

## Mission

Evergreen Mill Elementary School is committed to excellence in education. In an environment based on mutual caring, respect, and responsibility, students will develop the competence and confidence required to become active and successful participants in an ever-changing society.

Every member of the school community will work toward becoming independent, life-long learners. Every member of the school community will be a critical thinker, a cooperative learner and an academic risk-taker. Students at Evergreen Mill Elementary will develop a strong foundation in reading, writing, mathematics, speaking and problem solving.

## Vision

We strive to provide each child with a safe, supportive and challenging learning environment where each child can learn to the best of his/her abilities.

We anticipate that through the efforts of all of our staff members we are able to close the achievement gap and that all of our students can acquire the skills and confidence necessary to meet or exceed grade level expectations.

We expect that the skills we provide our students today will result in life long learners and productive citizens of tomorrow.

## Process Definition

During the month of August the administrative leadership team presented data related to the AYP report/school report card. They led the staff through several exercises to prioritize goals and objectives. Following this workshop, staff continued to review data and develop school goals based on our school needs. SIP teams met during September to finalize goals, action strategies and tasks. Parental input was included with each strategy. At the second PTA meeting of the year, the administrative team shared the goals and action plans with those in attendance.



92% of students will pass all SOL tests



### Goals



Exceed school board SOL pass rate target (Unadjusted)




### Indicators







% All 3rd grade students passing English SOL (Unadjusted)

- ◆ % All 3rd grade students passing Math SOL (Unadjusted)
- ◆ % All 3rd grade students passing Science SOL (Unadjusted)
- ◆ % All 3rd grade students passing Social Science SOL (Unadjusted)
- % All 4th grade students passing English SOL (Unadjusted)
- % All 4th grade students passing Math SOL (Unadjusted)
- % All 4th grade students passing Social Science SOL (Unadjusted)
- % All 5th grade students passing English SOL (Unadjusted)
- % All 5th grade students passing Math SOL (Unadjusted)
- % All 5th grade students passing Science SOL (Unadjusted)
- % All 5th grade students passing Writing SOL (Unadjusted)

### Action Plans




 Implement common assessments.

#### Tasks

-  1. Create one common assessment with an accompanying learning progression scale each grading period.
-  2. Any classroom assessment that is scored will be marked with a numerical indicator of 0.0 - 4.0.
-  3. Provide staff development on creating and learning learning progression scales.
-  4. Incorporate student input into assessment procedures.







 Incorporate common vocabulary and strategies into teacher instruction across the curriculum.


#### Tasks

-  1. Post/teach common comprehension strategies.
-  2. Teach and reinforce common test taking strategies across grade levels.
-  3. Utilize vocabulary consistent with SOLS across all grade levels.






 Planning and implementation of instructional strategies to improve student achievement.

#### Tasks


-  1. Post kid-friendly learning targets and review before/during and at the end of instruction.
-  2. Students demonstrate, verbally or in writing, understanding of the learning targets.
-  3. Increase visual literacy and build background knowledge.
-  4. Provide training and support for assisting ELL learners.
-  5. Implement EDGE groups.
-  6. Provide Promethean board staff development.

 Improve student achievement





 **Indicators**

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Black students participating in Gifted and Talented Program exceeded the previous year
-  % Economically Disadvantaged students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Gifted and Talented Program exceeded the previous year

 **Action Plans**




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 **Tasks**

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 Improve student achievement





 **Indicators**

-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)

 **Action Plans**




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 **Tasks**

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 **Tasks**



-  1. Post kid-friendly learning targets and review before/during and at the end of instruction.
-  2. Students demonstrate, verbally or in writing, understanding of the learning targets.
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 All schools will meet AYP (NCLB) requirements

 **Goals**


 Exceed federal required SOL pass rates (AYP)

 **Indicators**





-  % 1st grade students at/above PALS Spring Benchmark
-  % All 3rd grade students passing Social Science SOL (Unadjusted)

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)

### Action Plans




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#### Tasks

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#### Tasks

-  1. Post/teach common comprehension strategies.
-  2. Teach and reinforce common test taking strategies across grade levels.
-  3. Utilize vocabulary consistent with SOLS across all grade levels.


 Planning and implementation of instructional strategies to improve student achievement.

#### Tasks




















-  1. Post kid-friendly learning targets and review before/during and at the end of instruction.
-  2. Students demonstrate, verbally or in writing, understanding of the learning targets.
-  3. Increase visual literacy and build background knowledge.
-  4. Provide training and support for assisting ELL learners.
-  5. Implement EDGE groups.
-  6. Provide Promethean board staff development.

 Reduce disparity in student achievement by closing achievement gaps (CAG)


 **Goals**

 Improve classroom and school-wide assessments and use of student data for instruction.





 **Indicators**


-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)
-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Math SOL (Unadjusted)
-  % All 4th grade students passing English SOL (Unadjusted)
-  % All 4th grade students passing Math SOL (Unadjusted)
-  % All 5th grade students passing English SOL (Unadjusted)
-  % All 5th grade students passing Math SOL (Unadjusted)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)

 **Action Plans**





 Analyze and interpret student data to refine and drive instruction.

 **Tasks**

-  1. Analyze all subgroup data from SOL data.
-  2. Use of formative and summative assessments.
-  3. Identify At Promise Students for remediation.
-  4. Administer and analyze DRA, SME, PALS and Benchmark Data.




 Implement common assessments.


 **Tasks**

-  1. Create one common assessment with an accompanying learning progression scale each grading period.
-  2. Any classroom assessment that is scored will be marked with a numerical indicator of 0.0 - 4.0.
-  3. Provide staff development on creating and learning learning progression scales.
-  4. Incorporate student input into assessment procedures.













 Increase knowledge and understanding of CLARITY's capabilities.

 **Tasks**

-  1. Train teachers to use the CLARITY gradebook tool and discuss expectations.
-  2. Determine topic statements to be assessed each grading period.
-  3. Train teachers to use the curriculum and instructional module of the web-based CLARITY grade book tool.

 Improve student achievement





 **Indicators**


-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Science SOL (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students participating in Gifted and Talented Program exceeded the previous year
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)

 **Action Plans**




 Implement common assessments.


 **Tasks**

-  1. Create one common assessment with an accompanying learning progression scale each grading period.
-  2. Any classroom assessment that is scored will be marked with a numerical indicator of 0.0 - 4.0.
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 Incorporate common vocabulary and strategies into teacher instruction across the curriculum.


 **Tasks**

-  1. Post/teach common comprehension strategies.
-  2. Teach and reinforce common test taking strategies across grade levels.
-  3. Utilize vocabulary consistent with SOLS across all grade levels.





 Planning and implementation of instructional strategies to improve student achievement.

 **Tasks**


-  1. Post kid-friendly learning targets and review before/during and at the end of instruction.
-  2. Students demonstrate, verbally or in writing, understanding of the learning targets.
-  3. Increase visual literacy and build background knowledge.
-  4. Provide training and support for assisting ELL learners.
-  5. Implement EDGE groups.
-  6. Provide Promethean board staff development.

 Increase participation in AP, Honors and GT Programs







 **Indicators**

-  % Asian students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Honors exceeded the previous year
-  % Economically Disadvantaged students participating in Gifted and Talented Program exceeded the previous year
-  % Economically Disadvantaged students participating in Honors exceeded the previous year
-  % Hispanic students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Honors exceeded the previous year
-  % Limited English Proficient students participating in Gifted and Talented Program exceeded the previous year
-  % Limited English Proficient students participating in Honors exceeded the previous year
-  % students with disabilities participating in Gifted and Talented Program exceeded the previous year
-  % students with disabilities participating in Honors exceeded the previous year

 **Action Plans**


-  Planning and implementation of instructional strategies to improve student achievement.

 **Tasks**







-  1. Post kid-friendly learning targets and review before/during and at the end of instruction.
-  2. Students demonstrate, verbally or in writing, understanding of the learning targets.
-  3. Increase visual literacy and build background knowledge.
-  4. Provide training and support for assisting ELL learners.
-  5. Implement EDGE groups.
-  6. Provide Promethean board staff development.

 **Exceed NCLB and VDOE requirements**


 **Goals**

 Exceed state required pass rates for SOL tests (Accreditation)





 **Indicators**

-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Gr 3 passing History SOL (Accreditation)
-  % Gr 3 passing Science SOL (Accreditation)
-  % Gr 3-5 passing Math SOL (Accreditation)
-  % Gr 4 passing History SOL (Accreditation)
-  % Gr 5 passing Science SOL (Accreditation)

 **Action Plans**




 Implement common assessments.


 **Tasks**

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-  3. Utilize vocabulary consistent with SOLS across all grade levels.

 Planning and implementation of instructional strategies to improve student achievement.

 **Tasks**


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-  4. Provide training and support for assisting ELL learners.
-  5. Implement EDGE groups.
-  6. Provide Promethean board staff development.

 Improve student achievement in reading





 **Indicators**

 % Average Daily Attendance (ADA) for schools (AYP)

 **Action Plans**





 Analyze and interpret student data to refine and drive instruction.

 **Tasks**

-  1. Analyze all subgroup data from SQL data.
-  2. Use of formative and summative assessments.
-  3. Identify At Promise Students for remediation.
-  4. Administer and analyze DRA, SME, PALS and Benchmark Data.




 Implement common assessments.

 **Tasks**

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-  2. Students demonstrate, verbally or in writing, understanding of the learning targets.
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-  4. Provide training and support for assisting ELL learners.
-  5. Implement EDGE groups.
-  6. Provide Promethean board staff development.

 Increase SOL Advanced Proficiency pass rates(Governor's VIP)





 **Indicators**

-  % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL History tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Science tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)

 **Action Plans**





 Analyze and interpret student data to refine and drive instruction.

 **Tasks**

-  1. Analyze all subgroup data from SOL data.
-  2. Use of formative and summative assessments.
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-  4. Administer and analyze DRA, SME, PALS and Benchmark Data.







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 Planning and implementation of instructional strategies to improve student achievement.

 **Tasks**










-  1. Post kid-friendly learning targets and review before/during and at the end of instruction.
-  2. Students demonstrate, verbally or in writing, understanding of the learning targets.
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 **Strengthen safe learning environments**


 **Goals**

 Improve school climate






 **Indicators**


-  Collaborative Working Relationships Percentile
-  Inviting Physical Environment Percentile
-  Rules and Expectations Average
-  Student Relations Average
-  Student Responsibility for Learning Percentile
-  Student-Centered Vision, Mission, and Policies Percentile
-  Students and Parents as Decision Makers Percentile
-  Teacher Relations with Students and Home Average
-  Teacher Responsibility for Learning Percentile

 **Action Plans**






 Encourage school spirit and appropriate school behavior.


 **Tasks**

-  1. Create classroom shields, spirit sticks and tattoos.
-  2. Continue to implement character education and bully prevention programs.
-  3. Create Python Pride bulletin board.
-  4. Identify At Promise students for mentor program.
-  5. Implement school-wide token system - Python Pesos.






 Implement outreach programs for all subgroups to increase school involvement.

 **Tasks**

-  1. Conduct Parent Information Night.
-  2. Create Bilingual Connect-Ed messages.
-  3. Provide clothes, supplies and financial support as needed.
-  4. Present SIOP Professional Development Sessions.
-  5. Hold Multicultural Night.

 Increase student and teacher incentive/recognition programs.





 **Tasks**

-  1. Send home "Good News" postcards.
-  2. Publish "Kudos" section of the weekly memo.
-  3. Give Blue Star token.
-  4. Showcase "600 Club" students.
-  5. Create student-generated morning news show.





## Evergreen Mill Elementary School Plan Overview - Summary

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**Goal Timeframe**

-  Long-term
-  Medium-term
-  Short-term
-  Not Assigned





**Action Plan Priority**

-  High
-  Medium
-  Low
-  Not Assigned

**Task Status**

-  Draft
-  In-Progress
-  Cancelled
-  Postponed
-  Completed

**Indicator Progress**

-  On Target
-  Warning
-  Off Target
-  Not Assigned