the program	5/29/2015 monthly
G1.B3.S1.MA1	Increased student achievement in the area of reading	Dellegrotti, Tara	9/1/2014	EDW reports of RRR data, progress monitoring lists, diagnostic scores	5/29/2015 every-2-months
G1.B3.S1.MA1	Weekly tutorial lessons in the area of reading provided to identified students	Dellegrotti, Tara	10/22/2014	records of student attendance, tutor lesson plans	4/24/2015 weekly
G1.B4.S1.MA1	Data from Diagnostics, Progress Monitoring Lists, and RRR will be examined for growth and trends	Dellegrotti, Tara	9/1/2014	SAC minutes and LTM agendas/ minutes will be collected to show that the strategy was monitored for effectiveness	5/29/2015 monthly

**Palm Beach - 0061 - Everglades Elementary - 2014-15 SIP**  
*Everglades Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Principal or Principal's Designee will print LLI progress reports from EDW on a monthly basis	Dellegrotti, Tara	10/3/2014	Reports will be housed with the principal's minutes and agendas from grade level LTMs	6/5/2015 monthly
G1.B1.S2.MA1	Teachers will begin to implement the new units of instruction using the updated reading units and the new Florida Standards.	Dellegrotti, Tara	9/1/2014	Walk-through data will reflect a growing number of teachers using the updated reading units and materials of instruction.	5/29/2015 every-6-weeks
G1.B1.S2.MA1	Keep a record of agendas and minutes	Dellegrotti, Tara	9/1/2014	All grade levels will have participated in a planning day.	5/29/2015 monthly
G1.B1.S3.MA1	Teacher reflections, RRR data, Diagnostic data, FSA data	Dellegrotti, Tara	9/1/2014	Data will be shared at SAC meetings, faculty meetings, and grade chair meetings	5/29/2015 one-time
G1.B1.S3.MA1	Agendas and minutes submitted, observation, and Administration, PD Team, and Literacy Team will provide grade level teams support in developing agendas and in presentation of material	Dellegrotti, Tara	9/1/2014	Administration will keep a binder/ record of grade level LTM agendas, minutes, and copies	5/29/2015 biweekly
G1.B2.S3.MA1	Overall feedback of the participants	Dellegrotti, Tara	9/1/2014	Completed reflection questionnaires will be evaluated	5/29/2015 semiannually
G1.B2.S3.MA1	Participation rate of parents and teachers	Dellegrotti, Tara	9/1/2014	Attendance records of participants, presentation materials	5/29/2015 semiannually
G2.MA1	Analyze formative and summative data from unit tests, performance/ constructed response activities, and Diagnostics/Performance Matters to measure student proficiency and gains.	Dellegrotti, Tara	9/1/2014	EDW reports, LTM agendas, minutes of meetings	5/29/2015 monthly
G2.B1.S1.MA1	Feedback from the Teachers	Dellegrotti, Tara	9/1/2014	PD Effectiveness Questionnaires, Feedback shared at Grade Chair Meetings	5/29/2015 every-2-months
G2.B1.S1.MA1	Attendance at workshops, trainings, meetings and follow-up sharing at grade level meetings.	Dellegrotti, Tara	9/1/2014	Agendas, minutes, and presentation materials.	5/29/2015 monthly
G2.B2.S1.MA1	Overall feedback of the participants	Dellegrotti, Tara	9/1/2014	Completed reflection questionnaire will be evaluated	5/29/2015 semiannually
G2.B2.S1.MA1	Participation rate of parents and teachers	Dellegrotti, Tara	9/1/2014	Attendance records of participants, presentation materials	5/29/2015 monthly
G2.B3.S1.MA1	Increased student achievement in the area of math	Dellegrotti, Tara	9/1/2014	Progress Monitoring Lists, Diagnostics Scores	5/29/2015 monthly
G2.B3.S1.MA1	Weekly tutorial lesson in the area of math provided to identified students	Dellegrotti, Tara	10/22/2014	Records of student attendance, tutor lesson plans	4/24/2015 weekly
G2.B1.S2.MA1	Teacher reflections, diagnostic data, unit test data, FCAT data	Dellegrotti, Tara	9/1/2014	Data will be shared at SAC Meetings, Faculty Meetings, and Grade Chair Meetings	5/29/2015 monthly
G2.B1.S2.MA1	Agendas and minutes submitted, observations, and Administration will provide grade level teams with support in developing agendas and presentations of materials.	Dellegrotti, Tara	9/1/2014	Administration will keep a binder/ record of grade level agendas, minutes and copies/artifacts	5/29/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By June 2015 there will be a 3% gain in reading proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%.

**G1.B1** Teachers' knowledge of incorporating and using the updated reading units along with the new Florida Standards and new FSA test

**G1.B1.S1** Literacy Cohort - established to study and share best practices and to work closely with the District liaisons

### PD Opportunity 1

Literacy Cohort - a group of teachers studying best practices in the teaching of reading and in using RRR data to drive instruction. These teachers will share with grade level teams and will present at faculty meetings.

#### Facilitator

PD Team, Cohort Facilitators, District Liaisons, Lead Teachers

#### Participants

All teachers of reading

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

**G1.B4** Teachers' access to resources for implementing iii

**G1.B4.S1** implement the Leveled Literacy Intervention (LLI) program and materials from Fountas and Pinnell for use in classrooms during iii

### PD Opportunity 1

Everglades will increase the number of LLI kits in use by 1 to 2 per year.

#### Facilitator

Lori Reeder, Marjie Rowe, District Employees

#### Participants

Classroom Teachers

#### Schedule

On 6/1/2015

**G2.** By June 2015 there will be a 3% gain in math proficiency as measured by third through fifth grade FSA scores and a 2% gain in the lowest 25%.

**G2.B1** Teachers' knowledge on implementation of the new Florida Standards and implementing a guided math approach in the classroom.

**G2.B1.S1** Math Cohort

**PD Opportunity 1**

Math Cohort - a group of teachers studying best practices in the teaching of math using the new common core standards and in using math data to drive instruction. These teachers will share with grade level teams and will present at faculty meetings.

**Facilitator**

PD Team, Math Cohort Facilitators, District Employees

**Participants**

All Teachers of Math

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0