

Marion County Public Schools

Evergreen Elementary School



2017-18 School Improvement Plan

Evergreen Elementary School

4000 W ANTHONY RD, Ocala, FL 34475

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File) Elementary School PK-5	2018-19 Title I School Yes	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 100%
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Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 74%
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School Grades History

Year Grade	2016-17	2015-16	2014-15	2013-14
	D	F	D*	F

**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 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

Marion - 0581 - Evergreen Elementary School - 2017-18 SIP
Evergreen Elementary School

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Evergreen Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Evergreen's mission is to motivate students, parents and teachers to strive for excellence in academics, where habits of lifelong learning are developed, where responsibility and caring for each other and the environment are fostered, where social and emotional growth is nurtured, and where cooperation among all members of the school community helps prepare students to meet life's challenges and digital citizenship.

b. Provide the school's vision statement

The vision of Evergreen Elementary is for students, staff, parents, and the community, to work together in developing high achieving, confident, life-long learners, and responsible citizens.

2. School Environment

a. 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.

b. 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.

c. 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 behavioral incident.

d. 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 leadership team meets regular 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	33	25	21	25	15	14	0	0	0	0	0	0	0	133
One or more suspensions	52	13	31	63	39	44	0	0	0	0	0	0	0	242
Course failure in ELA or Math	13	20	13	9	2	7	0	0	0	0	0	0	0	64
Level 1 on statewide assessment	0	0	0	66	46	41	0	0	0	0	0	0	0	153

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	1	3	1	1	0	0	0	0	0	0	0	6

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

The leadership/PBIS team meets on a regular basis to review students who meet this criteria.

The social worker and school 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/438321>.

2. Description

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

2. 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

Please see the Parent and Family Engagement Plan located on the district portal.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Elysee, Diana	Assistant Principal
Livingston, Wayne	Principal
Smithies, Lesa	Assistant Principal
Grace, Leah	Guidance Counselor

b. Duties

1. 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 and family engagement activities. Mr. Livingston will operate as the instructional leader of the campus. Dr. Smithies and Dr. Elysee will focus on curriculum and planning with the assistance of the Content Area Specialists. Leah Grace will facilitate our MTSS process. Mr. Molock and Mrs. Tucker will implement our PBS program and support teachers with classroom management.

2. 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 leadership team will meet re 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, i-Ready and walk through data will be used to provide data to the leadership team. Teachers and members of the leadership 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daphne Butler	Teacher
Wayne Livingston	Principal
Narvella Hayes	Parent
Laqawanda Dewese	Parent
Georgia Brown	Teacher
Shelley Sizemore	Business/Community
Sherry Myatt	Education Support Employee
Sandy Craig	Teacher
Christie James	Teacher
Tonya Epps	Teacher
Sarah Schrader	Teacher
Nicole Dorsey	Parent
Deviny Martin	Parent
Merica Hairston	Parent
Jamie Colon	Parent
Judith Young	Parent
Jennifer Acevedo	Parent
Eva Martinez	Parent
Hector Martinez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Through the 2016-2017 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.

b. Development of this school improvement plan

Through the 2016-2017 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.

c. 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.

2. 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 technology equipment.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Smithies, Lesa	Assistant Principal
Livingston, Wayne	Principal
Elysee, Diana	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team meets to discuss literacy resources used at Evergreen. Tonya Epps is in charge of remediation, and Lesa Smithies is in charge of enrichment and our school-wide reading initiative. The assistant principal and media specialist, are in charge of conducting a needs assessment and then purchasing literature at the needed levels and genre. Mr. Livingston, Dr. Smithies, and Dr. Elysee are in charge of curriculum and instructional decisions based on ongoing data.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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 digs are held weekly by grade levels. Wednesday is used for grade level PLCs with SMART goals, and 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 Monday for 35 minutes and focuses on evaluation rubric, discipline, classroom management, and other teaching strategies.

2. 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

3. 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

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

Regular "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

Regular planning and data review with peers

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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

The school utilizes the data derived from the i-Ready program to differentiate instruction. The enrichment and remediation lessons are based on individual needs and small group instruction is provided.

2. 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 Year

Minutes added to school year: 10,800

We expect our students to read 30 minutes everyday. We have a school-wide incentive program for students reading outside of school hours . Students will earn prizes for logging reading 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

Smithies, Lesa, lesa.smithies@marion.k12.fl.us

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

Weekly reading log totals by individual students, classes, or school wide. FSA , I-Ready 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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 kindergarten students within the first 30 days to evaluate the effectiveness of these our Pre-K programs. Evergreen coordinates with Childhood Development Services and to offer a Head Start program for students ages 3 thru 5 year olds.

Kindergarten registration kicked off in April and 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 relationship with students. In September Evergreen will host the Pre-K Open House. Parents and students will be able to join the teacher in the classroom to become familiar with the learning environment at Evergreen.

b. College and Career Readiness

1. 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.

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

Not Applicable

3. 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.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 all stakeholders establish and prioritize school-wide behaviors and procedures, then students' time on task will increase, resulting in increased student achievement.

- G2.** If teachers engage students in standards based instruction, then student achievement and learning gains will increase.

Strategic Goals Detail

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

G1. If all stakeholders establish and prioritize school-wide behaviors and procedures, then students' time on task will increase, resulting in increased student achievement. **1a**

G095914

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	95.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	29.0
Discipline incidents	700.0
FSA ELA Achievement	42.0
FSA ELA Achievement - Grade 3	41.0
FSA ELA Achievement - Grade 4	48.0
FSA ELA Achievement - Grade 5	40.0

Targeted Barriers to Achieving the Goal **3**

- Procedures and expectations are not clearly defined, implemented, and monitored to all stakeholders

Resources Available to Help Reduce or Eliminate the Barriers **2**

- PBS program and SOAR Expectations
- Teacher willingness to implement new strategies
- Sharing ideas within grade levels
- Faculty handbook
- Structures in place for a Boot camp
- Signs/Posters of expectations
- ESE specialists
- Staff modeling of classroom expectations
- Some use of 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 and contracts, awards, mentoring, etc
- Title One Budget
- District Funds
- Deans (2)
- Awards day with parents
- 2 Behavior techs
- Parents

- Para professionals in Kindergarten
- Child Safety Matters program
- Anger Management Counselors
- The Center Staff Training
- Technology
- Support Staff willing to build relationships with students
- Kiwanis Club willing to mentor students
- Reading Pals
- Training specific to grade levels (PreK- grade 3)
- Adults modeling correct behaviors on campus
- Academic coaches
- Good News Club
- Neighboring Church (Living Waters)
- Backpacks for Kids
- Homeless Department- clothing, supplies
-

Plan to Monitor Progress Toward G1. 8

District assessment data (TBD)

Person Responsible

Lesa Smithies

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Analysis of district assessment data.

Plan to Monitor Progress Toward G1. 8

Increase in number of students making learning gains in the lowest quartile

Person Responsible

Lesa Smithies

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

I-Ready data will be collected and analyzed.

G2. If teachers engage students in standards based instruction, then student achievement and learning gains will increase. **1a**

G095915

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	95.0
FSA ELA Achievement	42.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	26.0
FSA ELA Achievement - Grade 3	41.0
FSA ELA Achievement - Grade 4	48.0
FSA ELA Achievement - Grade 5	40.0

Targeted Barriers to Achieving the Goal **3**

- Lack of time for teacher collaboration
- Use of standards to drive instruction with an emphasis on hands-on learning with limited use of textbooks
- Need for engaging standard based activities and tasks that requires critical thinking by the students-Teachers allowing students to struggle to persevere
- Student attendance and tardiness to school negatively impacts student grades in core subject areas.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Common Board training
- 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, collaborative and data meetings
- Instructional grouping based on data

Plan to Monitor Progress Toward G2. 8

Admin will attend collaboration meetings and provide input during the discussions that meet school goals.

Person Responsible

Wayne Livingston

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets and collaboration meeting notes.

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 all stakeholders establish and prioritize school-wide behaviors and procedures, then students' time on task will increase, resulting in increased student achievement. 1

G095914

G1.B33 Procedures and expectations are not clearly defined, implemented, and monitored to all stakeholders 2

B258209

G1.B33.S1 Establish school-wide procedures 4

S273282

Strategy Rationale

Action Step 1 5

Form a committee of school based stakeholders to collaborate and create common language for behavior expectations and procedures

Person Responsible

Wayne Livingston

Schedule

Monthly, from 7/10/2017 to 5/31/2018

Evidence of Completion

committee rosters and agendas

Action Step 2 5

Share the common language for behavior expectations and procedures with teachers and support staff (include in handbook, new teachers/ support staff as necessary)

Person Responsible

Wayne Livingston

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Meeting agenda

Action Step 3 5

Orient students to behavior expectations and procedures during a grade level assembly

Person Responsible

Wayne Livingston

Schedule

On 8/14/2017

Evidence of Completion

Power Point, assembly schedule

Action Step 4 5

Create and utilize a clipboard tracking system for student behaviors

Person Responsible

Wayne Livingston

Schedule

Daily, from 8/3/2017 to 5/31/2018

Evidence of Completion

Skyward Reports detailing behaviors will be used to review discipline data.

Action Step 5 5

Administration will develop school wide non-negotiables

Person Responsible

Wayne Livingston

Schedule

On 7/7/2017

Evidence of Completion

list of non-negotiables

Action Step 6 5

Inform parents of discipline procedures and behavior expectations

Person Responsible

Wayne Livingston

Schedule

On 5/31/2018

Evidence of Completion

Copy of information provided to parents, documentation of parent-teacher communication, school newsletters

Action Step 7 5

The deans and administration will work with teachers to ensure consistent implementation of behavior expectations and procedures

Person Responsible

Tamara Tucker

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher Submission and review of behavior plans with the dean, Review of Skyward behavior data

Action Step 8 5

Provide teachers with models of how to handle behaviors individually and during faculty meetings

Person Responsible

Tamara Tucker

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Faculty meeting agendas, Pre-planning meeting PowerPoint

Plan to Monitor Fidelity of Implementation of G1.B33.S1 6

Follow-up of Behavior plan inclusive of focused behaviors throughout the year

Person Responsible

Tamara Tucker

Schedule

On 6/29/2017

Evidence of Completion

Pre-planning meeting discussion with teachers

Plan to Monitor Fidelity of Implementation of G1.B33.S1 6

Deans and administrators follow-up to ensure consistency (including implementation of clipboard)

Person Responsible

Tamara Tucker

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

faculty meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B33.S1 6

Follow-up conversations with parents about behavior expectations when needed

Person Responsible

Tamara Tucker

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Phone conversations with parents and deans and administration

Plan to Monitor Effectiveness of Implementation of G1.B33.S1 7

Decrease student misbehavior through use of MTSS interventions for behavior

Person Responsible

Tamara Tucker

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Number of referrals per student decreased within the MTSS student data

Plan to Monitor Effectiveness of Implementation of G1.B33.S1 7

Increase in number of students attending PBS events

Person Responsible

Tamara Tucker

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

student lists for attendance

G1.B33.S2 Professional Development on behavior modifications 4

S273283

Strategy Rationale

Action Step 1 5

To increase positive behaviors on campus, teachers will be provided with support by administration, the deans and paras to increase supervision in classes and campus. Teachers will also have the chance to discuss behavior expectations on campus during faculty meetings.

Person Responsible

Tamara Tucker

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

The deans will create agendas for the meetings and track behavior data through use of Skyward reports and student participation with PBS rewards.

Plan to Monitor Fidelity of Implementation of G1.B33.S2 6

Administration will participate in the meetings and complete classroom walkthroughs tracking classroom management.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/14/2017 to 8/31/2017

Evidence of Completion

Classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B33.S2 7

Frequent classroom walkthroughs will be completed to monitor for effectiveness of classroom management.

Person Responsible

Diana Elysee

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Walk-through data and Skyward reports will be reviewed.

G2. If teachers engage students in standards based instruction, then student achievement and learning gains will increase. 1

G095915

G2.B1 Lack of time for teacher collaboration 2

B258210

G2.B1.S1 Training and collaboration with the Florida Standards. 4

S273284

Strategy Rationale

Teachers need to understand how to dissect the standards and plan standard based lessons and activities. Standard based instruction will increase student achievement and produce learning gains.

Action Step 1 5

Teachers will work collaboratively with other teachers and the content area specialists to develop effective lessons and analyze data.

Person Responsible

Lesa Smithies

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Collaborative agendas, lesson plans, and walkthroughs will be used as evidence.

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

Administration will attend the collaborative meetings to help support teachers and monitor the conversations.

Person Responsible

Lesa Smithies

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Administration will conduct walk-through to ensure that the lessons are completed with fidelity. The walk-through data will be used as the evidence piece.

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

As teachers collaborate, the content area specialist will be available to support the teachers. Administration will also provide input during the collaborative meetings.

Person Responsible

Lesa Smithies

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Walk-through data will be used as evidence. In addition, student data inclusive of MTSS data, i-Ready data, and district assessment data will be collected to evaluate the effectiveness of the collaboration.

G2.B2 Use of standards to drive instruction with an emphasis on hands-on learning with limited use of textbooks **2**

 B258211

G2.B2.S1 Participation in district-level professional development to help guide teachers. **4**

 S273285

Strategy Rationale

Action Step 1 **5**

Teachers will participate in district-level professional development and use this information to plan effective lessons.

Person Responsible

Diana Elysee

Schedule

Quarterly, from 8/30/2017 to 5/31/2018

Evidence of Completion

Agendas, sign-in sheets or True North Logic sign ups will be collected to demonstrate completion of the activity.

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

Learning walks, walk-through, and collaboration amongst teachers will be used to monitor and support the fidelity of implementation.

Person Responsible

Diana Elysee

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Faculty meeting conversations, collaborative planning, and input from content area specialist will be used to demonstrate the action plan was monitored.

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

The content area specialists will support the teachers by modeling effective lessons, collaborate with teachers, and work with students.

Person Responsible

Diana Elysee

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Administration will conduct walk-throughs and meet with teachers to monitor the effectiveness of implementation.

G2.B12 Need for engaging standard based activities and tasks that requires critical thinking by the students-Teachers allowing students to struggle to persevere 2

 B258221

G2.B12.S1 Teachers will meet to discuss and review information linked with Renzulli Learning. 4

 S273286

Strategy Rationale

Evergreen Elementary is a School for the Gifted and teachers need to be familiar with the gifted program and the strategies used in the gifted program.

Action Step 1 5

Evergreen faculty will conduct a book study on Renzulli learning to incorporate varying styles of learning and to improve differentiation.

Person Responsible

Lesa Smithies

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

The agenda and the sign-in sheet will be collected for completion of the activity.

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Once teachers have acquired an understanding of Renzulli learning, administration will review lesson plans and conduct walk-through to monitor the fidelity of implementation.

Person Responsible

Diana Elysee

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Lesson plans and walk-through data will be used to monitor the strategy.

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

District and administration will work together to ensure that all members of the faculty are familiar with Renzulli learning and additional professional support will be provided if needed.

Person Responsible

Lesa Smithies

Schedule

Quarterly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Walk-through data will be used as evidence.

G2.B13 Student attendance and tardiness to school negatively impacts student grades in core subject areas. 2

B258222

G2.B13.S1 Revisit master schedule to address learning instruction and modify core subject areas later in the school day. 4

S273287

Strategy Rationale

Students who are late to school may continue to receive instruction if core subjects are taught later in the school day.

Action Step 1 5

The master schedule will be revised to allow core subjects to be taught after the late bell for students in 3rd-5th grade.

Person Responsible

Diana Elysee

Schedule

Daily, from 10/30/2017 to 5/24/2018

Evidence of Completion

The implementation of the master schedule will be used as evidence for this action step.

Plan to Monitor Fidelity of Implementation of G2.B13.S1 6

Administration walkthroughs will be conducted to ensure that the master schedule is being done with fidelity by the classroom teacher.

Person Responsible

Wayne Livingston

Schedule

Daily, from 10/30/2017 to 5/24/2018

Evidence of Completion

Feedback to teachers during the walkthroughs and emails to teachers and staff discussing following the master schedule will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B13.S1 7

Teacher communications and continuous walk-throughs will be done to monitor the effectiveness of implementing the new master schedule.

Person Responsible

Diana Elysee

Schedule

Daily, from 10/30/2017 to 5/24/2018

Evidence of Completion

Walk-through data will be collected to monitor the effectiveness of the schedule.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B33.S1.MA1 M393336	Follow-up of Behavior plan inclusive of focused behaviors throughout the year	Tucker, Tamara	6/29/2017	Pre-planning meeting discussion with teachers	6/29/2017 one-time
G1.B33.S1.A5 A366851	Administration will develop school wide non-negotiables	Livingston, Wayne	7/7/2017	list of non-negotiables	7/7/2017 one-time
G1.B33.S1.A3 A366849	Orient students to behavior expectations and procedures during a grade level assembly	Livingston, Wayne	8/14/2017	Power Point, assembly schedule	8/14/2017 one-time
G1.B33.S2.MA1 M393340	Administration will participate in the meetings and complete classroom walkthroughs tracking...	Elysee, Diana	8/14/2017	Classroom walkthrough data	8/31/2017 weekly
G2.B13.S1.MA1 M393349	Teacher communications and continuous walk-throughs will be done to monitor the effectiveness of...	Elysee, Diana	10/30/2017	Walk-through data will be collected to monitor the effectiveness of the schedule.	5/24/2018 daily
G2.B13.S1.MA1 M393350	Administration walkthroughs will be conducted to ensure that the master schedule is being done with...	Livingston, Wayne	10/30/2017	Feedback to teachers during the walkthroughs and emails to teachers and staff discussing following the master schedule will be used as evidence.	5/24/2018 daily
G2.B13.S1.A1 A366859	The master schedule will be revised to allow core subjects to be taught after the late bell for...	Elysee, Diana	10/30/2017	The implementation of the master schedule will be used as evidence for this action step.	5/24/2018 daily
G1.MA1 M393341	District assessment data (TBD)	Smithies, Lesa	9/1/2017	Analysis of district assessment data.	5/31/2018 quarterly
G1.MA2 M393342	Increase in number of students making learning gains in the lowest quartile	Smithies, Lesa	9/1/2017	I-Ready data will be collected and analyzed.	5/31/2018 quarterly
G2.MA1 M393351	Admin will attend collaboration meetings and provide input during the discussions that meet school...	Livingston, Wayne	8/28/2017	Sign-in sheets and collaboration meeting notes.	5/31/2018 quarterly
G1.B33.S1.MA1 M393334	Decrease student misbehavior through use of MTSS interventions for behavior	Tucker, Tamara	8/10/2017	Number of referrals per student decreased within the MTSS student data	5/31/2018 monthly
G1.B33.S1.MA6 M393335	Increase in number of students attending PBS events	Tucker, Tamara	8/10/2017	student lists for attendance	5/31/2018 monthly
G1.B33.S1.MA2 M393337	Deans and administrators follow-up to ensure consistency (including implementation of clipboard)	Tucker, Tamara	8/10/2017	faculty meeting agendas	5/31/2018 daily
G1.B33.S1.MA3 M393338	Follow-up conversations with parents about behavior expectations when needed	Tucker, Tamara	8/1/2017	Phone conversations with parents and deans and administration	5/31/2018 weekly
G1.B33.S1.A1 A366847	Form a committee of school based stakeholders to collaborate and create common language for...	Livingston, Wayne	7/10/2017	committee rosters and agendas	5/31/2018 monthly
G1.B33.S1.A2 A366848	Share the common language for behavior expectations and procedures with teachers and support staff...	Livingston, Wayne	8/3/2017	Meeting agenda	5/31/2018 monthly
G1.B33.S1.A4 A366850	Create and utilize a clipboard tracking system for student behaviors	Livingston, Wayne	8/3/2017	Skyward Reports detailing behaviors will be used to review discipline data.	5/31/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B33.S1.A6 A366852	Inform parents of discipline procedures and behavior expectations	Livingston, Wayne	8/9/2017	Copy of information provided to parents, documentation of parent-teacher communication, school newsletters	5/31/2018 one-time
G1.B33.S1.A7 A366853	The deans and administration will work with teachers to ensure consistent implementation of...	Tucker, Tamara	8/10/2017	Teacher Submission and review of behavior plans with the dean, Review of Skyward behavior data	5/31/2018 quarterly
G1.B33.S1.A8 A366854	Provide teachers with models of how to handle behaviors individually and during faculty meetings	Tucker, Tamara	8/10/2017	Faculty meeting agendas, Pre-planning meeting PowerPoint	5/31/2018 weekly
G2.B1.S1.MA1 M393343	As teachers collaborate, the content area specialist will be available to support the teachers....	Smithies, Lesa	8/28/2017	Walk-through data will be used as evidence. In addition, student data inclusive of MTSS data, i-Ready data, and district assessment data will be collected to evaluate the effectiveness of the collaboration.	5/31/2018 weekly
G2.B1.S1.MA1 M393344	Administration will attend the collaborative meetings to help support teachers and monitor the...	Smithies, Lesa	8/28/2017	Administration will conduct walk-through to ensure that the lessons are completed with fidelity. The walk-through data will be used as the evidence piece.	5/31/2018 weekly
G2.B1.S1.A1 A366856	Teachers will work collaboratively with other teachers and the content area specialists to develop...	Smithies, Lesa	8/28/2017	Collaborative agendas, lesson plans, and walkthroughs will be used as evidence.	5/31/2018 weekly
G2.B2.S1.MA1 M393345	The content area specialists will support the teachers by modeling effective lessons, collaborate...	Elysee, Diana	8/28/2017	Administration will conduct walk-throughs and meet with teachers to monitor the effectiveness of implementation.	5/31/2018 biweekly
G2.B2.S1.MA1 M393346	Learning walks, walk-through, and collaboration amongst teachers will be used to monitor and...	Elysee, Diana	8/28/2017	Faculty meeting conversations, collaborative planning, and input from content area specialist will be used to demonstrate the action plan was monitored.	5/31/2018 quarterly
G2.B2.S1.A1 A366857	Teachers will participate in district-level professional development and use this information to...	Elysee, Diana	8/30/2017	Agendas, sign-in sheets or True North Logic sign ups will be collected to demonstrate completion of the activity.	5/31/2018 quarterly
G2.B12.S1.MA1 M393347	District and administration will work together to ensure that all members of the faculty are...	Smithies, Lesa	9/4/2017	Walk-through data will be used as evidence.	5/31/2018 quarterly
G2.B12.S1.MA1 M393348	Once teachers have acquired an understanding of Renzulli learning, administration will review...	Elysee, Diana	9/4/2017	Lesson plans and walk-through data will be used to monitor the strategy.	5/31/2018 quarterly
G2.B12.S1.A1 A366858	Evergreen faculty will conduct a book study on Renzulli learning to incorporate varying styles of...	Smithies, Lesa	8/28/2017	The agenda and the sign-in sheet will be collected for completion of the activity.	5/31/2018 quarterly
G1.B33.S2.MA1 M393339	Frequent classroom walkthroughs will be completed to monitor for effectiveness of classroom...	Elysee, Diana	8/14/2017	Walk-through data and Skyward reports will be reviewed.	5/31/2018 weekly
G1.B33.S2.A1 A366855	To increase positive behaviors on campus, teachers will be provided with support by administration,...	Tucker, Tamara	8/14/2017	The deans will create agendas for the meetings and track behavior data through use of Skyward reports and student participation with PBS rewards.	5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. If all stakeholders establish and prioritize school-wide behaviors and procedures, then students' time on task will increase, resulting in increased student achievement.

G1.B33 Procedures and expectations are not clearly defined, implemented, and monitored to all stakeholders

G1.B33.S2 Professional Development on behavior modifications

PD Opportunity 1

To increase positive behaviors on campus, teachers will be provided with support by administration, the deans and paras to increase supervision in classes and campus. Teachers will also have the chance to discuss behavior expectations on campus during faculty meetings.

Facilitator

Mr. Molock & Ms. Tucker

Participants

Faculty

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

G2. If teachers engage students in standards based instruction, then student achievement and learning gains will increase.

G2.B1 Lack of time for teacher collaboration

G2.B1.S1 Training and collaboration with the Florida Standards.

PD Opportunity 1

Teachers will work collaboratively with other teachers and the content area specialists to develop effective lessons and analyze data.

Facilitator

Grade Level Chairs will facilitate the collaboration meetings on a weekly basis.

Participants

Grade level teachers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

G2.B2 Use of standards to drive instruction with an emphasis on hands-on learning with limited use of textbooks

G2.B2.S1 Participation in district-level professional development to help guide teachers.

PD Opportunity 1

Teachers will participate in district-level professional development and use this information to plan effective lessons.

Facilitator

District level presenters

Participants

Evergreen teachers

Schedule

Quarterly, from 8/30/2017 to 5/31/2018

G2.B12 Need for engaging standard based activities and tasks that requires critical thinking by the students-Teachers allowing students to struggle to persevere

G2.B12.S1 Teachers will meet to discuss and review information linked with Renzulli Learning.

PD Opportunity 1

Evergreen faculty will conduct a book study on Renzulli learning to incorporate varying styles of learning and to improve differentiation.

Facilitator

District level and administration

Participants

Evergreen faculty

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B33.S1.A1	Form a committee of school based stakeholders to collaborate and create common language for behavior expectations and procedures				\$0.00
2	G1.B33.S1.A2	Share the common language for behavior expectations and procedures with teachers and support staff (include in handbook, new teachers/ support staff as necessary)				\$0.00
3	G1.B33.S1.A3	Orient students to behavior expectations and procedures during a grade level assembly				\$0.00
4	G1.B33.S1.A4	Create and utilize a clipboard tracking system for student behaviors				\$4,612.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0581 - Evergreen Elementary School	Title, I Part A		\$4,612.00
			<i>Notes: Classroom Materials</i>			
5	G1.B33.S1.A5	Administration will develop school wide non-negotiables				\$0.00
6	G1.B33.S1.A6	Inform parents of discipline procedures and behavior expectations				\$6,538.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0581 - Evergreen Elementary School	Title, I Part A		\$6,538.00
7	G1.B33.S1.A7	The deans and administration will work with teachers to ensure consistent implementation of behavior expectations and procedures				\$0.00
8	G1.B33.S1.A8	Provide teachers with models of how to handle behaviors individually and during faculty meetings				\$0.00
9	G1.B33.S2.A1	To increase positive behaviors on campus, teachers will be provided with support by administration, the deans and paras to increase supervision in classes and campus. Teachers will also have the chance to discuss behavior expectations on campus during faculty meetings.				\$401,593.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	150-Aides	0581 - Evergreen Elementary School	Title, I Part A		\$201,713.00
			<i>Notes: 8 Paraprofessional salaries</i>			

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	6400	130-Other Certified Instructional Personnel	0581 - Evergreen Elementary School	Title, I Part A		\$199,880.00
			<i>Notes: CAS- Literacy CAS- Math CAS- Science</i>			
10	G2.B1.S1.A1	Teachers will work collaboratively with other teachers and the content area specialists to develop effective lessons and analyze data.				\$0.00
11	G2.B12.S1.A1	Evergreen faculty will conduct a book study on Renzulli learning to incorporate varying styles of learning and to improve differentiation.				\$0.00
12	G2.B13.S1.A1	The master schedule will be revised to allow core subjects to be taught after the late bell for students in 3rd-5th grade.				\$0.00
13	G2.B2.S1.A1	Teachers will participate in district-level professional development and use this information to plan effective lessons.				\$0.00
					Total:	\$412,743.00