

Evergreen Elementary School

4000 W ANTHONY RD, Ocala, FL 34475

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	72%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

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

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

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	33	25	21	25	15	14	133
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:

Name	Title
Hoppel, Kathryn	Assistant Principal
Devilling, Matthew	Dean
Grace, Leah	Guidance Counselor
Lazar, Elizabeth	Administrative Support
Headley, Shannon	Instructional Coach
Quainton, Erin	Principal

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, and monitor ongoing collaborative data based problem solving. They will also utilize data to monitor, evaluate, and augment school policies, procedures and processes. Leadership will use Title 1 funds for professional development, to pay support paraprofessionals, develop school-home compacts, and parent involvement activities.

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 bi-weekly 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:

Name	Stakeholder Group
Djuana Poole	Parent
Alzora Kennedy	Parent
Desiree Guerrero	Parent
Christie James	Teacher
Michelle Loggins	Parent
Kelvin Richardson	Parent
Bonny Ryan	Parent
Erin Quainton	Principal
Lisa Timpanaro	Parent
Takenya Betterson	Parent
Corenda Ellis	Parent
Rebecca Norton	Parent
Brenda Ellis	Parent
Kelsey Garafola	Teacher
Laura Wade	Teacher

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 2014-2015 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 2015-2016 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:

Name	Title
Hoppel, Kathryn	Assistant Principal
Lazar, Elizabeth	Administrative Support
Headley, Shannon	Instructional Coach
Quainton, Erin	Principal

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. Hoppel and Mrs. Quainton 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 Tuesday by grade levels. Wednesday and Thursday are 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 Monday 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
5. Recruitment fair participation to hire highly qualified teachers.
6. Principal made a visit to Florida State University to help recruit highly qualified teachers.

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
Weekly "New to Evergreen" meetings are held to ensure our new teachers feel welcome
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. The extended school day is 10,800 minutes.

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: Extended School Day

Minutes added to school year: 10,800

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

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

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:

Winn Dixie 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 Skylert 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 22 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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 learning gains 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 learning gains in proficiency scores (Reading, Math, Writing, and Science). **1a**

G072532

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

- PBS program and SOAR Expectations
- Teacher willingness to implement new strategies
- 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**

- Lack of consistency implementing SOAR(Self control, On task, Act Responsible, Respectful Behavior) expectations schoolwide
- Classroom interruptions are frequent due to student behaviors
- 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 Skyward

Person Responsible

Matthew Devilling

Schedule

Quarterly, from 9/1/2015 to 6/6/2016

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

G072533

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	60.0

Resources Available to Support the Goal 2

- math practice standards posters
- math manipulatives
- Technology
- iReady
- 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 10/13/2015 to 6/6/2016

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 learning gains in proficiency scores (Reading, Math, Writing, and Science). **1**

 G072532

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

 B189139

G1.B13.S1 Lack of consistency, accountability, and commitment to school wide behaviors and procedures. **4**

 S200547

Strategy Rationale

Teacher buy in to school wide behavior plans and procedures is necessary for consistency and accountability. Further, these plans and procedures will reduce the amount of time off task by reducing undesirable student behaviors.

Action Step 1 **5**

Develop a morning supervision plan to ensure more controlled and positive start of the school day.

Person Responsible

Erin Quainton

Schedule

On 8/10/2015

Evidence of Completion

Provides duty plan for morning monitoring.

Action Step 2 5

Pre Planning day for teacher training on school wide expectations and systems

Person Responsible

Kathryn Hoppel

Schedule

On 8/23/2015

Evidence of Completion

Powerpoint with previous data for teachers and ideas for their classroom boards

Action Step 3 5

Positive behavior support team will meet to discuss ideas for the SOAR

Person Responsible

Kathryn Hoppel

Schedule

On 7/30/2015

Evidence of Completion

Year dates planned for events and trouble shooting/data meetings

Action Step 4 5

Kagan Win Win Discipline Training for structures

Person Responsible

Erin Quainton

Schedule

On 8/11/2015

Evidence of Completion

Staff attendance at Kagan training

Action Step 5 5

Create and implement a school wide clip chart system and behavior tracking system

Person Responsible

Kathryn Hoppel

Schedule

Weekly, from 7/20/2015 to 6/6/2016

Evidence of Completion

Clip system with tracking element

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

Leadership will monitor for decreases and trends in office discipline referrals

Person Responsible

Matthew Devilling

Schedule

Monthly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Data indicating a reduction in office discipline referrals

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

Leadership will monitor for implementation and use of Evergreen Essentials and school wide behavior procedures

Person Responsible

Erin Quainton

Schedule

Quarterly, from 9/7/2015 to 6/6/2016


Evidence of Completion

Increased usage and knowledge of SOAR Expectations and Evergreen Essentials in the classroom and around campus

G1.B19 Classroom interruptions are frequent due to student behaviors **2**

 B189145

G1.B19.S1 Provide on going classroom management, behavior management support and training to teachers and staff. Provide a variety of trainings: Individualized modeling/feedback in class, guided learning walks with focus on behavior, teacher choice, book study on effective teacher traits, engagement through collaborative structures, motivation and understanding training. **4**

 S200549

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**

Class management preparedness and introduction day

Person Responsible

Kathryn Hoppel

Schedule

On 8/7/2015

Evidence of Completion

Teachers will receive their curriculum binders, PBS binders, school theme, and clip system outlines

Action Step 2 **5**

Create and implement Evergreen Essentials (3 non-negotiable rules)

Person Responsible

Erin Quainton

Schedule

On 8/7/2015

Evidence of Completion

SOAR Committee will complete and select 3 Evergreen Essentials which will be posted throughout the school and modeled by all faculty and staff

Action Step 3 5

SOAR Team will establish School wide clip system to use to assist in diminishing classroom interruptions

Person Responsible

Erin Quainton

Schedule

Weekly, from 7/6/2015 to 6/1/2016

Evidence of Completion

Clip system printed and implemented

Action Step 4 5

Book study on Engaging Students with Poverty In Mind to assist teachers in behavioral concerns

Person Responsible

Kathryn Hoppel

Schedule

Biweekly, from 9/21/2015 to 5/16/2016

Evidence of Completion

Completed book study and attendance

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 9/1/2015 to 5/30/2016

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 10/12/2015 to 5/30/2016


Evidence of Completion

Skyward reports will provide data by grade level and by teacher

G1.B22 accountability to procedures (teachers and students) 2

 B189148

G1.B22.S1 Develop and implement a school wide behavioral tracking system based on the school wide clip system that keeps students aware of their behavior and communicates daily behavior tracking to parents. 4

 S200550

Strategy Rationale

Keeping SOAR behavior expectations and daily behavior grades in student and parent communications daily, there will be increased accountability for following Evergreen essentials.

Action Step 1 5

Develop a tracking system to report to parents daily whether behavioral goals have been met.

Person Responsible

Kathryn Hoppel

Schedule

On 8/10/2015

Evidence of Completion

Tracking system with a form and expectations for tracking; include graphing for 3-5

Action Step 2 5

Faculty will meet to trouble shoot the new tracking system

Person Responsible

Erin Quainton

Schedule

On 8/25/2015

Evidence of Completion

Glows and grows of clip system and tracking

Plan to Monitor Fidelity of Implementation of G1.B22.S1 6

Leadership will implement a walk through system to watch for implementation of clip system

Person Responsible

Erin Quainton

Schedule

Weekly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Tracking from walk throughs and photo evidence.

Plan to Monitor Fidelity of Implementation of G1.B22.S1 6

Review of tracking forms especially when practicing discipline or guidance

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Student data forms completed and signed; used during counseling events with students and parent conferencing

Plan to Monitor Fidelity of Implementation of G1.B22.S1 6

Believe in your #selfie Committee will meet monthly to review data and problem solve implementation

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Agenda notes and data collection

Plan to Monitor Effectiveness of Implementation of G1.B22.S1 7

Believe in Your #Selfie Committee will monitor discipline data for reductions in overall office discipline referrals

Person Responsible

Kathryn Hoppel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Data analysis from monthly meetings

Plan to Monitor Effectiveness of Implementation of G1.B22.S1 7

Leadership team will monitor implementation and provide feedback related to class room call out data

Person Responsible

Erin Quainton

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Classroom call out data

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

G072533

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

B189156

G2.B1.S1 Purchase materials needed for differentiated instruction Mid year rationale: We choose to use the iReady program to level students. Teachers use these levels for independent reading. Reading Incentive programs (AR and Knight and Day) reward students for reading outside of school. 4

S200551

Strategy Rationale

With this reading diagnostic tool to assist in sorting text levels we can select appropriate level text across the grade levels and content areas so that our students are reading on their ability level.

Action Step 1 5

Purchase materials needed to support differentiated instruction in Reading

Person Responsible

Elizabeth Lazar

Schedule

On 10/1/2015

Evidence of Completion

Completed orders

Action Step 2 5

Purchase engaged classrooms/technology to assist in differentiated instruction

Person Responsible

Erin Quainton

Schedule

On 7/27/2015

Evidence of Completion

Invoice

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

Training and distribution of materials

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 11/10/2015 to 11/10/2015

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 12/15/2015 to 6/4/2016


Evidence of Completion

Observation, documentation of differentiation in lesson plans

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

 B189158

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

 S200552

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 9/18/2015 to 5/28/2016

Evidence of Completion

Completed unwrapping template

Action Step 2 5

Look at available resources that support unwrapping the standards

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 9/18/2015 to 5/14/2016

Evidence of Completion

agenda from collaborative meetings

Action Step 3 5

Classroom application of standards and resources

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 10/9/2015 to 6/4/2016

Evidence of Completion

summary of walkthrough- looking for classroom application

Action Step 4 5

Provide teachers with quarterly training and planning days

Person Responsible

Kathryn Hoppel

Schedule

Quarterly, from 10/1/2015 to 6/4/2016

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

Kathryn Hoppel

Schedule

Quarterly, from 10/13/2015 to 5/29/2016

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

Kathryn Hoppel

Schedule

Every 2 Months, from 10/1/2015 to 6/3/2016

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	Develop a morning supervision plan to ensure more controlled and positive start of the school day.	Quainton, Erin	7/31/2015	Provides duty plan for morning monitoring.	8/10/2015 one-time
G1.B19.S1.A1	Class management preparedness and introduction day	Hoppel, Kathryn	8/7/2015	Teachers will receive their curriculum binders, PBS binders, school theme, and clip system outlines	8/7/2015 one-time
G1.B22.S1.A1	Develop a tracking system to report to parents daily whether behavioral goals have been met.	Hoppel, Kathryn	7/20/2015	Tracking system with a form and expectations for tracking; include graphing for 3-5	8/10/2015 one-time
G2.B1.S1.A1	Purchase materials needed to support differentiated instruction in Reading	Lazar, Elizabeth	10/1/2015	Completed orders	10/1/2015 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	9/18/2015	Completed unwrapping template	5/28/2016 weekly
G1.B13.S1.A2	Pre Planning day for teacher training on school wide expectations and systems	Hoppel, Kathryn	7/23/2015	Powerpoint with previous data for teachers and ideas for their classroom boards	8/23/2015 one-time
G1.B19.S1.A2	Create and implement Evergreen Essentials (3 non-negotiable rules)	Quainton, Erin	8/7/2015	SOAR Committee will complete and select 3 Evergreen Essentials which will be posted throughout the school and modeled by all faculty and staff	8/7/2015 one-time
G1.B22.S1.A2	Faculty will meet to trouble shoot the new tracking system	Quainton, Erin	8/25/2015	Grows and grows of clip system and tracking	8/25/2015 one-time
G2.B1.S1.A2	Purchase engaged classrooms/ technology to assist in differentiated instruction	Quainton, Erin	7/27/2015	Invoice	7/27/2015 one-time
G2.B3.S1.A2	Look at available resources that support unwrapping the standards	Hoppel, Kathryn	9/18/2015	agenda from collaborative meetings	5/14/2016 quarterly
G1.B13.S1.A3	Positive behavior support team will meet to discuss ideas for the SOAR	Hoppel, Kathryn	7/30/2015	Year dates planned for events and trouble shooting/data meetings	7/30/2015 one-time
G1.B19.S1.A3	SOAR Team will establish School wide clip system to use to assist in diminishing classroom interruptions	Quainton, Erin	7/6/2015	Clip system printed and implemented	6/1/2016 weekly

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Evergreen Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A3	Classroom application of standards and resources	Hoppel, Kathryn	10/9/2015	summary of walkthrough- looking for classroom application	6/4/2016 quarterly
G1.B13.S1.A4	Kagan Win Win Discipline Training for structures	Quainton, Erin	8/10/2015	Staff attendance at Kagan training	8/11/2015 one-time
G1.B19.S1.A4	Book study on Engaging Students with Poverty In Mind to assist teachers in behavioral concerns	Hoppel, Kathryn	9/21/2015	Completed book study and attendance	5/16/2016 biweekly
G2.B3.S1.A4	Provide teachers with quarterly training and planning days	Hoppel, Kathryn	10/1/2015	agenda , completed unwrapping templates, lesson plans	6/4/2016 quarterly
G1.B13.S1.A5	Create and implement a school wide clip chart system and behavior tracking system	Hoppel, Kathryn	7/20/2015	Clip system with tracking element	6/6/2016 weekly
G1.MA1	Review referral data, review PBS bucks data, review of number of referrals from Skyward	Devilling, Matthew	9/1/2015	Decrease in number of referrals, Eagle buck review indicates calendar of events for next year, decrease in number of referrals	6/6/2016 quarterly
G1.B13.S1.MA1	Leadership will monitor for implementation and use of Evergreen Essentials and school wide behavior procedures	Quainton, Erin	9/7/2015	Increased usage and knowledge of SOAR Expectations and Evergreen Essentials in the classroom and around campus	6/6/2016 quarterly
G1.B13.S1.MA1	Leadership will monitor for decreases and trends in office discipline referrals	Devilling, Matthew	9/1/2015	Data indicating a reduction in office discipline referrals	6/6/2016 monthly
G1.B19.S1.MA1	Review of referral data to look for decrease in number of referrals	Devilling, Matthew	10/12/2015	Skyward reports will provide data by grade level and by teacher	5/30/2016 quarterly
G1.B19.S1.MA1	Walk through observations and conferences with teachers	Quainton, Erin	9/1/2015	Information in TNL observations	5/30/2016 quarterly
G1.B22.S1.MA1	Believe in Your #Selfie Committee will monitor discipline data for reductions in overall office discipline referrals	Hoppel, Kathryn	8/17/2015	Data analysis from monthly meetings	6/6/2016 monthly
G1.B22.S1.MA5	Leadership team will monitor implementation and provide feedback related to class room call out data	Quainton, Erin	8/17/2015	Classroom call out data	6/6/2016 monthly
G1.B22.S1.MA1	Leadership will implement a walk through system to watch for implementation of clip system	Quainton, Erin	8/17/2015	Tracking from walk throughs and photo evidence.	6/6/2016 weekly
G1.B22.S1.MA2	Review of tracking forms especially when practicing discipline or guidance	Hoppel, Kathryn	8/17/2015	Student data forms completed and signed; used during counseling events with students and parent conferencing	6/6/2016 monthly
G1.B22.S1.MA3	Believe in your #selfie Committee will meet monthly to review data and problem solve implementation	Hoppel, Kathryn	8/17/2015	Agenda notes and data collection	6/6/2016 monthly
G2.MA1	Increase of student engagement and skill mastery through the use of various resources	Quainton, Erin	10/13/2015	Increase the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.	6/6/2016 quarterly
G2.B1.S1.MA1	Observation of leveled text being utilized	Quainton, Erin	12/15/2015	Observation, documentation of differentiation in lesson plans	6/4/2016 every-6-weeks
G2.B1.S1.MA1	Training and distribution of materials	Hoppel, Kathryn	11/10/2015	Agenda from trainings	11/10/2015 quarterly
G2.B3.S1.MA1	Students demonstrate mastery of standards	Hoppel, Kathryn	10/1/2015	mastery of standards on district and state assessments	6/3/2016 every-2-months
G2.B3.S1.MA1	Teachers understand the Florida State Standards and are able to effectively teach the standard.	Hoppel, Kathryn	10/13/2015	lesson plans, completed unwrapping templates, observations on True North Logic, coaches logs, best practices discussed in collaborative planning, student work samples, PLC notes	5/29/2016 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.

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 Mid year rationale: We choose to use the iReady program to level students. Teachers use these levels for independent reading. Reading Incentive programs (AR and Knight and Day) reward students for reading outside of school.

PD Opportunity 1

Purchase materials needed to support differentiated instruction in Reading

Facilitator

Beth Lazar

Participants

Teachers and staff

Schedule

On 10/1/2015

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 9/18/2015 to 5/28/2016

PD Opportunity 2

Provide teachers with quarterly training and planning days

Facilitator

Elizabeth Lazar

Participants

All teachers

Schedule

Quarterly, from 10/1/2015 to 6/4/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B13.S1.A1	Develop a morning supervision plan to ensure more controlled and positive start of the school day.				\$0.00
2	G1.B13.S1.A2	Pre Planning day for teacher training on school wide expectations and systems				\$2,283.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100		0581 - Evergreen Elementary School	Title I Part A		\$2,283.00
3	G1.B13.S1.A3	Positive behavior support team will meet to discuss ideas for the SOAR				\$0.00
4	G1.B13.S1.A4	Kagan Win Win Discipline Training for structures				\$7,658.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0581 - Evergreen Elementary School	Title I Part A		\$7,098.00
	6400	590-Other Materials and Supplies	0581 - Evergreen Elementary School	Title I Part A		\$560.00
5	G1.B13.S1.A5	Create and implement a school wide clip chart system and behavior tracking system				\$0.00
6	G1.B19.S1.A1	Class management preparedness and introduction day				\$0.00
7	G1.B19.S1.A2	Create and implement Evergreen Essentials (3 non-negotiable rules)				\$0.00
8	G1.B19.S1.A3	SOAR Team will establish School wide clip system to use to assist in diminishing classroom interruptions				\$0.00
9	G1.B19.S1.A4	Book study on Engaging Students with Poverty In Mind to assist teachers in behavioral concerns				\$0.00
10	G1.B22.S1.A1	Develop a tracking system to report to parents daily whether behavioral goals have been met.				\$0.00
11	G1.B22.S1.A2	Faculty will meet to trouble shoot the new tracking system				\$0.00
12	G2.B1.S1.A1	Purchase materials needed to support differentiated instruction in Reading				\$99,033.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Evergreen Elementary School			\$0.00
			0581 - Evergreen Elementary School			\$0.00

Budget Data						
				<i>Notes: Notes</i>		
			0581 - Evergreen Elementary School			\$0.00
				<i>Notes: Notes</i>		
			0581 - Evergreen Elementary School			\$0.00
				<i>Notes: Notes</i>		
	5100	150-Aides	0581 - Evergreen Elementary School	Title I Part A		\$97,910.00
				<i>Notes: Para professionals for differentiated instruction, remediation</i>		
	5100	150-Aides	0581 - Evergreen Elementary School	Title I Part A		\$1,123.00
				<i>Notes: Para professional tutors</i>		
13	G2.B1.S1.A2	Purchase engaged classrooms/technology to assist in differentiated instruction				\$17,220.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	643-Computer Hardware Capitalized	0581 - Evergreen Elementary School	Title I Part A		\$17,220.00
				<i>Notes: and Object 644</i>		
14	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.				\$6,905.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0581 - Evergreen Elementary School	Title I Part A		\$6,905.00
				<i>Notes: Quarterly Collaboration days per grade level</i>		
15	G2.B3.S1.A2	Look at available resources that support unwrapping the standards				\$0.00
16	G2.B3.S1.A3	Classroom application of standards and resources				\$11,289.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	360-Rentals	0581 - Evergreen Elementary School	Title I Part A		\$2,095.00
				<i>Notes: Brainpop</i>		
	5100	510-Supplies	0581 - Evergreen Elementary School	Title I Part A		\$7,400.00
				<i>Notes: American Reading Start Smart</i>		
	5100	510-Supplies	0581 - Evergreen Elementary School	Title I Part A		\$1,794.00

Budget Data						
				<i>Notes: Student reading/math/writing materials</i>		
17	G2.B3.S1.A4	Provide teachers with quarterly training and planning days				\$6,905.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0581 - Evergreen Elementary School	Title I Part A		\$6,905.00
				<i>Notes: Collaboration and Training days One per grade level each nine weeks.</i>		
					Total:	\$151,293.00