

Marion County Public Schools

Evergreen Elementary School



2019-20 Schoolwide Improvement Plan

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Evergreen Elementary School

4000 W ANTHONY RD, Ocala, FL 34475

[no web address on file]

Demographics

Principal: Ashley Kemp

Start Date for this Principal: 7/10/2019

2019-20 Status (per MSID File)	Closed: 2021-12-07
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (39%) 2017-18: D (35%) 2016-17: D (36%) 2015-16: F (27%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	D	D	F

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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 Elementary will work with all stakeholders to create a safe and supportive environment where all can learn.

Provide the school's vision statement.

To build a culture where all students seize opportunities, problem solve, and make positive contributions to society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Kemp, Ashley	Principal	Instructional leader leading the faculty by providing clear and consistent expectations.
Gilmore, Rometha	Assistant Principal	Instructional Leader
Rivera, Casey	Instructional Coach	Third through Fifth Grade Instructional Coach.
Hill-Palmer, Stephanie	Instructional Coach	Science Instructional Coach
Lanier, Stephani	Instructional Coach	K-2 Academic Coach
Taylor, Vonitra	School Counselor	Support Mental Health needs of students and behavior/academic intervention.
Curty, Marie-Elena	Dean	Discipline support and classroom management coach
Johnson, Renee	Dean	Discipline support and classroom management coach
Weston, Nicholas	Assistant Principal	Assistant Principal of Instruction

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	72	72	72	66	72	0	0	0	0	0	0	0	426
Attendance below 90 percent	24	17	14	12	10	15	0	0	0	0	0	0	0	92
One or more suspensions	12	28	26	12	4	14	0	0	0	0	0	0	0	96
Course failure in ELA or Math	12	28	26	12	4	14	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	64	70	76	0	0	0	0	0	0	0	210

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	26	29	21	28	0	0	0	0	0	0	0	119

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	12	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

24

Date this data was collected or last updated

Friday 7/26/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	24	29	28	63	43	52	0	0	0	0	0	0	0	239

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	24	29	28	63	43	52	0	0	0	0	0	0	0	239

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	22%	47%	57%	28%	52%	55%
ELA Learning Gains	42%	56%	58%	58%	57%	57%
ELA Lowest 25th Percentile	55%	52%	53%	63%	53%	52%
Math Achievement	33%	51%	63%	17%	52%	61%
Math Learning Gains	54%	58%	62%	36%	54%	61%
Math Lowest 25th Percentile	47%	49%	51%	33%	43%	51%
Science Achievement	23%	47%	53%	19%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	72 (0)	72 (0)	72 (0)	72 (0)	66 (0)	72 (0)	426 (0)
Attendance below 90 percent	24 (26)	17 (14)	14 (19)	12 (24)	10 (27)	15 (11)	92 (121)
One or more suspensions	12 (13)	28 (14)	26 (28)	12 (44)	4 (43)	14 (32)	96 (174)
Course failure in ELA or Math	12 (4)	28 (14)	26 (11)	12 (12)	4 (10)	14 (6)	96 (57)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	64 (60)	70 (62)	76 (45)	210 (167)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	44%	-22%	58%	-36%
	2018	36%	46%	-10%	57%	-21%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	12%	49%	-37%	58%	-46%
	2018	31%	43%	-12%	56%	-25%
Same Grade Comparison		-19%				
Cohort Comparison		-24%				
05	2019	28%	45%	-17%	56%	-28%
	2018	36%	46%	-10%	55%	-19%
Same Grade Comparison		-8%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	49%	-15%	62%	-28%
	2018	30%	48%	-18%	62%	-32%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	29%	54%	-25%	64%	-35%
	2018	32%	47%	-15%	62%	-30%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				
05	2019	36%	45%	-9%	60%	-24%
	2018	22%	50%	-28%	61%	-39%
Same Grade Comparison		14%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	24%	44%	-20%	53%	-29%
	2018	33%	49%	-16%	55%	-22%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	35		14	44						

2019 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 2017-18	C & C Accel 2017-18
ELL	21	50		35	54						
BLK	14	36	50	25	46	43	15				
HSP	32	55		36	57		27				
WHT	26	44		48	72		31				
FRL	22	40	54	31	52	50	25				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

English Language Arts Proficiency showed the lowest performance last year dropping from 35% to 22%. Third grade proficiency dropped 14%, Fourth grade dropped 19%, and Fifth grade dropped 8% in English Language Arts proficiency. 95% of the students began the grade level one or two years behind which contributed to the low proficiency rates. Student attendance also contributed to the drop in reading proficiency. The reading proficiency has decreased over time with the increase of absences and students not mastering the grade level standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Reading Proficiency showed the greatest decline from last year from 35% to 23%. 95% of the students began the grade level one or two years behind which contributed to the low proficiency rates. Student attendance also contributed to the drop in reading proficiency. The reading proficiency has decreased over time with the increase of absences and students not mastering the grade level standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Reading Proficiency showed the greatest gap between the State at 57% and the school 22% a 35% gap in student achievement. Student attendance also contributed to the drop in reading proficiency. The reading proficiency has decreased over time with the increase of absences and students not mastering the grade level standards.

Which data component showed the most improvement? What new actions did your school take in this area?

English Language Arts bottom quartile students made the most improvement from 33% to 55%. This area improved due to fluid interventions in the classroom and data tracking.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The number of students with a Level 1 on the statewide assessments doesn't represent the number of course failures in relationship to grades. Another area of concern is the number of discipline referrals.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Literacy Achievement for all students.
2. Providing rigorous standards based instruction for all students.
3. Restorative Practices to improve school discipline and culture
4. Collaboration

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Providing standards based instruction through highly effective instructional practices in reading to increase student proficiency and learning gains in all grade levels.
Rationale	Based on the state data from the Florida Standards Assessment in reading 22% of our learners in third, fourth, and fifth grade are proficient. This is below the District and the State averages. Learners making learning gains in reading was 42% which is below the District and State averages. 55% of our learners in the lowest 25th percentile made a learning gain. This is slightly above the District and State average. Based on i-Ready diagnostic reports 90% of learners in Kindergarten through 5th grade start the year 1 or 2 grade levels below grade level.
State the measurable outcome the school plans to achieve	If we provide learners with rigorous standards based instruction in reading then Learner proficiency will increase from 22% to 35%, learning gains will increase from 42% to 65%, and the bottom quartile will increase from 55% to 65%.
Person responsible for monitoring outcome	Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)
Evidence-based Strategy	By providing teachers with feedback and professional development on their instructional practice with the focus on providing rigorous standards based instruction and planning/ implementing formative assessments that are aligned to the standard. Teachers will plan collaboratively with a content area coach and administrator three times a week, breaking apart the standard, planning their assessment, and then discussing their highly effective instructional strategies. The team will conduct learning walks and be provided with several modeling/coaching opportunities.
Rationale for Evidence-based Strategy	By training and providing feedback to teachers on instructional practices instruction will improve to meet the needs of all students. Providing professional development to teachers and the leadership team on collecting data and using the data to guide instruction will increase student performance. These strategies were determined based on the Florida Standards Assessment student data, iReady benchmark data, and District quarterly assessment data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Focusing on rigorous standards based instruction and providing a curriculum that gets the the depth of the standard. 2. Providing collaboration for teachers to plan assessments that align to the standard, plan standards based lessons, track student data with the Reading content area specialist and a member from the administrative team. 3. Ongoing feedback to teachers on their instructional practices. 4. On going professional development to support the collection of student data and how to use that data to maximize learning. 5. Maintaining a focus on students who have been retained. Tracking their weekly formative assessment data, Reading Plus data, bi-weekly intervention data, and District assessment data.
Person Responsible	Ashley Kemp (ashley.kemp@marion.k12.fl.us)

#2	
Title	Improve classroom and school climate to decrease the number of discipline referrals
Rationale	The number of referrals decreased from 1,592 referrals to 774 referrals last year. 98 students received one or more out of school suspensions. There were 301 level one referrals, 452 level two referrals, and 21 level three.
State the measurable outcome the school plans to achieve	If the school focuses on restorative practices and implementation of the Manners of the Heart curriculum the number of referrals and out of school suspensions will decrease by 30%. 774 student referrals to 542.
Person responsible for monitoring outcome	Renee Johnson (renee.johnson@marion.k12.fl.us)
Evidence-based Strategy	By providing teachers with professional development, modeling, and feedback on the implementation of Restorative Practices and Manners of the Heart the student discipline will decrease and time spent on instruction will increase.
Rationale for Evidence-based Strategy	Restorative Practices help the school to build a positive relationship with students and other faculty members. Restorative Practices focus on relationships, respect, responsibility, repair, an reintegration. Relationships and Respect will aid in preventing behaviors. Responsibility and repair will assist in resolving conflict, tense situation, and behaviors. Reintegration will transform the way our school views behaviors. The evidenced used was classroom walk through data, review of student discipline referrals, and student academic achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Providing the leadership team, teachers, and staff with professional development to support Restorative Practices. 2. Modeling restorative practices in training, parent events, and in classrooms. 3. Learning walks to see restorative practices. 4. Coaching Plans for teachers as needed. 5. Ongoing students conversations as needed to support the school culture 6. Tracking of individual student discipline data 7. Professional development and a parents night to gain information about Manners of the Heart.
Person Responsible	Ashley Kemp (ashley.kemp@marion.k12.fl.us)

#3	
Title	Providing standards based instruction through highly effective instructional practices in math to increase learner proficiency and learning gains in all grade levels.
Rationale	Based on the state data from the Florida Standards Assessment in Math 33% of our learners in third, fourth, and fifth grade are proficient. This is below the District and the State averages. Learners making learning gains in Math was 54% which is below the District and State averages. 47% of our learners in the lowest 25th percentile made a learning gain which is below the State and District average.
State the measurable outcome the school plans to achieve	If we provide learners with rigorous standards based instruction in Math then Learner proficiency will increase from 33% to 50%, learning gains will increase from 54% to 65%, and bottom quartile learners will increase from 47% to 65%.
Person responsible for monitoring outcome	Nicholas Weston (nicholas.weston@marion.k12.fl.us)
Evidence-based Strategy	By providing teachers with feedback and professional development on their instructional practice with the focus on providing rigorous standards based instruction and planning/ implementing formative assessments that are aligned to the standard. Teachers will plan collaboratively with a content area coach and administrator three times a week, breaking apart the standard, planning their assessment, and then discussing their highly effective instructional strategies. The team will conduct learning walks and be provided with several modeling/coaching opportunities.
Rationale for Evidence-based Strategy	By training and providing feedback to teachers on instructional practices instruction will improve to meet the needs of all students. Providing professional development to teachers and the leadership team on collecting data and using the data to guide instruction will increase student performance. These strategies were determined based on the Florida Standards Assessment student data, iReady benchmark data, and District quarterly assessment data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Focusing on rigorous standards based instruction and providing a curriculum that gets the the depth of the standard. 2. Providing collaboration for teachers to plan assessments that align to the standard, plan standards based lessons, track student data with the Math content area specialist and a member from the administrative team. 3. Ongoing feedback to teachers on their instructional practices. 4. On going professional development to support the collection of student data and how to use that data to maximize learning.
Person Responsible	Ashley Kemp (ashley.kemp@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Provide teachers with professional development to improve instructional practices and teach all students to the depth of the grade level Florida standards including but not limited to students with disabilities and black/African American students. Teachers will be provided professional development through Manners of the Heart and a curriculum to support building relationships with all students.

Attendance is another area Evergreen Elementary will focus to improve. Daily calls will be made by the Guidance clerk to all absent students, letting them know they are missed, seeing why they are absent, and if there is anything we can do to support them. Teachers will send home notes when students return letting them know they were missed. Students will receive weekly recognition for classes with the highest attendance and students will be recognized for improved attendance. During the weekly parent calls we will share attendance data and goals for the upcoming week. If we implement the attendance plan with fidelity attendance will increase from 92% to 95%.

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 Schoolwide Improvement Plan 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.

Our site-based Parent & Family Engagement Plan (PFEP) will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Evergreen will provide standards based resources for students to use at home such as literacy materials and math manipulative. Evergreen will continue to host parent engagement activities throughout the school year such as Thankful Literacy Lunch, FSA Night, Pastries with Parents Math Event, Strong Fathers events, School Advisory Council, and student led conferences.

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.

Evergreen has a "Synergy Team," that meets monthly to problem solve and discuss Tier 1 to 3 academic and behavioral data and needs. The purpose is to remove barriers to achievement. Each team member brings to the table their own support of resources for the student. During a Synergy meeting there are notes which document the barriers and the team's suggested course of action. Also included is the timeline for action items to occur, who is responsible, and when the follow-up will occur. In addition, teachers work closely with the School Counseling department to informally refer students who may need additional support. Often, students will visit with the School Counselor as they depart the bus in the morning, which often leads to further identification and addressing of student needs. Furthermore, students in need of daily check-in/out will be assigned a mentor from among the leadership team/staff to support the student.

The MDT team meets to review social emotional data and provide mentors as needed.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.

Crisis Response Resources:

Information and resources to assist parents and educators help students through a time of crisis:

Talking to Children About Violence: Tips for Parents and Teachers

Bullies and Victims: A Primer for Parents

When Grief/Loss Hits Close to Home: Tips for Caregivers

Care for the Caregiver: Tips for Families and Educators

What You CAN Do - Meaningful Action Matters in the Face of Violence

Helping Children Cope With Traumatic Events

Trauma Informed Care Resources

Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide

Prevención del Suicidio Juvenil: Consejos para Padres y Educadores?

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

STAGGER START is a district initiative to assist students to transition into elementary school. The primary focus of STAGGER START is to give staff the opportunity to administer assessments, develop one-on-one relationships with students, and eliminate anxiety for children by assigning small groups of students per day to attend school for the first week. FLKRS, which includes the assessments of ECHO and FAIR, are tools used to determine readiness needs, focus instructional strategies, and provide prescriptive instructional implications.

Additionally, our School Counseling department holds articulation meetings with our feeder pattern preschools in the late spring. These meetings provide our school with the opportunity to gain important information regarding incoming kindergarten students.

For students transitioning to middle school there is a session for all 5th graders, where the middle school administrative and school counseling team visit to discuss middle school classes for course selections, expectations, and other like areas to assist with the elementary to middle school transition. For students with IEPs, the school works with the receiving middle school for articulation meetings as a support for these students as they transition to middle school.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

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.

Elementary School Instruction

a. Providing differentiated instruction for students at all levels is a best practice to meet students' needs in mastering the Florida Standards (FS)/Next Generation Sunshine State Standards (NGSSS).

Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during

a portion of the school day (i.e., within the general education classroom, during specials, lunch, or other portion of the school week).

b. Ability groups are organized according to accelerated needs such as higher-level coursework or remedial needs of individual students. Ability group configurations are flexible and continually monitored for student progress and movement. Grouping (whole class, within the grade level, and/or across grade levels) arrangements may include, but are not limited to:

- (1) Flexible grouping strategies to meet needs of individual students
- (2) Intervention-based grouping determined by screening, diagnostic, progress monitoring, or other assessments
- (3) Cooperative grouping
- (4) Small groups of mixed ability, and like ability
- (5) Ability grouping for portions of school day
- (6) Multi-age classes
- (7) Departmentalization
- (8) Team teaching within or across grade levels or looping (teacher instructing class for multiple years)
- (9) Other accelerated options as described in § 1002.3105, Fla. Stat. (2018)
- (10) Other grouping based on qualification for Exceptional Student Education (ESE) or English Language Learners (ELL) (e.g. inclusion model/support facilitation)

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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 to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skill students need to master in each grade (K-12), and subject so they will be prepared to succeed in college, careers, and life.

The district of 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 level (K-12) and subject area, so they will be prepared to succeed in college, a career and be functional in society on a daily basis. At the elementary level, this is established through STEM and STEAM curriculum, off and on campus field trips, and business and community volunteers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Providing standards based instruction through highly effective instructional practices in reading to increase student proficiency and learning gains in all grade levels.				\$485,439.18
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG	7.0	\$54,000.00
<i>Notes: Notes Highly Effective Recruitment and Retaining Incentives</i>						
	5100	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG	13.0	\$42,000.00

			<i>Notes: Notes Effective Recruitment and Retaining Incentives</i>			
	5100	210-Retirement	0581 - Evergreen Elementary School	UniSIG	7.0	\$0.00
			<i>Notes: Nothing</i>			
	5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG	7.0	\$6,720.00
			<i>Notes: Notes Recruitment and Retaining Incentives Highly Effective and Effective</i>			
	5100	239-Other	0581 - Evergreen Elementary School	UniSIG	7.0	\$1,355.00
			<i>Notes: Notes Recruitment and Retaining Incentives Highly Effective and Effective</i>			
	5100	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG	7.0	\$1,280.00
			<i>Notes: Notes Recruitment and Retaining Incentives Highly Effective and Effective</i>			
	5100	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG	13.0	\$1,000.00
			<i>Notes: Notes: Instr. Certified SE ESE Monetary Incentive</i>			
	5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG	13.0	\$70.00
			<i>Notes: Notes: Instr. Certified SE ESE Monetary Incentive</i>			
	5100	239-Other	0581 - Evergreen Elementary School	UniSIG	13.0	\$15.00
			<i>Notes: Notes: Instr. Certified SE ESE Monetary Incentive Medicare</i>			
	5100	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG	13.0	\$14.00
			<i>Notes: Notes: Instr. Certified SE ESE Monetary Incentive Workers Comp</i>			
	5100	750-Other Personal Services	0581 - Evergreen Elementary School	UniSIG	13.0	\$2,925.00
			<i>Notes: Substitutes for teacher so they can attend training.</i>			
	5100	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG	13.0	\$39.00
			<i>Notes: Substitutes for teacher so they can attend training.</i>			
	5100	239-Other	0581 - Evergreen Elementary School	UniSIG		\$44.00
			<i>Notes: Substitutes for teacher so they can attend training. Medicare</i>			
	6400	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG		\$10,500.00
			<i>Notes: Professional Development Teachers</i>			
	6400	150-Aides	0581 - Evergreen Elementary School	UniSIG		\$2,700.00
			<i>Notes: Professional Development Teachers</i>			
	6400	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$819.00

			<i>Notes: Notes: FICA</i>			
	6400	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$176.00
			<i>Notes: Notes</i>			
	6400	239-Other	0581 - Evergreen Elementary School	UniSIG		\$192.00
			<i>Notes: Notes: Medicare</i>			
	7300	110-Administrators	0581 - Evergreen Elementary School	UniSIG		\$46,625.00
			<i>Notes: Notes: Math Coach Administrator Salary</i>			
	7300	210-Retirement	0581 - Evergreen Elementary School	UniSIG		\$4,197.00
			<i>Notes: Notes: Math Coach Administrator Salary</i>			
	7300	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$3,264.00
			<i>Notes: Notes: Math Coach Administrator Salary FICA</i>			
	7300	230-Group Insurance	0581 - Evergreen Elementary School	UniSIG		\$11,657.00
			<i>Notes: Notes: Math Coach Administrator Salary</i>			
	7300	232-Life Insurance	0581 - Evergreen Elementary School	UniSIG		\$140.00
			<i>Notes: Notes: Math Coach Administrator Salary</i>			
	7300	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$621.00
			<i>Notes: Notes: Math Coach Administrator Salary</i>			
	7300	239-Other	0581 - Evergreen Elementary School	UniSIG		\$677.00
			<i>Notes: Notes: Math Coach Administrator Salary</i>			
	5100	310-Professional and Technical Services	0581 - Evergreen Elementary School	UniSIG		\$3,152.19
			<i>Notes: Notes: 3-5 Write Score</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$73,866.00
			<i>Notes: Notes: Para's Salary Champagne, Hope, Lebron, TBD</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$6,612.00
			<i>Notes: Notes: Para's Salary Champagne, Hope, Lebron, TBD</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$4,580.00
			<i>Notes: Notes: Para's Salary Champagne, Hope, Lebron, TBD</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$32,066.00

			<i>Notes: Notes: Para's Champagne, Hope, Lebron, TBD</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$480.00
			<i>Notes: Notes: Para's Champagne, Hope, Lebron, TBD</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$983.00
			<i>Notes: Notes: Para's Champagne, Hope, Lebron, TBD</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$1,072.00
			<i>Notes: Notes: Para's Medicare Champagne, Hope, Lebron, TBD</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$20,593.00
			<i>Notes: Notes: i-Ready Teacher Toolbox (\$9030) and Achieve (\$11563)</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$1,404.28
			<i>Notes: Notes: Supplies: Copy Paper, laminating materials</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$500.00
			<i>Notes: Notes: ink</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Notes: Binders, Scissors</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$900.00
			<i>Notes: Notes: paper folders pencils supplies food for parent involvement</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$300.00
			<i>Notes: Notes: ink & toner</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$653.00
			<i>Notes: Notes: Ipad for parent use</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$100.00
			<i>Notes: Notes: ipad covers</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$112,377.00
			<i>Notes: Notes: CAS Literacy & Science</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$10,058.00
			<i>Notes: Notes</i>			
			0581 - Evergreen Elementary School	Title, I Part A		\$6,968.00

			Notes: Notes			
			0581 - Evergreen Elementary School	Title, I Part A		\$12,502.00
			Notes: Notes			
			0581 - Evergreen Elementary School	Title, I Part A		\$240.00
			Notes: Notes			
			0581 - Evergreen Elementary School	Title, I Part A		\$1,630.00
			Notes: Notes: Medicare			
			0581 - Evergreen Elementary School	Title, I Part A		\$1,495.00
			Notes: Notes			
	5100	510-Supplies	0581 - Evergreen Elementary School	UniSIG		\$377.71
			Notes: Supplies			
2	III.A.	Areas of Focus: Improve classroom and school climate to decrease the number of discipline referrals				\$0.00
3	III.A.	Areas of Focus: Providing standards based instruction through highly effective instructional practices in math to increase learner proficiency and learning gains in all grade levels.				\$0.00
					Total:	\$485,439.18