

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
Elementary

Title I
No

Free/Reduced Price Lunch
36%

Alternative/ESE Center
No

Charter School
No

Minority
39%

School Grades History

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

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Evans Elementary School will be a premier elementary school in Seminole County Public Schools. Evans Elementary will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways 24/7/365. Evans Elementary will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All students at Evans Elementary will perform at the highest levels. There will be equitable facilities and opportunities for all students. Evans Elementary's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

School Environment

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

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

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

At Evans Elementary, everyone follows the Sunray Expectations. This helps to create a school environment of safety, trust, and support with our students and our staff. The PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences. Students are able to earn "Sunsationals" and have opportunities to eat lunch with administration. Input is also gathered from the School Advisory Council and the Student Council.

Sunray Expectations . . .

Be Safe

Be Respectful

Make Good Choices

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

The staff at Evans Elementary are trained using the Positive Behavior Support program. Being safe, being respectful and making good choices are the Sunray Expectations. Clear expectations are communicated to all stake holders 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. In the beginning of the year, administration and guidance meets with all students to review school wide expectations.

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

Evans Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills and one on one when needed. We have student mentor programs with our older student council students working with primary classes. We are establishing a "food pantry" for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Darnell, Carol Ann	Principal
May, Patricia	Assistant Principal
Bort, Anji	Teacher, K-12
McRory, Nancy	Teacher, K-12
Fox, Stephanie	Teacher, K-12
Leftakis, Heather	Teacher, K-12
Rona, Raquel	Teacher, K-12
Hershey, Elliot	Teacher, K-12
Skiles, Paula	Guidance Counselor
Quinones, Laura	Teacher, K-12
Eichler , Heather	Instructional Coach
Keyser, Felicia	Instructional Coach

Duties

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

Principal and Assistant Principal -

Communicate a clear and common vision

Provide personnel resources and logistical support

Monitor implementation

Monitor the consistent use of data for decisions that improve student performance and the skills of the teachers

Provide time for meetings

Reading Coach/Interventionist -

Model intervention lessons related to individual and/or small group needs

Provide support in creating intervention lessons

Lead ongoing conversations using student data

Provide support in the grouping of students

Help to select, implement, and interpret student assessments

Participate in the design and delivery of professional development

Support colleagues through mentoring and close collaboration to provide consistency in reinforcing skills

Reading/Math Interventionist -

Work with instructional focus groups and provide intensive intervention

Provide ongoing progress monitoring

Communicate ongoing student progress with the teacher and MTSS Team

Guidance Counselor -

Collaborates with teachers to track documents

Manages and monitors paperwork for completion and accuracy

Schedule students for MTSS meetings

School Psychologist -

Determine that MTSS Team decisions are adequately supported by data

Assist teachers in interpreting data as part of the ongoing decision-making process

Classroom Teachers -

Differentiate instruction for a diverse classroom

Follow the SCPS Instructional Plans

Engage in ongoing collaboration to address small group and individual student needs

Collaborate with other school personnel in data collection and analysis

Parent -

Collaborates with school personnel in implementing interventions

Provides relevant home/medical/social information

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 School will coordinate Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students

are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Carol Ann Darnell	Principal
Courtney Redfield	Teacher
Cathy Chelberg	Teacher
Sohira Limonta	Education Support Employee
Erik Noteboom	Parent
Heather Leftakis	Teacher
Jyoshna Brahma	Parent
Maren Cupit	Parent
Amie Guckian	Parent
Julie Leinenbach	Parent
Graham Worthy	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC met in September 30, 2014 and reviewed the 2014 FCAT scores as they correlated with the previous SIP. Reading, Math, Science, and Writing in various subgroups were focused on in regards to growth or regression, and if SIP goals were achieved. Handouts and reports were distributed and discussed. All information was published in newsletter, website, and other communication venues.

Development of this school improvement plan

SAC works with the principal to break down FCAT data and other student performance data to identify strengths, areas of focus, and the development of the action plan. After we received our 2013-14 FCAT data, the findings were presented to SAC. Areas identified as significant need of support were Writing Proficiency, Lowest Quartile in Reading, and learning gains. SAC will focus on the implementation of the new Florida Standards and the FSA that will be administered in spring that takes the place of FCAT. As the format and evaluation of this test will be quite different, SAC focused on ensuring we made the transition to the new standards and preparing students for the assessments.

Preparation of the school's annual budget and plan

The role of a School Advisory Council is to assist in the preparation of the annual budget. The General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan. Our School Advisory Council met September 30, 2014 to discuss and pass the School Improvement budget. Funds were allocated and will directly correlate with the instructional goals of the SIP.

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

During the 2013-2014 school year, SAC voted to expend the \$883.67 towards an additional projector and equipment to make one classroom white board interactive.

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
Darnell, Carol Ann	Principal
May, Patricia	Assistant Principal
Eichler , Heather	Instructional Coach
Keyser, Felicia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Initiatives of the LLT for the 2014-2015 school year:

Assist classroom teachers with the implementation of district instructional plans and Florida standards.

Implement SURF (intervention) in grades K-5

Monitor student progress through class data sheets

Implement Independent Reading Program

Organize Family Reading Events

Other initiatives and continued initiatives include:

- To promote the love of reading for ALL students, parents and staff.
- To implement an Accelerated Reader (AR) continuum for all grades.
- To assist with scheduling for assessments (DE, SRI, PSI, PASI, FLKRS, SBA, FSA).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (Accelerated Reader Program, SRI).
- To support intervention for students in the lowest quartile for reading and math.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To create and monitor a Literacy web site to be used as a resource for teachers and parents.
- To keep the staff up to date on the latest trends and updates in literacy education.

Public and Collaborative Teaching

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

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

Evans Elementary utilizes Professional Learning Communities to address collaborative planning and instruction in order to implement district instructional plans aligned with the Florida Standards. Teachers have a common plan time and specific scheduled Wednesday afternoons for which to collaboratively plan their instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the state of Florida university system, but also out of state. Annually, our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school begins, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. These new teachers meet regularly with the mentor and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Evans Elementary uses various data to provide and differentiate instruction to meet the needs of all students. Assessments are used as diagnostics and ongoing progress monitors to determine student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's

needs. Students are looked at on an individual basis and their data is used to create student based services. Various assessments used include Discovery Education, FSA, SRI, DRA, PASI, PSI, curriculum based assessments, grade level common assessments and fluency reads.

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

Anderson, Stephanie, stephanie_anderson@scps.12.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 FCAT data of students participating in the program.

Strategy: After School Program

Minutes added to school year: 2,400

After school tutorial. Evans will offer one hour long sessions of tutorial to groups of students to address Tier 2/3 students and LQ students in Reading 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

May, Patricia, patricia_may@scps.k12.fl.us

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

Data using DRAs, SRI Lexile, DE, and Learning Gains on FCAT is collected and analyzed. OPMs, such as DRAs, DE, ORFs and SRI are administered on a regular basis to see if programs are working.

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, Arts and Mathematics (STEAM).

Strategy Rationale

Build skills in STEAM 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 FCAT data of students participating in the program.

Student Transition and Readiness

PreK-12 Transition

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

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I schools can attend Kinder Camp to help prepare them for success in kindergarten. Kindergarten Open House will be held prior to the start of the school year for kindergarten students and their families in order to familiarize them with the school and expectations for the coming year. Kindergarten teachers are available for individual conferences. School tours are available upon request beginning in March of each year for parents and incoming kindergarten students.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All instructional staff members will implement effective teaching strategies, intervention strategies and differentiated instruction aligned to standards for reading, math and writing.

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. All instructional staff members will implement effective teaching strategies, intervention strategies and differentiated instruction aligned to standards for reading, math and writing. 1a

G042208

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	89.0
AMO Reading - African American	75.0
AMO Reading - Hispanic	87.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0
AMO Math - All Students	88.0
AMO Math - African American	69.0
AMO Math - Hispanic	83.0
Math Gains	75.0
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Assessment data, professional development for training and substitutes, tutorial, common planning, PLC's, administrative support, leadership team, MTSS team, ongoing progress monitoring

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated reading strategies, lack of differentiated math strategies, lack of differentiated intervention strategies, lack of understanding of the new Florida State Standards, lack of time

Plan to Monitor Progress Toward G1. 8

Student assessment data will tell us what students know and do not know. Teachers will be expected to differentiate instruction based on student need.

Person Responsible

Patricia May

Schedule

Every 6 Weeks, from 8/11/2014 to 5/29/2015

Evidence of Completion

Data will show an increase in student proficiency. Assessments, OPMs, Learning Logs

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. All instructional staff members will implement effective teaching strategies, intervention strategies and differentiated instruction aligned to standards for reading, math and writing. **1**

 G042208

G1.B1 Lack of differentiated reading strategies, lack of differentiated math strategies, lack of differentiated intervention strategies, lack of understanding of the new Florida State Standards, lack of time **2**

 B102862

G1.B1.S1 Implement Differentiated Instructional Strategies **4**

 S114030

Strategy Rationale

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

Action Step 1 **5**

Differentiated instructional strategies will be implemented in Reading, Math, and Writing K-5.

Person Responsible

Carol Ann Darnell

Schedule

Daily, from 8/11/2014 to 5/29/2015

Evidence of Completion

OPMs include DE, SRI, PASI, PSI and common assessments and will be administered according to set dates by the district or assessment guidelines.

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

PLC Meetings, Classroom Observations, Observations of implementation of district instructional plan

Person Responsible

Patricia May

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Learning logs, iObservation, PLC agendas

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

Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA, SBA's

Person Responsible

Patricia May

Schedule

Every 6 Weeks, from 8/11/2014 to 5/29/2015

Evidence of Completion

Class data sheets, SRI growth reports, DE Growth reports, DRA Growth Reports, FSA data

G1.B1.S2 Implement SURF - daily 30 minute reading intervention 4

S131114

Strategy Rationale

A designated reading intervention block, each day, will allow instructional staff members to focus on specific skills with students.

Action Step 1 5

Daily 30 minute intervention outside the reading block will be scheduled for students.

Person Responsible

Felicia Keyser

Schedule

Daily, from 10/6/2014 to 5/29/2015

Evidence of Completion

OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

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

Classroom Observations, Create a master schedule/calendar

Person Responsible

Patricia May

Schedule

Every 6 Weeks, from 10/6/2014 to 5/29/2015

Evidence of Completion

Learning Logs, iObservation, Schedule/Calendar

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

Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA, SBA

Person Responsible

Patricia May


Schedule

Every 6 Weeks, from 10/6/2014 to 5/29/2015

Evidence of Completion

SRI growth reports, DE Growth reports, DRA Growth Reports.

G1.B1.S3 Implement Tutorial 4

 S131115

Strategy Rationale

Tutorial will provide an additional learning time to focus on math and reading instruction with the lowest quartile students and Tier 2/3 students.

Action Step 1 5

Before and after school tutorial and tutorial within the school day will be scheduled for Tier 2/3, ESE, and LQ students.

Person Responsible

Patricia May

Schedule

Weekly, from 10/13/2014 to 3/13/2015

Evidence of Completion

OPMs include SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

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

Create a master calendar, tutorial planning sheet, lesson plans

Person Responsible

Patricia May

Schedule

Weekly, from 10/13/2014 to 3/13/2015

Evidence of Completion

Summaries, Calendar/schedule, tutorial attendance, lesson plans

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

Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FCAT

Person Responsible

Patricia May

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

SRI growth reports, DE Growth reports, DRA Growth Reports.

G1.B1.S4 Implement PLCs and PD 4

S131116

Strategy Rationale

Instructional staff members will support one another and be given PD to develop teachers' instructional skills to address our students.

Action Step 1 5

Regularly scheduled PLCs and Professional Development will be conducted and will have a focus of: intervention/differentiation strategies, Florida State Standards and working with lowest quartile and Tier 2/3 students.

Person Responsible

Patricia May

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

OPMs include common assessments, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

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

Effective teaching strategies will take place in the classrooms. Teachers will implement common assessments, created by their grade teams.

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Improvements will be made in instructional practices and students will be proficient and show gains.

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

Administration will meet with teams during PLCs and PDs to discuss effective teaching strategies

Person Responsible

Carol Ann Darnell

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

PLC and PD calendars, agendas from meetings, iObservation

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Differentiated instructional strategies will be implemented in Reading, Math, and Writing K-5.	Darnell, Carol Ann	8/11/2014	OPMs include DE, SRI, PASI, PSI and common assessments and will be administered according to set dates by the district or assessment guidelines.	5/29/2015 daily
G1.B1.S2.A1	Daily 30 minute intervention outside the reading block will be scheduled for students.	Keyser, Felicia	10/6/2014	OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.	5/29/2015 daily
G1.B1.S3.A1	Before and after school tutorial and tutorial within the school day will be scheduled for Tier 2/3, ESE, and LQ students.	May, Patricia	10/13/2014	OPMs include SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.	3/13/2015 weekly
G1.B1.S4.A1	Regularly scheduled PLCs and Professional Development will be conducted and will have a focus of: intervention/differentiation strategies, Florida State Standards and working with lowest quartile and Tier 2/3 students.	May, Patricia	8/11/2014	OPMs include common assessments, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.	5/29/2015 weekly
G1.MA1	Student assessment data will tell us what students know and do not know. Teachers will be expected to differentiate instruction based on student need.	May, Patricia	8/11/2014	Data will show an increase in student proficiency. Assessments, OPMs, Learning Logs	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA, SBA's	May, Patricia	8/11/2014	Class data sheets, SRI growth reports, DE Growth reports, DRA Growth Reports, FSA data	5/29/2015 every-6-weeks
G1.B1.S1.MA1	PLC Meetings, Classroom Observations, Observations of implementation of district instructional plan	May, Patricia	8/11/2014	Learning logs, iObservation, PLC agendas	5/29/2015 weekly
G1.B1.S2.MA1	Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA, SBA	May, Patricia	10/6/2014	SRI growth reports, DE Growth reports, DRA Growth Reports.	5/29/2015 every-6-weeks
G1.B1.S2.MA1	Classroom Observations, Create a master schedule/calendar	May, Patricia	10/6/2014	Learning Logs, iObservation, Schedule/Calendar	5/29/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FCAT	May, Patricia	10/6/2014	SRI growth reports, DE Growth reports, DRA Growth Reports.	5/29/2015 weekly
G1.B1.S3.MA1	Create a master calendar, tutorial planning sheet, lesson plans	May, Patricia	10/13/2014	Summaries, Calendar/schedule, tutorial attendance, lesson plans	3/13/2015 weekly
G1.B1.S4.MA1	Administration will meet with teams during PLCs and PDs to discuss effective teaching strategies	Darnell, Carol Ann	8/11/2014	PLC and PD calendars, agendas from meetings, iObservation	5/29/2015 weekly
G1.B1.S4.MA1	Effective teaching strategies will take place in the classrooms. Teachers will implement common assessments, created by their grade teams.	Darnell, Carol Ann	8/11/2014	Improvements will be made in instructional practices and students will be proficient and show gains.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All instructional staff members will implement effective teaching strategies, intervention strategies and differentiated instruction aligned to standards for reading, math and writing.

G1.B1 Lack of differentiated reading strategies, lack of differentiated math strategies, lack of differentiated intervention strategies, lack of understanding of the new Florida State Standards, lack of time

G1.B1.S1 Implement Differentiated Instructional Strategies

PD Opportunity 1

Differentiated instructional strategies will be implemented in Reading, Math, and Writing K-5.

Facilitator

Patricia May, Assistant Principal

Participants

All instructional staff members at Evans Elementary

Schedule

Daily, from 8/11/2014 to 5/29/2015

G1.B1.S4 Implement PLCs and PD

PD Opportunity 1

Regularly scheduled PLCs and Professional Development will be conducted and will have a focus of: intervention/differentiation strategies, Florida State Standards and working with lowest quartile and Tier 2/3 students.

Facilitator

Patricia May

Participants

Instructional Staff members at Evans Elementary

Schedule

Weekly, from 8/11/2014 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
Goal 1: All instructional staff members will implement effective teaching strategies, intervention strategies and differentiated instruction aligned to standards for reading, math and writing.	12,500
Grand Total	12,500

Goal 1: All instructional staff members will implement effective teaching strategies, intervention strategies and differentiated instruction aligned to standards for reading, math and writing.

Description	Source	Total
B1.S1.A1 - School PD funds	Other	7,500
B1.S3.A1 - School Tutorial Funds	Other	5,000
Total Goal 1		12,500