# Evergreen Elementary School



## 2018-19 Schoolwide Improvement Plan

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# 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) | **2017-18 Title I School** | **2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 79% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | D | D | F | D* |

## School Board Approval

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

## SIP Authority

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. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## 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. 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: School Information

### School Mission and Vision

**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.

**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.

### School Leadership Team

**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 |
| Lazar, Elizabeth | Assistant Principal |
| Molock, Dwayne | Dean |
| Tucker, Tamara | Dean |
| Trahan, Dustin | Instructional Coach |
| Epps, Tonya | Instructional Coach |
| Bradley, Lindzi | Instructional Coach |
| Taylor, Vonitra | School Counselor |

**Duties**

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

The administrative team consists of the principal, the two assistant principals, the two Student Serve Managers, and the guidance counselor. The 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.
The responsibilities of each member are as follows:

Mr. Livingston will operate as the instructional leader of the campus. He will lead the faculty and provide clear and consistent expectations. Dr. Elysee and Mrs. Lazar will focus on curriculum and planning with the assistance of the Content Area Specialists: Ms. Epps, Mr. Trahan, and Ms.Bradley. Ms. Taylor will facilitate the MTSS process and focus on the social, academic, and behavior needs of

the students. Mr. Molock and Mrs. Tucker will implement the PBS program and support teachers with classroom management.

## Early Warning Systems

### Year 2017-18

**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 | 26 | 14 | 19 | 24 | 27 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 |
| One or more suspensions | 13 | 14 | 28 | 44 | 43 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 174 |
| Course failure in ELA or Math | 4 | 14 | 11 | 12 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 60 | 62 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 167 |

**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 | 24 | 29 | 28 | 63 | 43 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 239 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 16 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |

**Date this data was collected**
Thursday 7/12/2018

### Year 2016-17 - As Reported

**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 | 0 | 6 |

**Year 2016-17 - Updated**

**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 | 0 | 6 |

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Evergreen Elementary's data shows that Mathematics score has the lowest performance. This has been a trend when reviewing the data from the past 2 years, 17% proficiency in 2017 and 30% proficiency in 2018 in comparison to the other data points. The trend of the lowest performance is an indication that students may lack the necessary math skills to perform multi-steps equations, problems solving, math facts fluency, and understanding the question.

**Which data component showed the greatest decline from prior year?**

The data shows that the greatest decline was in the area of ELA lowest 25% percentile, 63% in 2017 and 33% in 2018. The decline is an indicator that students in the lowest 25% percentile requires additional attention, support, and reinforcement of the necessary skills for success.

**Which data component had the biggest gap when compared to the state average?**

When compared to the state average, Evergreen's biggest gap with the state average is Mathematics achievement. The state's mathematics achievement score was 62% and Evergreen's mathematics score was 30%. Student comprehension of the question may be a factor linked to the large gap.

**Which data component showed the most improvement? Is this a trend?**

Science scores have shown the greatest improvements. The scores increased from 19% proficiency in 2017 to 35% in 2018. This has not been a trend. Vocabulary and science activities was reinforced throughout the school year hence the increase and improvement.

**Describe the actions or changes that led to the improvement in this area.**

The actions that have led to improvement in this area has been the effective use of our Science Content Area Specialist facilitating collaborative planning and ensuring the integration of reading activities with science content. In addition, teachers participated in professional development with an outside consultant providing efficient activities that the teachers incorporated in the Science lessons. Science content has been integrated with reading activities and has provided students with the knowledge needed to show an increase in science knowledge.

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 35% | 46% | 56% | 21% | 47% | 52% |
| ELA Learning Gains | 37% | 44% | 55% | 26% | 49% | 52% |
| ELA Lowest 25th Percentile | 33% | 37% | 48% | 28% | 47% | 46% |
| Math Achievement | 30% | 49% | 62% | 23% | 48% | 58% |
| Math Learning Gains | 38% | 46% | 59% | 36% | 47% | 58% |
| Math Lowest 25th Percentile | 34% | 35% | 47% | 33% | 40% | 46% |
| Science Achievement | 35% | 51% | 55% | 20% | 49% | 51% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 26 (33) | 14 (25) | 19 (21) | 24 (25) | 27 (15) | 11 (14) | 121 (133) |
| One or more suspensions | 13 (52) | 14 (13) | 28 (31) | 44 (63) | 43 (39) | 32 (44) | 174 (242) |
| Course failure in ELA or Math | 4 (13) | 14 (20) | 11 (13) | 12 (9) | 10 (2) | 6 (7) | 57 (64) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 60 (66) | 62 (46) | 45 (41) | 167 (153) |

**Grade Level Data**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 36% | 46% | -10% | 57% | -21% |
| | 2017 | 26% | 50% | -24% | 58% | -32% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 31% | 43% | -12% | 56% | -25% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2017 | 33% | 52% | -19% | 56% | -23% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | 5% | | | | |
| 05 | 2018 | 36% | 46% | -10% | 55% | -19% |
| | 2017 | 25% | 47% | -22% | 53% | -28% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 30% | 48% | -18% | 62% | -32% |
| | 2017 | 16% | 48% | -32% | 62% | -46% |
| Same Grade Comparison | | 14% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 32% | 47% | -15% | 62% | -30% |
| | 2017 | 19% | 55% | -36% | 64% | -45% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | 16% | | | | |
| 05 | 2018 | 22% | 50% | -28% | 61% | -39% |
| | 2017 | 20% | 45% | -25% | 57% | -37% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 3% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 33% | 49% | -16% | 55% | -22% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

## Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 9 | 22 | 26 | 10 | 27 | 23 | | | | | |
| ELL | 9 | 31 | | 23 | 29 | | | | | | |
| BLK | 18 | 25 | 32 | 11 | 24 | 32 | 19 | | | | |
| HSP | 47 | 47 | | 44 | 51 | | 44 | | | | |
| MUL | 53 | 60 | | 53 | | | | | | | |
| WHT | 51 | 43 | | 46 | 43 | 30 | 35 | | | | |
| FRL | 32 | 34 | 35 | 26 | 34 | 35 | 33 | | | | |

| | | | | **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 4 | 38 | 38 | 7 | 20 | 22 | 7 | | | | |
| ELL | 19 | 57 | | 19 | 21 | | | | | | |
| BLK | 23 | 58 | 68 | 12 | 37 | 38 | 15 | | | | |
| HSP | 38 | 65 | | 30 | 30 | | | | | | |
| WHT | 28 | 54 | | 20 | 38 | 36 | 20 | | | | |
| FRL | 26 | 61 | 65 | 15 | 35 | 31 | 17 | | | | |

## Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

| Activity #1 | |
|---|---|
| **Title** | Classroom Management/Discipline |
| **Rationale** | During the school year, there were far too many referrals completed. Classroom management needs to be addressed to meet the behavioral needs of the students. Students need further counseling and training regarding meeting SOAR expectations on campus. |
| **Intended Outcome** | If all stakeholders establish and enforce school-wide expectations and behaviors, then EGE students will adhere to the SOAR expectations and reduce the amount of referrals from 1500 to 1350. |
| **Point Person** | Dwayne Molock (dwayne.molock@marion.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | School-wide behavior plans developed by the Discipline Committee and teachers for implementation during the school year<br>Review the behavior plan and adjust as needed<br>Professional Development featuring red brain and blue brain will be provided for teachers to understand trauma informed care<br>Provide cool down areas for students to take a minute to reflect on their behavior<br>SOAR posters will be stamped around campus to serve as a reminder for students.<br>Create management systems and have them in place for teachers<br>Ensure students understand and adhere to the school-wide expectations-SOAR<br>Utilize PBS efficiently for students to participate<br>Discuss student behaviors with a focus of students demonstrating multiple signs of the early warning system to seek avenues for making decisions that meet SOAR expectations<br>Guidance Counselor will provide counseling for students in need that are identified during the red flag discussion<br>Involve parents in the discussion to meet the needs of the student<br>Provide peer counseling |
| **Person Responsible** | Tamara Tucker (tamara.tucker@marion.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Leadership team will meet on a weekly basis to provide a report of issues and plan to address the issues.<br>Referral Data review will be conducted to review the amount of referrals that needs to be addressed and modified<br>Seek input from teachers regarding SOAR expectations |
| **Person Responsible** | Wayne Livingston (wayne.livingston@marion.k12.fl.us) |

| Activity #2 | |
|---|---|
| **Title** | Parent and Family Engagement |
| **Rationale** | Increase parental engagement to ensure that parents are aware of the school's expectations and allow parents to provide input and suggestions. |
| **Intended Outcome** | If the school plans parental engagement activities for families, then parental engagement will increase and positively impact student achievement and student behavior. |
| **Point Person** | Diana Elysee (diana.elysee@marion.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Increase the amount of parental engagement activities for parents to participate quarterly<br>Provide resources for home use such as literacy materials and math manipulatives<br>Parent Liaison will organize materials needed for parent engagement activities<br>Parental engagement team to develop various parental engagement activities for parents throughout the school year<br>Touchdown Read at home series for parents in students in grades K-5<br>Calendar in place detailing the activities for planning and for awareness of events<br>Involvement of the SAC to assist with coordinating activities<br>Complete Skylert messages for parents to plan for participation at varying school events<br>Positive Parent Call Log for teachers to maintain open communication with parents<br>Monthly newsletter to keep parents informed about the school's curriculum and things to know<br>Provide parent-student-teacher compact and reference the compact during parent-student conferences<br>DREAMspiration involvement of the community to expose students in grades K-5 to various careers |
| **Person Responsible** | Diana Elysee (diana.elysee@marion.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Review the calendar during the weekly leadership meetings and review parent surveys for improvement<br>Review the amount of parent participation during the parent engagement activity<br>Review parent survey<br>Seek input from SAC and provide additional activities based on the minutes from the SAC meetings |
| **Person Responsible** | Wayne Livingston (wayne.livingston@marion.k12.fl.us) |

| Activity #3 | |
|---|---|
| **Title** | Academic Achievement |
| **Rationale** | To continually improve student achievement and knowledge of content for mastery |
| **Intended Outcome** | If teachers plan and effectively implement standards-based instruction, then student learning gains will increase from 37% to 70% in Reading English Language Arts and from 38% to 70% in Mathematics. |
| **Point Person** | Elizabeth Lazar (elizabeth.lazar@marion.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Every decision made will focus on STUDENTS to enforce the Student Improvement Plan Theme for the school year: "Keep your head in the game" will be emphasized daily to remind teachers of the expectations of focusing on the student
Collaborative planning expectations implemented during collaborative planning-develop and implement standards based instruction with the guidance of the Content Area Specialists.
Administration will monitor the effectiveness of the lessons by conducting frequent classroom visits.
Review student sample work from ELA and Math to ensure that student work meet the Florida standards
Provide observation time for teachers to visit other classrooms to observe other best practices-Teachers will provide feedback to their peers
Provide and enforce best practices in the classroom
Follow the Whole Child model where teachers are having frequent discussions about their students and how to meet their academic and behavioral needs
Students will be highly encouraged to read at home
Weekly data chats and reviewing student data to address the needs of the students
Use the Best Practice checklist to provide teachers with feedback
Have a set schedule in place for teachers to follow for all of the core subjects: ELA, Social Studies, Mathematics, and Science
Provide push in support for students in grades 3-5 for the ELA and Mathematics block
Implement Book of the Month to enhance comprehension strategies-Comprehension Connections
Reference leveled text dependent questions stems to develop and implement higher order thinking questions in the classroom
Use of mathematical practice posters during mathematics instruction
New teachers will have a teacher mentor
Saturday Professional Development opportunities for teachers that focuses on Kagan Strategies, Classroom Management, and Best Practices
Use of Achieve 3000 Differentiation Solution during Social Studies and Science in grades 3-5
Use TopScore for writing in the curriculum where students are writing daily
Use of Math journals and manipulatives
Use iReady as a supplement in ELA and Mathematics, Use Toolbox for planning
Invite experts in the fields of ELA, Mathematics, and Science to provide input, feedback, and suggestions for improving instruction
Professional Development in Science from a consultant to assist with focused science learning
Enforce the interactive use of the Standard Focus Boards
Use the one-to-one technology provided for students to be integrated into the instruction
In the event of an absence, teachers will provide detailed sub plans to be followed |

Evergreen will become a data-driven school that Disaggregates and analyze student data and modify instruction based on student needs
Use of Measuring Up workbooks as a resource during Instructional Focus time in reading grades 3-5

| | |
|---|---|
| **Person Responsible** | Diana Elysee (diana.elysee@marion.k12.fl.us) |

### Plan to Monitor Effectiveness

| | |
|---|---|
| **Description** | Conduct daily classroom visits in classrooms to review the effectiveness of lessons and instruction<br>Frequent discussions will be conducted to provide support for individual student needs<br>Teacher submission of monthly observation forms, discussions during faculty meetings, teacher support mentor program |
| **Person Responsible** | Wayne Livingston (wayne.livingston@marion.k12.fl.us) |

## Part IV: Title I Requirements

**Additional Title I Requirements**
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Evergreen Elementary plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students through open communication and parent engagement activities. Stakeholders will have the opportunity to participate in school sponsored events. Parents and community members will be invited to become members of the School Advisory Council (SAC) to provide input, voice concerns, problem solve to address concerns, and make decisions that will impact the school to continue to improve. In addition to invitation for SAC involvement, the school marquee will showcase the varying activities, monthly school newsletter, and Skylert messages will be shared with parents. Information will also be posted on the school website to ensure that stakeholders have access to current information.

**PFEP Link**
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**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, Evergreen Eagles are rewarded for making good choices. The school counselor and dean provide individual and small group counseling as needed. The leadership team meets regularly 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.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

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 a school-wide Title 1 Open House with the theme: Showoff my Learning Night. Parents and students will be able to join the teacher in the classroom to become familiar with the learning environment at Evergreen and to become familiar with the learning expectations for each grade level.

**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 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.

**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 the Florida State Standards 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.

## Part V: Budget

| Total: | $516,949.75 |
|---|---|