

Evergreen Elementary School

4000 NE W ANTHONY RD, Ocala, FL 34475

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
70%

Alternative/ESE Center
No

Charter School
No

Minority
73%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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
Priority	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

"We will respect ourselves and one another, appreciate individual differences, and encourage one another to reach our potential."

Provide the school's vision statement

Our Vision for Evergreen Teachers and Staff

We get our GREEN on by:

Ensuring every minute of the day is a high quality learning experience.

We believe that every student is capable of college and career readiness.

We always ask "What is best for kids?" this question drives our decision making and fuels our success.

We use research, data and experiences to understand what works and what doesn't and make decisions accordingly.

We understand the value of collaboration. We routinely share best practices, observe one another, work as a team, reflect and refine our craft, and take on leadership roles to help us become our personal best.

We prioritize and value building genuine, trusting relationships with each other, and our students and families.

Our Vision for Evergreen Students

Our students get their GREEN on by:

Reading 30 minutes daily to strengthen their reading, which is the most important skill needed for college and career readiness. They are committed to developing literacy skills and a lifelong love of literacy.

Being innovators, creators and problem solvers. They know where they are, where they need to go and they own their learning.

Demonstrating core characteristics of respect, responsibility, courage, compassion, curiosity and integrity. They know these skills are crucial for being active and productive citizens.

Our Vision for Evergreen Parents

Our Parents get their Green on by:

Ensuring their child has perfect attendance. They realize that any time missed is a lost opportunity for success.

Supporting, monitoring and encouraging their child to read 30 minutes every day. They understand this skill is crucial to their child's present and future success.

Partnering with the teacher, administration and staff to support their child. They know we both love, care and want what is best for their child. They know that "Being there" for their child can be shown by communicating with the teacher, reviewing their child's progress, ensuring homework is completed, and attending school events.

School Environment

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

The school first learns about a student's culture when they enroll at Evergreen. Teachers, leadership and support staff work to build relationships with students by creating school and classroom communities that are accepting of all cultures. Regular communication (newsletters, positive phone

log, parent conferences, etc) between school and family helps foster relationships focused on what is best for the child.

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

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

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

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

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

As a Positive Behavior System school we reward our students for making good choices. The school counselor and Dean provide individual and small group counseling as needed. The Synergy team meets bi- weekly to review students needs in regard to academics, attendance and behavior. Data is reviewed , training and strategy planning is provided for our teachers and staff so they can better meet the social- emotional needs of our students and their families.

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	106	85	101	90	89	60	531
One or more suspensions	52	13	31	63	39	44	242
Course failure in ELA or Math	13	20	13	9	2	7	64
Level 1 on statewide assessment	0	0	0	66	46	41	153

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

Indicator	Grade Level				Total
	1	2	3	4	
Students exhibiting two or more indicators	1	3	1	1	6

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

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

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53925>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

See online PIP

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
Bernabela, Khaileah	Assistant Principal
Devilling, Matthew	Dean
Grace, Leah	Guidance Counselor
Hoppel, Kathryn	Instructional Coach
Lazar, Elizabeth	Instructional Coach
Headley, Shannon	Instructional Coach

Duties

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

School based Leadership team will establish, communicate and build consensus among the staff, establish school policies, allocate school resources, and support,engage in ongoing collaborative data based problem solving, they will also utilize data to monitor ,evaluate and augment school policies, procedures and processes.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Djuana Poole	Parent
Alzora Kennedy	Parent
Desiree Guerrero	Parent
Christie James	Teacher
Ron Woodard	Teacher
Michelle Loggins	Parent
Sherry Myatt	Teacher
Lindzi Bradley	Teacher
Kelvin Richardson	Parent
Chris Davis	Teacher
Bonny Ryan	Parent
Erin Quainton	Principal
Lisa Timpanaro	Parent
Takenya Betterson	Parent
Corenda Ellis	Parent
Rebecca Norton	Parent
Brenda Ellis	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

Through the 2013-2014 school year members of SAC were a part of subject specific committees. Each committee met and reviewed data, previous school goals and developed strategies for the next year plan. Each time SAC met a committee would present their findings and suggestions for the upcoming plan.

Development of this school improvement plan

Through the 2013-2014 school year members of SAC were a part of subject specific committees. Each committee met and reviewed data, previous school goals and developed strategies for the next year plan. Each time SAC met a committee would present their findings and suggestions for the upcoming plan. The faculty and staff review these suggestions and add additional strategies. SAC committee has the final approval.

Preparation of the school's annual budget and plan

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

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

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

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
Bernabela, Khaileah	Assistant Principal
Lazar, Elizabeth	Instructional Coach
Hoppel, Kathryn	Instructional Coach
Headley, Shannon	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

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

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

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

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

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

School mentoring activities are as follows :

New teachers are assigned a mentor

Weekly "Newbie" meetings are held to discuss planning, strategies, data and differentiated instruction

Coaches are used for in class modeling and planning

Learning walk opportunities are given to observe exemplary teaching

Behavior specialist is used for observations and feedback for classroom management

Weekly planning and data review with peers

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

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

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

We provide enrichment and remediation with the extended learning time.

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:

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

Strategy Rationale

Reading practice will strengthen reading ability and develop lifelong readers.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Quainton, Erin, erin.quainton@marion.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year:

Publix math Night

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hoppel, Kathryn, kathryn.hoppel@marion.k12.fl.us

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

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

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

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

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

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

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

Kindergarten registration kicked off in April continued throughout the summer.

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

September 16 at 6:00 will be our PreK Open House. Parents and students will be able to join the teacher in the classroom.

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

not applicable

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

not applicable

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

not applicable

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

not applicable

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

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

Strategic Goals Detail

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

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

 G046461

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	60.0
FCAT 2.0 Science Proficiency	45.0
2+ Behavior Referrals	5.0

Resources Available to Support the Goal **2**

- PBS program and SOAR Expectations
- Willingness
- Sharing ideas within the staff
- Faculty handbook
- Boot camp
- Signs/Posters of expectations
- Behavior specialists
- Extra Hour: ER intervention and remediation time
- Staff modeling
- Online resource (DoJo)
- Character Education materials
- Classroom management materials and training
- Morning TV- daily expectations
- Synergy team and district support
- Target specific students with behavior plans, awards, mentoring, etc
- Title One Budget
- District Funds

Targeted Barriers to Achieving the Goal **3**

- Respect issue
- Lack of consistency implementing SOAR(Self control, On task, Act Responsible, Respectful Behavior) expectations schoolwide
- Classroom interruptions are frequent
- accountability to procedures (teachers and students)

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Matthew Devilling

Schedule

Quarterly, from 9/29/2014 to 6/4/2015

Evidence of Completion

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

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

G046460

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	60.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Erin Quainton

Schedule

Quarterly, from 10/13/2014 to 6/4/2015

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G046461

G1.B5 Respect issue **2**

 B115141

G1.B5.S1 Need for more character education focus on campus **4**

 S127100

Strategy Rationale

If we provide students with explicit expectations and procedures, then students will make better choices and referrals will decrease.

Action Step 1 **5**

Purchase character education resources to practice traits and reading through out the year

Person Responsible

Kathryn Hoppel

Schedule

On 9/29/2014

Evidence of Completion

lesson plans reflecting use of materials, lower number of referrals

Action Step 2 5

Focus on rewards for respect (Student of the Month)(Monthly respect buck award)

Person Responsible

Erin Quainton

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Number of awards

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Observe and check lesson plans for use of materials

Person Responsible

Kathryn Hoppel

Schedule

Semiannually, from 10/27/2014 to 5/25/2015

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Decrease in number of student referrals

Person Responsible

Matthew Devilling

Schedule

On 5/25/2015

Evidence of Completion

End of year report showing a decrease of referrals from 2013-2014

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

 B115161

G1.B13.S1 Schoolwide expectations need to be revisited/revised and visual, Training on schoolwide procedures , PBS and Pre-referral plan. **4**

 S126725

Strategy Rationale

Teacher and school wide expectations and interventions steps need to be clear and reasonable

Action Step 1 **5**

Meet with PBS committee to revise and revisit expectations and pre-referral documentation.

Person Responsible

Erin Quainton

Schedule

On 7/10/2014

Evidence of Completion

New expectations document, posted SOAR expectations, student flow chart(pre-referral)

Action Step 2 **5**

Plan and execute boot camp

Person Responsible

Matthew Devilling

Schedule

On 8/22/2014

Evidence of Completion

Weekly list of boot camp attendees for new students, schedule and agenda of quarterly boot camp

Action Step 3 5

Plan session for teachers paras to review PBS, SOAR school wide expectations, Student flow chart

Person Responsible

Erin Quainton

Schedule

On 7/30/2014

Evidence of Completion

Agenda from quarterly trainings, and staff development

Action Step 4 5

Establish formal process for PBS events that documents student's eligibility to participate.

Person Responsible

Matthew Devilling

Schedule

On 6/4/2015

Evidence of Completion

Calendar of events, class log of participation

Action Step 5 5

Gather all documents being produced by the PBS committee placed into a PBS/Behavior notebook. The notebook be used to gather any behavioral information from trainings provided.

Person Responsible

Kathryn Hoppel

Schedule

On 8/11/2014

Evidence of Completion

Documents from trainings placed in binder. Semi annual binder check will be conducted.

Action Step 6 5

Establish meeting within the first week to review expectations and PBS with new students.

Person Responsible

Leah Grace

Schedule

Weekly, from 8/4/2014 to 6/4/2015

Evidence of Completion

Roster of student participation. Signed copy of the parent/student compact.

Action Step 7 5

Produce signage for classrooms and campus of the new SOAR Expectations

Person Responsible

Matthew Devilling

Schedule

On 9/21/2014

Evidence of Completion

posted signage

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

Revise the classroom student behavior tracking flow chart(pre-referral)

Person Responsible

Kathryn Hoppel

Schedule

On 8/1/2014

Evidence of Completion

Semi annual binder review

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

Communicating schoolwide expectations to parents through positive phone calls and school newsletter

Person Responsible

Khaileah Bernabela

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Monthly newsletter, Monthly checking of positive phone logs

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

Weekly roster of new students to Dean and Guidance to prepare for new boot camp

Person Responsible

Leah Grace

Schedule

Evidence of Completion

Roster of boot camp attendees

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

Walk Through Observations to see effectiveness of classmanagement, soar expectations, gather data

Person Responsible

Erin Quainton

Schedule

Weekly, from 9/19/2014 to 6/4/2015

Evidence of Completion

Evaluation notes, Behavior specialist consults, data tally sheet, TNL reports

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

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

Person Responsible

Matthew Devilling

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Using SMS reports referral information will be reviewed by grade level, and by incident. A visual graph will be made with data.

G1.B19 Classroom interruptions are frequent 2

 B115171

G1.B19.S1 Provide on going classroom management, behavior management support and training to teachers and staff 4

 S137051

Strategy Rationale

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

Action Step 1 5

Resistant Learner Training

Person Responsible

Erin Quainton

Schedule

On 10/14/2014

Evidence of Completion

Teachers will include training information in their PBS binder. Completed strategy sheet.

Action Step 2 5

Behavior Management Training

Person Responsible

Erin Quainton

Schedule

On 10/29/2014

Evidence of Completion

Lesson plans reflect interventions for Tier 2 behaviors

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

Walk through observations and conferences with teachers

Person Responsible

Erin Quainton

Schedule

Quarterly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Information in TNL observations

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

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

Person Responsible

Matthew Devilling

Schedule

Quarterly, from 11/3/2014 to 5/25/2015

Evidence of Completion

SMS reports will provide data by grade level and by teacher

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

G046460

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

B115313

G2.B1.S1 Purchase materials needed for differentiated instruction 4

S127098

Strategy Rationale

If we had a reading diagnostic tool then we could select appropriate level text across the grade levels and content areas.

Action Step 1 5

Purchase materials needed to support differentiated instruction in Reading

Person Responsible

Elizabeth Lazar

Schedule

On 10/1/2014

Evidence of Completion

Completed orders

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

Training and distribution of materials

Person Responsible

Khaileah Bernabela

Schedule

Quarterly, from 11/10/2014 to 11/10/2014

Evidence of Completion

Agenda from trainings

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

Observation of leveled text being utilized

Person Responsible

Erin Quainton

Schedule

Every 6 Weeks, from 12/15/2014 to 6/4/2015

Evidence of Completion

Observation, documentation of differentiation in lesson plans

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

 B115497

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

 S127096

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Elizabeth Lazar

Schedule

Weekly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Completed unwrapping template

Action Step 2 5

Look at available resources that support unwrapping the standards

Person Responsible

Khaileah Bernabela

Schedule

On 5/14/2015

Evidence of Completion

agenda from collaborative meetings

Action Step 3 5

Classroom application of standards and resources

Person Responsible

Khaileah Bernabela

Schedule

Quarterly, from 10/9/2014 to 6/4/2015

Evidence of Completion

summary of walkthrough- looking for classroom application

Action Step 4 5

Provide teachers with quarterly training and planning days

Person Responsible

Khaileah Bernabela

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

agenda , completed unwrapping templates, lesson plans

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

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

Person Responsible

Khaileah Bernabela

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

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

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

Students demonstrate mastery of standards

Person Responsible

Khaileah Bernabela

Schedule

Every 2 Months, from 10/1/2014 to 6/3/2015

Evidence of Completion

mastery of standards on district and state assessments

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.B13.S1.A1	Meet with PBS committee to revise and revisit expectations and pre-referral documentation.	Quainton, Erin	7/10/2014	New expectations document, posted SOAR expectations, student flow chart(pre-referral)	7/10/2014 one-time
G2.B3.S1.A1	Continue unwrapping of upcoming units of Florida Standards in Reading, Math and Science. Provide planning and training linked to standards and quality instruction.	Lazar, Elizabeth	9/18/2014	Completed unwrapping template	5/28/2015 weekly
G2.B1.S1.A1	Purchase materials needed to support differentiated instruction in Reading	Lazar, Elizabeth	10/1/2014	Completed orders	10/1/2014 one-time
G1.B5.S1.A1	Purchase character education resources to practice traits and reading through out the year	Hoppel, Kathryn	9/29/2014	lesson plans reflecting use of materials, lower number of referrals	9/29/2014 one-time

Marion - 0581 - Evergreen Elementary School - 2014-15 SIP
Evergreen Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B19.S1.A1	Resistant Learner Training	Quinton, Erin	10/10/2014	Teachers will include training information in their PBS binder. Completed strategy sheet.	10/14/2014 one-time
G1.B13.S1.A2	Plan and execute boot camp	Devilling, Matthew	8/18/2014	Weekly list of boot camp attendees for new students, schedule and agenda of quarterly boot camp	8/22/2014 one-time
G2.B3.S1.A2	Look at available resources that support unwrapping the standards	Bernabela, Khaileah	9/18/2014	agenda from collaborative meetings	5/14/2015 one-time
G1.B5.S1.A2	Focus on rewards for respect (Student of the Month)(Monthly respect buck award)	Quinton, Erin	10/1/2014	Number of awards	6/1/2015 monthly
G1.B19.S1.A2	Behavior Management Training	Quinton, Erin	10/29/2014	Lesson plans reflect interventions for Tier 2 behaviors	10/29/2014 one-time
G1.B13.S1.A3	Plan session for teachers paras to review PBS, SOAR school wide expectations, Student flow chart	Quinton, Erin	7/30/2014	Agenda from quarterly trainings, and staff development	7/30/2014 one-time
G2.B3.S1.A3	Classroom application of standards and resources	Bernabela, Khaileah	10/9/2014	summary of walkthrough- looking for classroom application	6/4/2015 quarterly
G1.B13.S1.A4	Establish formal process for PBS events that documents student's eligibility to participate.	Devilling, Matthew	9/1/2014	Calendar of events, class log of participation	6/4/2015 one-time
G2.B3.S1.A4	Provide teachers with quarterly training and planning days	Bernabela, Khaileah	10/1/2014	agenda , completed unwrapping templates, lesson plans	6/4/2015 quarterly
G1.B13.S1.A5	Gather all documents being produced by the PBS committee placed into a PBS/Behavior notebook. The notebook be used to gather any behavioral information from trainings provided.	Hoppel, Kathryn	8/11/2014	Documents from trainings placed in binder. Semi annual binder check will be conducted.	8/11/2014 one-time
G1.B13.S1.A6	Establish meeting within the first week to review expectations and PBS with new students.	Grace, Leah	8/4/2014	Roster of student participation. Signed copy of the parent/student compact.	6/4/2015 weekly
G1.B13.S1.A7	Produce signage for classrooms and campus of the new SOAR Expectations	Devilling, Matthew	9/1/2014	posted signage	9/21/2014 one-time
G1.MA1	Review referral data, review PBS bucks data, review of number of referrals from SMS	Devilling, Matthew	9/29/2014	Decrease in number of referrals, Eagle buck review indicates calendar of events for next year, decrease in number of referrals	6/4/2015 quarterly
G1.B13.S1.MA1	Weekly roster of new students to Dean and Guidance to prepare for new boot camp	Grace, Leah	9/19/2014	Roster of boot camp attendees	one-time
G1.B13.S1.MA2	Walk Through Observations to see effectiveness of classmanagement, soar expectations, gather data	Quinton, Erin	9/19/2014	Evaluation notes, Behavior specialist consults, data tally sheet, TNL reports	6/4/2015 weekly
G1.B13.S1.MA3	Review of referral data to look for decrease in number of referrals	Devilling, Matthew	9/2/2014	Using SMS reports referral information will be reviewed by grade level, and by incident. A visual graph will be made with data.	6/4/2015 monthly
G1.B13.S1.MA1	Revise the classroom student behavior tracking flow chart(pre-referral)	Hoppel, Kathryn	8/1/2014	Semi annual binder review	8/1/2014 one-time
G1.B13.S1.MA2	Communicating schoolwide expectations to parents through positive phone calls and school newsletter	Bernabela, Khaileah	8/18/2014	Monthly newsletter, Monthly checking of positive phone logs	6/4/2015 monthly
G1.B5.S1.MA1	Decrease in number of student referrals	Devilling, Matthew	5/25/2015	End of year report showing a decrease of referrals from 2013-2014	5/25/2015 one-time
G1.B5.S1.MA1	Observe and check lesson plans for use of materials	Hoppel, Kathryn	10/27/2014	Lesson plans	5/25/2015 semiannually
G1.B19.S1.MA1	Review of referral data to look for decrease in number of referrals	Devilling, Matthew	11/3/2014	SMS reports will provide data by grade level and by teacher	5/25/2015 quarterly

Marion - 0581 - Evergreen Elementary School - 2014-15 SIP
Evergreen Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B19.S1.MA1	Walk through observations and conferences with teachers	Quainton, Erin	11/3/2014	Information in TNL observations	6/4/2015 quarterly
G2.MA1	Increase of student engagement and skill mastery through the use of various resources	Quainton, Erin	10/13/2014	Increase the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.	6/4/2015 quarterly
G2.B3.S1.MA1	Students demonstrate mastery of standards	Bernabela, Khaileah	10/1/2014	mastery of standards on district and state assessments	6/3/2015 every-2-months
G2.B3.S1.MA1	Teachers understand the florida State Standards and are able to effectively teach the standard.	Bernabela, Khaileah	10/13/2014	lesson plans, completed unwrapping templates, observations on True North Logic, coaches logs, best practices discussed in collaborative planning, student work samples, PLC notes	5/29/2015 quarterly
G2.B1.S1.MA1	Observation of leveled text being utilized	Quainton, Erin	12/15/2014	Observation, documentation of differentiation in lesson plans	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Training and distribution of materials	Bernabela, Khaileah	11/10/2014	Agenda from trainings	11/10/2014 quarterly

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

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

G1.B13.S1 Schoolwide expectations need to be revisited/revised and visual, Training on schoolwide procedures , PBS and Pre-referral plan.

PD Opportunity 1

Plan and execute boot camp

Facilitator

Keith DeVilling

Participants

PreK- 5 students, Teachers and Staff

Schedule

On 8/22/2014

PD Opportunity 2

Plan session for teachers paras to review PBS, SOAR school wide expectations, Student flow chart

Facilitator

Devilling, Matthew

Participants

Teachers and staff

Schedule

On 7/30/2014

G1.B19 Classroom interruptions are frequent

G1.B19.S1 Provide on going classroom management, behavior management support and training to teachers and staff

PD Opportunity 1

Resistant Learner Training

Facilitator

Erin Quinton/DOE Team

Participants

Teachers and para professionals

Schedule

On 10/14/2014

PD Opportunity 2

Behavior Management Training

Facilitator

Erin Quinton/District Behavior Specialist Team

Participants

Teachers and Para professionals

Schedule

On 10/29/2014

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

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

G2.B1.S1 Purchase materials needed for differentiated instruction

PD Opportunity 1

Purchase materials needed to support differentiated instruction in Reading

Facilitator

Beth Lazar

Participants

Teachers and staff

Schedule

On 10/1/2014

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

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

PD Opportunity 1

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

Facilitator

Beth Lazar

Participants

Teachers

Schedule

Weekly, from 9/18/2014 to 5/28/2015

PD Opportunity 2

Provide teachers with quarterly training and planning days

Facilitator

Elizabeth bernabela

Participants

All teachers

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Technical Assistance Items

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

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

G1.B5 Respect issue

G1.B5.S1 Need for more character education focus on campus

PD Opportunity 1

Purchase character education resources to practice traits and reading through out the year

Facilitator

Kathryn Hoppel

Participants

K-5 students

Schedule

On 9/29/2014

Budget Rollup

Summary

Description	Total
Goal 1: If the faculty and staff establish and prioritize school-wide behaviors and procedures then Evergreen ES will place in the 80th percentile rank statewide for growth in proficiency scores (Reading, Math, Writing, and Science).	7,940
Goal 2: If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles.	146,638
Grand Total	154,578

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

Description	Source	Total
B5.S1.A1 - Character Education Weekly	Title I Part A	1,000
B5.S1.A2 - PTO is sponsoring Student of the Month awards. Fundraising monies will provide monthly respect incentives (cookie decorating, recess, movie, etc)	Other	400
B13.S1.A1 - SOAR expectations posters for classrooms and campus	General Fund	1,700
B13.S1.A3 - Faculty meeting and Collaboration days will be used for discipline , PBS and behavior management training	Other	2,140
B13.S1.A5 - notebooks, paper, supplies	Title I Part A	1,000
B13.S1.A7 - Signage for SOAR expectations	General Fund	1,700
Total Goal 1		7,940

Goal 2: If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles.

Description	Source	Total
B1.S1.A1 - leveled reading materials leveled Non Ficiton Text Fountas and Pinnell Diagnostic Kits	Title I Part A	13,818
B1.S1.A1 - warehouse supplies, paper, notebooks, chart paper, markers, etc	Title I Part A	4,000
B1.S1.A1 - technology- switching to smart boards	School Improvement Funds	9,000
B1.S1.A1 - Para professionals for differentiated instruction, remediation	Title I Part A	98,866
B1.S1.A1 - technology- switching to smart boards	General Fund	990
B1.S1.A1 - Community donation to support reading program Knight and Day 365	Other	1,000
B1.S1.A1		0
B1.S1.A1 - Notes		0
B1.S1.A1 - Notes		0

Goal 2: If we differentiate instruction in all content areas based on the Florida Standards, then we will see an increase in all reading and math percentiles.

Description	Source	Total
B1.S1.A1 - Notes		0
B1.S1.A1 - Notes		0
B1.S1.A1 - Notes		0
B3.S1.A1 - Quarterly Collaboration days per grade level	Title I Part A	8,560
B3.S1.A4 - Collaboration and Training days One per grade level each nine weeks.	Title I Part A	10,404
Total Goal 2		146,638