

2013-2014 SCHOOL IMPROVEMENT PLAN

Evergreen Elementary School
4000 NE W ANTHONY RD
Ocala, FL 34475
352-671-4925

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 70%
Alternative/ESE Center No	Charter School No	Minority Rate 73%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C	2009-10 F
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	17
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	27
Part III: Coordination and Integration	34
Appendix 1: Professional Development Plan to Support Goals	36
Appendix 2: Budget to Support Goals	38

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Evergreen Elementary School

Principal

Cassandra Boston

School Advisory Council chair

Djuna Poole

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cassandra Boston	Principal
Catherine Balias	Assistant Principal
Dwan Thomas	Dean
Yvonna Baker	Guidance Counselor
Michelle Cino	Reading Coach
Holly Dyer	Instructional Support Personnel

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members (58%) are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Christie James – Teacher

Sherry Myatt – Teacher

Melissa Morris – Teacher

Allison Whipper – Parent

Michelle Loggins – Parent

Bonny Ryan – Parent

Alzora Kennedy – Parent

Kelvin Richardson – Community

Jerome Brown – Community

Djuna Poole – Chair

Kenneth Edmondson – CoChair

Alfreda Whitter – Teacher

Non-Voting Members:

Cassandra Boston – Principal

Catherine Balius – Assistant Principal

Chairperson and/or Co-Chairperson:

This position may be voluntary or elected and involves the following duties:

1. Organizes and posts the agenda each meeting.
2. Manages the SAC meeting.
3. Keeps discussion in accordance with the agenda.
4. Provides council leadership.
5. Liaison to School Board SAC representative.
6. Represents Evergreen's SAC at School Board-initiated functions or designates someone from SAC to attend.

Secretary: This position may be voluntary or elected and involves the following duties:

1. Contacts membership about meetings.
2. Records and posts the minutes of each meeting.
3. Ensures clarity of discussion at meetings.
4. Takes attendance.

Involvement of the SAC in the development of the SIP

The members of the SAC are invited to attend the SIP planning work sessions held in the spring of each school year. A draft is presented to the SAC for additional input. The final SIP is presented to the SAC after school board approval each fall.

During the first SAC meeting of the school year the school performance data is reviewed with SAC members. In addition, data is shared after each DBMA as well as after the mid-year report as a means of monitoring school progress to direct the school's improvement plan.

Activities of the SAC for the upcoming school year

The School Advisory Council is scheduled to meet a minimum 6 times this school year. Some of the activities planned include, but are not limited to:

1. Review of 2013-2014 School Grade data
2. Review of SAC committee roles and responsibilities
3. Review of School Improvement Plan for 2013-2014 school year
4. Review of Title 1 budget and how it aligns with the School Improvement Plan
5. Review of Parent Involvement Plan
6. School Needs Assessment

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be allocated to but not limited to:

1. Attendance incentives - \$150.00
2. PBS incentives - \$250.00
3. Teacher collaboration and professional development - \$500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cassandra Boston

Principal

Years as Administrator: 11

Years at Current School: 5

Credentials

BS- Fashion Merchandising
 MS- Curriculum and Instruction
 Ed Specialist- Administration and Supervision
 Elementary Ed and School Principal Certification

Performance Record

2007 – Grade A, AYP-N (95%)
 2008 – Grade A, AYP-Y
 2009 – Grade A, AYP-N (97%)
 2010 – Grade F, AYP-N (72%)
 2011 – Grade C, AYP-N (87%)
 2012 – Grade C
 42% Level 3 and above in reading, 46% Level 3 and above in math, 75% Level 3 and above in writing, 31% Level 3 and above in science, 68% learning gains in reading, 65% learning gains in math, 62% learning gains in low 25% in reading, 59% learning gains in low 25% in math
 2013 - Grade D
 37% Level 3 and above in reading, 45% Level 3 and above in math, 38% Level 3 and above in writing, 42% Level 3 and above in science, 53% learning gains in reading, 48% learning gains in math, 58% learning gains in low 25% in reading, 61% learning gains in low 25% in math

Catherine Balius

Asst Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

BS- Emotional Handicaps and Learning Disabilities
 MS-Special Education
 Ed Leadership, School Principal, Emotional Handicaps, Specific Learning Disabilities Certification and Reading Endorsed

Performance Record

Mrs. Balius was a member of the Staff Development Department assisting teachers across the district.
 2007 – A School District
 2008 – B School District
 2009 – B School District
 2010 – Grade F, AYP-N (72%)
 2011 – Grade C, AYP-N (87%)
 2012 – Grade C
 42% Level 3 and above in reading, 46% Level 3 and above in math, 75% Level 3 and above in writing, 31% Level 3 and above in science, 68% learning gains in reading, 65% learning gains in math, 62% learning gains in low 25% in reading, 59% learning gains in low 25% in math
 2013 - Grade D
 37% Level 3 and above in reading, 45% Level 3 and above in math, 38% Level 3 and above in writing, 42% Level 3 and above in science, 53% learning gains in reading, 48% learning gains in math, 58% learning gains in low 25% in reading, 61% learning gains in low 25% in math

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michelle Cino		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BS - Elementary Education MS - Ed Leadership Certification in Elementary Ed (1-6) and ESE (K-12)	
Performance Record	2007 – Grade A, AYP-N (95%) 2008 – Grade A, AYP-Y 2009 – Grade A, AYP-N (97%) 2010 – Grade F, AYP-N (72%) 2011 – Grade C, AYP-N (87%) 2012 – Grade C 42% Level 3 and above in reading, 46% Level 3 and above in math, 75% Level 3 and above in writing, 31% Level 3 and above in science, 68% learning gains in reading, 65% learning gains in math, 62% learning gains in low 25% in reading, 59% learning gains in low 25% in math 2013 - Grade D 37% Level 3 and above in reading, 45% Level 3 and above in math, 38% Level 3 and above in writing, 42% Level 3 and above in science, 53% learning gains in reading, 48% learning gains in math, 58% learning gains in low 25% in reading, 61% learning gains in low 25% in math	

Holly Dyer		
Part-time / District-based	Years as Coach: 8	Years at Current School: 11
Areas	Reading/Literacy, Mathematics	
Credentials	BA-Elementary Ed Certifications: Elementary Ed (1-6) Early Childhood (K)	
Performance Record	2005 – Grade C, AYP-N 2006 – Grade C, AYP-N 2007 – Grade A, AYP-Y 2008 – Grade C, AYP-N 2009 – Grade B, AYP-N 2010 – Grade F, AYP-N (72%) 2011 – Grade C, AYP-N (87%) 2012 – Grade C 42% Level 3 and above in reading, 46% Level 3 and above in math, 75% Level 3 and above in writing, 31% Level 3 and above in science, 68% learning gains in reading, 65% learning gains in math, 62% learning gains in low 25% in reading, 59% learning gains in low 25% in math 2013 - Grade D 37% Level 3 and above in reading, 45% Level 3 and above in math, 38% Level 3 and above in writing, 42% Level 3 and above in science, 53% learning gains in reading, 48% learning gains in math, 58% learning gains in low 25% in reading, 61% learning gains in low 25% in math	

Laurie Werts		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Mathematics	
Credentials	BS- Elementary Education	
Performance Record	2007 – Grade C, AYP-Y 2008 – Grade B, AYP-Y 2009 – Grade B, AYP-Y 2010 – Grade B, AYP-N (Reading) Y (Math) 2011 – Grade C, AYP-N 2012 – Grade C 42% Level 3 and above in reading, 46% Level 3 and above in math, 75% Level 3 and above in writing, 31% Level 3 and above in science, 68% learning gains in reading, 65% learning gains in math, 62% learning gains in low 25% in reading, 59% learning gains in low 25% in math 2013 - Grade D 37% Level 3 and above in reading, 45% Level 3 and above in math, 38% Level 3 and above in writing, 42% Level 3 and above in science, 53% learning gains in reading, 48% learning gains in math, 58% learning gains in low 25% in reading, 61% learning gains in low 25% in math	

Classroom Teachers

# of classroom teachers	35
# receiving effective rating or higher	35, 100%
# Highly Qualified Teachers	100%
# certified in-field	35, 100%
# ESOL endorsed	24, 69%
# reading endorsed	9, 26%
# with advanced degrees	7, 20%
# National Board Certified	0, 0%
# first-year teachers	0, 0%

with 1-5 years of experience

21, 60%

with 6-14 years of experience

7, 20%

with 15 or more years of experience

7, 20%

Education Paraprofessionals

of paraprofessionals

23

Highly Qualified

23, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

School mentoring activities are as follows but not limited to:

1. Regular scheduled meetings with same grade level mentor teacher who is familiar with grade level expectations and procedures. This pairs an expert with a novice.
2. Mutual observation - new teacher observes mentor teacher and vice versus
3. Regular scheduled status checks with administration to review school-wide policies, procedures and curriculum
4. Provide support through classroom modeling, planning and training in compliance with the Florida Coaching Model
5. Provide professional development to enhance instructional delivery

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The SBLT at Evergreen will meet weekly to monitor student achievement data based on the effectiveness of core instruction using AIMSWeb and additional data sources from Performance Matters. The school team will identify areas in need of improvement and problem solve resources and strategies to assist core, Tier 2 and Tier 3 instruction.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Synergy Team(School based Leadership Team):

- Establish, communicate and build consensus among staff, establish school policies, allocate school resources and support and engage in ongoing collaborative data based problem solving, utilize data to monitor, evaluate and augment school policies, procedures and processes

Behavior Specialist:

- Assist with monitoring and problem solving behavior related issues
- Become contact/resource for a designated critical element or group of critical elements
- Provide PBS support

Reading Coach:

- Instructional coach for literacy, full time professional developer
- Collaborate with members of the district support team to generate improvement in reading and literacy instruction and student achievement

Resource Compliance Specialist:

- Support and provide initial and/or ongoing professional development to teachers and school based administrators in developing Individual Education Plans.
- Developing policies, procedures, recommendations for accommodations and strategies for students with disabilities

Psychologist:

- Maintain a strong and consistent focus on district/schools mission, vision and goals
- Support the development of effective teams and works collaboratively with all team members at the school

Social Worker:

- Assist with monitoring and problem solving issues related to attendance, behavior, family and community
- Help identify and provide assistance for students identified with early warning signs for school dropout

School Team Members:

- Provide intervention supports to address students identified in the problem solving process
- Design intervention plans

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS and Evergreen's SIP will be monitored for fidelity by the Synergy Team and Leadership Team. Data from AimsWeb and District-wide assessments will be reviewed bi-weekly throughout the year to discuss intervention and progress of students in Tier 2 and Tier 3. Action plans based on problem solving will be developed for the most effective option for groups as well as individual students in a timely manner.

The SIP will be monitored during SAC meetings and Leadership meetings by reviewing strategies, goals and action steps to assure the fidelity of the plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Marion County uses a variety of data to progress monitor students. All data is warehoused in Performance Matters which allows teachers and administrators to disaggregate data. It will be used to measure the effectiveness of the core curriculum (first and foremost), supplemental resources and intervention programs in all core subject areas, along with classroom progress as a whole and within small groups and sub-groups.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers will meet with different members of the Synergy team during grade-level meetings and staff meetings. The team will discuss the different aspects of MTSS and be given training on the process. Teams will work with teachers on helping parents understand the process and how they can support their child at home. There will be on-going training and meetings as needed to make an easy transition to MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

The school day has been extended by one hour for all students. All students will be receiving an additional targeted researched based reading intervention or enrichment daily.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The intervention delivered will dictate the frequency of the data collected, but at least quarterly AIMS web data, formative assessment data, and CBM fluency probes will be collected and analyzed to determine the effectiveness of intervention/enrichment delivered to students. All intervention providers are required to keep a data notebook specific to the intervention they are delivering and will be analyzed at least quarterly.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Reading Coach

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Cassandra Boston	Principal
Michelle Cino	Reading Coach
Catherine Balias	Assistant Principal
Holly Dyer	Title I Instructional Support Personnel
Yvonna Baker	Guidance Counselor
Dwan Thomas	Dean

How the school-based LLT functions

The school based Reading Coach and Title I Instruction Support Personnel will provide teacher support through classroom modeling, planning, and training in compliance with the Florida Coaching Model. The LLT will meet monthly to monitor intervention and proficiency data. The team will also plan based on teacher plus/delta literacy concerns.

Major initiatives of the LLT

The LLT will ensure reading interventions are implemented with fidelity. LLT will monitor the growth of the lowest 25%. They will also monitor the growth of the students scoring proficient on the Reading FCAT 2.0 to ensure they on track to make at least one year's worth of growth on the 2014 FCAT 2.0.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will participate in weekly grade-level Professional Learning Community and data meetings. Administrators engage in frequent classroom walk-throughs to evaluate fidelity based on the MCIS evaluation system. Teachers participate in district Moodle professional development throughout the school year and receive on site professional development from school based and district coaches/staff. The new reading series also has videos and tutorials available for optional teacher learning.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Evergreen Elementary School currently has two Voluntary Prekindergarten programs. All students are fully integrated into the school thus helping them transition to Kindergarten. FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these VPK classes. Kindergarten registration will begin in April 2014 and will continue throughout the summer 2014. A week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current Evergreen students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	37%	No	49%
American Indian		0%		
Asian		100%		
Black/African American	31%	27%	No	38%
Hispanic	48%	40%	No	54%
White	65%	56%	No	69%
English language learners	53%	0%	No	57%
Students with disabilities	25%	13%	No	33%
Economically disadvantaged	41%	37%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	22%	25%
Students scoring at or above Achievement Level 4	42	16%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	137	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	38	58%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	59%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		46%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	38%	43%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	45%	No	55%
American Indian		0%		
Asian		100%		
Black/African American	38%	28%	No	44%
Hispanic	58%	48%	No	63%
White	67%	63%	No	70%
English language learners	70%	29%	No	73%
Students with disabilities	25%	26%	Yes	33%
Economically disadvantaged	47%	42%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	31%	36%
Students scoring at or above Achievement Level 4	30	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	124	48%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	61%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	27%	33%
Students scoring at or above Achievement Level 4	14	16%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	280	47%	52%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	27	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	1%
Students who are not proficient in reading by third grade	35	43%	48%
Students who receive two or more behavior referrals	22	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	73	12%	7%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	0	0%	0%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement targets for the 2013-14 school year are parents of 4th and 5th grade students achieving a level 3,4, or 5 on FCAT 2.0 and parents of students in the low 25%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Muffins with Moms Reading Parent Training (May)	41	27%	35%
Donuts with Dads Reading Parent Training (April)	57	35%	40%
Parent Training on accessing On-line Resources at Home	NA	NA%	50%

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Increase student achievement in reading and math through the use of differentiated instruction, rigor, writing across curriculum, interventions and use of higher order thinking skills.
- G2.** The number of 4th grade African American students will increase their proficiency in writing from 38% to 43%.
- G3.** Increase the percentage of proficient students on the 2014 FCAT in Reading from 37% to 49%, Math from 48% to 55%, Science from 42% to 47% and Writing from 38% to 43%.

Goals Detail

G1. Increase student achievement in reading and math through the use of differentiated instruction, rigor, writing across curriculum, interventions and use of higher order thinking skills.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- 1. Classroom teachers 2. Para professionals 3. Intervention teacher and paraprofessional 4. Ongoing professional development in the areas of reading and math 5. Various intervention and enrichments materials (EIR, REWARDS, Steck- Vaughn Vocabulary, Earobics, Waterford, Successmaker, Brain Pop, Voyager Passport, Corrective Reading)

Targeted Barriers to Achieving the Goal

- Lack of background knowledge

Plan to Monitor Progress Toward the Goal

AIMS Web (Student Intervention and Progress Monitoring System)

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Septmeber 2013, January 2014, May 2014

Evidence of Completion:

Student data

G2. The number of 4th grade African American students will increase their proficiency in writing from 38% to 43%.

Targets Supported

- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- 1. Teachers 2. Write Steps Curriculum 3. Write Score (Provide and hand score formative assessment essay tests and open response questions) 4. Writing Across the Curriculum 5. Wonders Reading and Writing Text

Targeted Barriers to Achieving the Goal

- Lack of Vocabulary and Conventions of Writing

Plan to Monitor Progress Toward the Goal

District Demand Writing

Person or Persons Responsible

Assistant Principal and Principal

Target Dates or Schedule:

September and December 2013

Evidence of Completion:

Student Data

G3. Increase the percentage of proficient students on the 2014 FCAT in Reading from 37% to 49%, Math from 48% to 55%, Science from 42% to 47% and Writing from 38% to 43%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- 1. Classroom Teachers 2. Kagan Structures- Research-based, cooperative learning activities to promote school-wide student engagement and accelerating student achievement.

Targeted Barriers to Achieving the Goal

- 1. Lack of student motivation

Plan to Monitor Progress Toward the Goal

Principal Walk-thru

Person or Persons Responsible

Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teacher Evaluation Tool

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement in reading and math through the use of differentiated instruction, rigor, writing across curriculum, interventions and use of higher order thinking skills.

G1.B1 Lack of background knowledge

G1.B1.S1 Students at Evergreen Elementary School will participate in Extended Learning where they will receive remediation/intervention in specific skill deficits, practice reading complex text using Close reading strategies, and participating in enrichment activities such as Document Based Questions (DBQ) and additional research projects.

Action Step 1

Identify students needing intervention or enrichment, assign interventions/enrichment activities, and allocate resources for the delivery of the intervention.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

First Month of School

Evidence of Completion

Classroom Schedules and Intervention/Enrichment Schedule

Action Step 2

Bi-Weekly collaborative conversations with teachers regarding student progress in intervention/enrichment activities.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Bi-weekly ongoing throughout the school year

Evidence of Completion

Way of the Work Meeting (Data Meeting) minutes and/or lesson plans.

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

Review Data Notebooks

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Evaluation System

Plan to Monitor Effectiveness of G1.B1.S1

FCAT 2.0

Person or Persons Responsible

Principal

Target Dates or Schedule

April, 2013

Evidence of Completion

FCAT Data

G2. The number of 4th grade African American students will increase their proficiency in writing from 38% to 43%.

G2.B1 Lack of Vocabulary and Conventions of Writing

G2.B1.S1 Implement Write Steps Curriculum in 4th grade to increase students understanding of conventions of writing.

Action Step 1

Web based Professional Development for Write Steps

Person or Persons Responsible

Fourth Grade Teachers

Target Dates or Schedule

September 3, 2013 and on-going as needed

Evidence of Completion

Complete lesson plans

Facilitator:

Assistant Principal

Participants:

Fourth Grade Teachers

Action Step 2

Follow Write Steps curriculum

Person or Persons Responsible

Fourth Grade Teachers

Target Dates or Schedule

Daily-throughout the 2013-2014 school year

Evidence of Completion

Teacher Evaluation System

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

Write Score Data

Person or Persons Responsible

Assistant Principal and Principal

Target Dates or Schedule

September, October, January

Evidence of Completion

Student Writing Samples

Plan to Monitor Effectiveness of G2.B1.S1

FCAT Writes

Person or Persons Responsible

Assistant Principal and Principal

Target Dates or Schedule

February, 2014

Evidence of Completion

Student Data

G2.B1.S2 Implement Wonders Writing Curriculum to increase students vocabulary.

Action Step 1

On-line WondersWriting Curriculum Training

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

August 7 and 8, 2013

Evidence of Completion

Recertification Points earned

Facilitator:

Assistant Principal

Participants:

Instructional Staff

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

Walk-Throughs

Person or Persons Responsible

Assistant Principal and Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Evaluation System Student Work

Plan to Monitor Effectiveness of G2.B1.S2

District Demand Writing

Person or Persons Responsible

Assistant Principal and Principal

Target Dates or Schedule

September and December

Evidence of Completion

Student Data

G3. Increase the percentage of proficient students on the 2014 FCAT in Reading from 37% to 49%, Math from 48% to 55%, Science from 42% to 47% and Writing from 38% to 43%.

G3.B1 1. Lack of student motivation

G3.B1.S1 Teachers will use cooperative learning activities (Kagan) to promote cooperative learning and engagement.

Action Step 1

On-going Kagan (cooperative learning) training

Person or Persons Responsible

Schoolwide

Target Dates or Schedule

August 7-8, monthly

Evidence of Completion

Kagan structures will be evidenced in lesson plans

Facilitator:

Catherine Balius

Participants:

Schoolwide

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Lesson Plans

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Evaluation Tool

Plan to Monitor Effectiveness of G3.B1.S1

FCAT 2.0

Person or Persons Responsible

Principal

Target Dates or Schedule

April, 2014

Evidence of Completion

FCAT Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

The Title I budget at Evergreen Elementary supports reading, math and writing and science programs implemented by our district or at the school site. Several paraprofessionals are hired with these funds to help implement and support these programs.

Title I, Part C- Migrant

District funds are used to purchase school supplies, provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Funds are also used to employ a Migrant Liaison that works with schools and families to identify students and provide need referrals for families. Families must meet the federal eligibility to participate in the program.

Title I, Part D

District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs for technology in classrooms that will increase the instructional strategies provided to students and for instructional software that will enhance literacy and math skills of struggling students and early childhood students.

Title II

Part A

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status. During the 2013-2014 school year, Evergreen will benefit from Max Thompson's Learning Focused strategies, AIMS, and Kagan Structures.

Part D

District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students.

Title III

Services are provided through the district for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. Evergreen has one ELL paraprofessional that works with students on a daily basis and keeps communication with parents active.

Title IX

NA

Title X- Homeless

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility

in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Nutrition Programs

Evergreen Elementary School will participate in the Fresh Fruit and Vegetable Program. Students will be provided with a variety of fresh fruits and vegetables that they may not normally be exposed to, as well as providing them with nutritional information that they can carry with them through their life.

Housing Programs

NA

Head Start

Voluntary PreK is a state funded Pre-K program at Evergreen serving age appropriate students during the school year. Evergreen has two VPK units.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. The number of 4th grade African American students will increase their proficiency in writing from 38% to 43%.

G2.B1 Lack of Vocabulary and Conventions of Writing

G2.B1.S1 Implement Write Steps Curriculum in 4th grade to increase students understanding of conventions of writing.

PD Opportunity 1

Web based Professional Development for Write Steps

Facilitator

Assistant Principal

Participants

Fourth Grade Teachers

Target Dates or Schedule

September 3, 2013 and on-going as needed

Evidence of Completion

Complete lesson plans

G2.B1.S2 Implement Wonders Writing Curriculum to increase students vocabulary.

PD Opportunity 1

On-line WondersWriting Curriculum Training

Facilitator

Assistant Principal

Participants

Instructional Staff

Target Dates or Schedule

August 7 and 8, 2013

Evidence of Completion

Recertification Points earned

G3. Increase the percentage of proficient students on the 2014 FCAT in Reading from 37% to 49%, Math from 48% to 55%, Science from 42% to 47% and Writing from 38% to 43%.

G3.B1 1. Lack of student motivation

G3.B1.S1 Teachers will use cooperative learning activities (Kagan) to promote cooperative learning and engagement.

PD Opportunity 1

On-going Kagan (cooperative learning) training

Facilitator

Catherine Balius

Participants

Schoolwide

Target Dates or Schedule

August 7-8, monthly

Evidence of Completion

Kagan structures will be evidenced in lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	The number of 4th grade African American students will increase their proficiency in writing from 38% to 43%.	\$13,730
G3.	Increase the percentage of proficient students on the 2014 FCAT in Reading from 37% to 49%, Math from 48% to 55%, Science from 42% to 47% and Writing from 38% to 43%.	\$1,221
Total		\$14,951

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title One	\$1,221	\$2,837	\$4,058
School Title One Funds	\$0	\$1,350	\$1,350
School Title One	\$0	\$9,543	\$9,543
Total	\$1,221	\$13,730	\$14,951

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. The number of 4th grade African American students will increase their proficiency in writing from 38% to 43%.

G2.B1 Lack of Vocabulary and Conventions of Writing

G2.B1.S1 Implement Write Steps Curriculum in 4th grade to increase students understanding of conventions of writing.

Action Step 1

Web based Professional Development for Write Steps

Resource Type

Evidence-Based Program

Resource

Technology, Write Steps Curriculum

Funding Source

School Title One Funds

Amount Needed

\$1,350

Action Step 2

Follow Write Steps curriculum

Resource Type

Evidence-Based Program

Resource

Write Score, Write Steps Curriculum

Funding Source

Title One

Amount Needed

\$2,837

G2.B1.S2 Implement Wonders Writing Curriculum to increase students vocabulary.

Action Step 1

On-line WondersWriting Curriculum Training

Resource Type

Evidence-Based Program

Resource

Trainers, Stipends

Funding Source

School Title One

Amount Needed

\$9,543

G3. Increase the percentage of proficient students on the 2014 FCAT in Reading from 37% to 49%, Math from 48% to 55%, Science from 42% to 47% and Writing from 38% to 43%.

G3.B1 1. Lack of student motivation

G3.B1.S1 Teachers will use cooperative learning activities (Kagan) to promote cooperative learning and engagement.

Action Step 1

On-going Kagan (cooperative learning) training

Resource Type

Professional Development

Resource

Kagan Professional Development Training in Orlando, Florida July 2013

Funding Source

Title One

Amount Needed

\$1,221