



Pathway to Becoming a K-5 Everglades Champion School Program Tracking Worksheet

This worksheet will not be submitted but intended as a tracking tool for all your Everglades literacy efforts that you plan to include on your Everglades Champion Schools Final Application submission that is due at the end of the program in May of each year. Questions? Email Program Manager, Alicia Torres atorres@evergladesfoundation.org

Remember – Everything Everglades that you do at your school will be applicable in your application!

I. PROFESSIONAL DEVELOPMENT

A. Everglades Literacy Teacher Trainings (MANDATORY FOR THIS PROGRAM)

Upcoming Training Dates: If needed, contact us for this information

DATE	LOCATION	TIMES
_____	_____	_____
_____	_____	_____

Refer to the provided (via email) Everglades PD records spreadsheet or list the teachers/staff that are currently at your school who have attended an Everglades Literacy Teacher Training then calculate the total % of staff that have been trained. If unknown, EF can assist you with this information. *NOTE: Bonus points awarded for schools that host a whole-school training.

NAME	TRAINING DATE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CALCULATION: TOTAL TRAINED TEACHERS/ TOTAL # OF K-5 TEACHER POPULATION X 100 = %
 _____ / _____ = _____ X 100 = % _____

TOTAL % TRAINED _____

REFER TO THE EVALUATION CRITERIA TO TRACK THE # OF POINTS EARNED _____ **PTS.**

DOCUMENTATION: EF will provide your PD records spreadsheet to you that will serve for documentation for Indicator A.

B. Additional Everglades or Environmental Related Professional Development (PD)

List the teachers who have/will attend any additional Everglades or environmentally focused professional development THIS school year (include summer Everglades Teacher Symposium, Families ForEverglades webinar, etc.)

NAME	TRAINING DATE
_____	_____
_____	_____
_____	_____
_____	_____

Everglades Content Knowledge Modules (self-paced online PD)

List the teachers in your school who have/will complete any of the 5 Modules THIS school year. Teachers cannot count modules they have done in previous school years.

MODULE TOPICS	FIRST & LAST NAME(S)	SCHOOL YEAR COMPLETED
Module 1 – Intro to Historic Watershed		
Module 2 – Geology of the Everglades		
Module 3 – Hydrology of the Everglades		
Module 4 – Nutrient Cycling in the Everglades		
Module 5 – Ecological Communities of the Everglades		

COUNT THE TOTAL # OF COMPLETED/PASSED MODULES AND/OR ANY ENVIRONMENTALLY FOCUSED PD COMPLETED (1 POINT EACH) _____

REFER TO THE EVALUATION CRITERIA TO TRACK THE # OF POINTS EARNED _____ PTS.

DOCUMENTATION: EF will provide your PD records spreadsheet to you that will serve for documentation for teachers that complete modules only for Indicator B.

Additional documentation will be necessary.

Add up your total points for both indicators for Category I.

Indicator A	Indicator B	Total Points

II. INTEGRATING EVERGLADES LITERACY INTO THE CURRICULUM

A. Everglades Literacy Toolkit Implementation (MANDATORY FOR THIS PROGRAM)

Looking at the topics and the standards, when & which teachers will implement the three lessons for each grade? Record the number of students that have completed each of the lessons below for their grade level OR are scheduled to complete them PRIOR to end of school year.

GRADE LEVEL	TOOLKIT LESSONS	WHEN TO IMPLEMENT IN SY	# OF STUDENTS COMPLETED
PreK	<i>Include any PreK Toolkit lessons to Category IV.</i>		
K	LESSON 1: WHAT IS THE EVERGLADES? LESSON 2: EVERGLADES ANIMALS LESSON 3: WHO LIVES IN THE EVERGLADES?		
1	LESSON 1: EVERGLADES ANIMAL EXPLORATION LESSON 2: THE EVERGLADES-FLORIDA'S TREASURE LESSON 3: WATER FOR US ALL		
2	LESSON 1: DON'T FEED THE GATORS! LESSON 2: EVERGLADES SEASON LESSON 3: WET/DRY SEASON – FISH RELAY		
3	LESSON 1: CLASSIFYING EVERGLADES ANIMALS AND THEIR HABITATS LESSON 2: CLASSIFYING EVERGLADES PLANTS AND THEIR HABITATS LESSON 3: HURRY FOR A HABITAT!		
4	LESSON 1: EVERGLADES FOOD CHAINS LESSON 2: WANTED-ALIVE! LESSON 3: I'M IN BIG TROUBLE!		
5	LESSON 1: INCREDIBLE SHRINKING HABITAT LESSON 2: INVASIVE SPECIES LESSON 3: FISHY BUSINESS		
		TOTAL STUDENTS PARTICIPATED IN LESSONS	

CALCULATION: TOTAL STUDENTS FROM ABOVE/ TOTAL SCHOOL K-5 STUDENT POPULATION # X 100 = %
 _____ / _____ = _____ X 100 = % _____

REFER TO THE EVALUATION CRITERIA TO TRACK THE # OF POINTS EARNED _____ PTS.

DOCUMENTATION: Contact teachers in each grade level to ask what documentation (photos, datasheets, etc.) they can provide for each lesson. Note where these documents are stored and organize them by grade level captioning each form of documentation with a brief description. You do not need it from every teacher – just need documentation for each lesson.

B. Everglades Interdisciplinary Approach (Lessons/Projects)

PLAN: What Everglades themed interdisciplinary lessons and/or projects can be/already be planned for each grade level? List your ideas below:

GRADE LEVEL	DESCRIPTION OF THE INTERDISCIPLINARY LESSON/PROJECT (GOAL=1 PER GRADE LEVEL)
	<ul style="list-style-type: none"> What is the Everglades connection? What disciplines/subject areas are being used? When can it be implemented?
Kindergarten	
1 st Grade	
2 nd Grade	
3 rd Grade	
4 th Grade	
5 th Grade	
Other Ideas:	

What is the total number of students in each grade level who have participated in Everglades-focused interdisciplinary projects/lessons?

	K	1 st	2 nd	3 rd	4 th	5 th
Grade Level Reached (Y or N)						
# of Students						

CALCULATION: TOTAL STUDENTS FROM ABOVE/ TOTAL SCHOOL K-5 STUDENT POPULATION # X 100 = %
 _____ / _____ = _____ X 100 = % _____

REFER TO THE EVALUATION CRITERIA TO TRACK THE # OF POINTS EARNED _____ PTS.

DOCUMENTATION: Contact teachers in each grade level to ask what documentation (photos, datasheets, etc.) they can provide for each grade level interdisciplinary lesson/project. Note where these documents are stored and organize them by grade level captioning each form of documentation with a brief description. The more details = the better for judges.

C. Field Experiences

PLAN: What field trips/experiences can be/already planned for each grade level? How can students collect data on this field trip to make it a field experience? Can you turn any science fair ideas into a field experience?

List your ideas below:

GRADE LEVEL	FIELD EXPERIENCE (GOAL=1 EVERGLADES BASED EXP. PER GRADE LEVEL)
	<ul style="list-style-type: none"> What data will be collected? When will/can it occur? Where will it be located?
Kindergarten	
1 st Grade	
2 nd Grade	
3 rd Grade	
4 th Grade	
5 th Grade	
Other Ideas:	

What is the total number of students in each grade level who have participated in Everglades-focused field experiences?

	K	1 st	2 nd	3 rd	4 th	5 th
Grade Level Reached (Y or N)						
# of Students						

CALCULATION: TOTAL STUDENTS FROM ABOVE/ TOTAL SCHOOL K-5 STUDENT POPULATION # X 100 = %
 _____ / _____ = _____ X 100 = % _____

REFER TO THE EVALUATION CRITERIA TO TRACK THE # OF POINTS EARNED _____ PTS.

DOCUMENTATION: Contact teachers in each grade level to ask what documentation (photos, datasheets, etc.) they can provide for each grade level field experience.

Add up your total points for all 3 indicators for Category II.

Indicator A	Indicator B	Indicator C	Total Points

III. Everglades Community & Culture

A. Everglades Student Ambassadors

Note: Online Resources Available: Everglades Student Ambassadors Guide, Everglades Student Pledge

Which of the following criteria of the indicator do you plan to achieve? **Circle the point value.**

4 points	6 points	8 points	10 points
Student ambassadors are established, and Everglades activities are integrated into a new or existing club or organization.	Student ambassadors create and implement an action plan to teach other students from different classes/grade levels about the Everglades (students teaching students).	Student ambassadors create and implement an action plan to lead a school-wide project that promotes Everglades literacy (students leading school).	Student ambassadors create and implement an action plan with adult decision-makers to implement a community event that promotes Everglades literacy (students leading the greater community).

Will you be using the available Everglades Pledge or any resources from the Everglades Student Ambassadors' Guide with your students? _____

List ideas below (include a timeline ex. April 7th for Everglades Day):

B. Community Partnerships

Which of the following criteria for this indicator do you plan to achieve? **Circle the point value.**

4 points	6 points	8 points	10 points
Community involvement consists of 1-2 guest speakers that provide Everglades related education to the students and/or within the school community.	Schools work with one community partner to conduct Everglades community and/or service-learning activities at least once or twice a year .	Schools work with two community partners to conduct Everglades community and/or service-learning activities throughout the year (more than twice) .	Schools work with 2-3 community partners to conduct Everglades community and/or service-learning activities throughout the year on a regular on-going basis .

List ideas below (include if it is service-learning or community service):

How will you capture documentation (agendas, flyers, emails, photos)?

C. School Culture

Which of the following criteria for this indicator do you plan to achieve? **Circle the point value.**

4 points	6 points	8 points	10 points
<p><u>Administration and school faculty are involved</u> in the school's Everglades literacy & Champion Schools initiatives.</p>	<p><u>The entire school body is involved</u> in the school's Everglades literacy & Champion Schools initiatives.</p>	<p><u>Families and visitors as well as the school body are involved</u> in the school's Everglades literacy & Champion Schools initiatives.</p>	<p><u>A whole school community approach</u> is involved in the school's Everglades literacy & Champion Schools initiatives. It includes a diverse mix of students, trained teachers, administrators, staff, parents and/or community reps.</p> <p>The school's efforts to be an Everglades Champion School are shared with <u>other schools and the wider community.</u></p>

How will your school systematically include Everglades initiatives to positively impact your school community & culture? (school planning, administrative support, policy changes, action initiatives)

How can your principal support your ideas?

How can your Everglades efforts reach the school body (students, teachers)?

How can your Everglades efforts reach your families and visitors?

How can your Everglades efforts reach other schools and the wider community?

Which two trained teachers will be spearheading or overseeing our Everglades efforts at your school? Who will make up our entire Everglades Champion Schools Teacher Team? What administrator is the most appropriate to join your team? List them below:

Add up your total points for all 3 indicators for Category III.

Indicator A	Indicator B	Indicator C	Total Points

IV. Everglades Extensions: Above & Beyond

What other creative Everglades initiatives/projects can we/does our school do that don't fall under any of the other categories for which we can obtain points? These are initiatives that go “above and beyond” the scope of the other categories. How many points would you assign for these ideas (up to 10 points)?

Note: If your school implements any PreK lessons from the Everglades Literacy Toolkit – include them here.

Ideas:

Preliminary School Scores:

Tally up the number of points from this tracking sheet and compare it to the designation levels below. Give yourself some wiggle room for reaching the level your school wants to reach. Did you provide adequate documentation for all your efforts?

School Goal: _____ Points earned: _____

