

Marion County Public Schools

Evergreen Elementary School



2020-21 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: 7/15/2019

2019-20 Status (per MSID File)	Active
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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grades History	<p>2018-19: D (39%)</p> <p>2017-18: D (35%)</p> <p>2016-17: D (36%)</p> <p>2015-16: F (27%)</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	YEAR 2
Support Tier	TIER 3
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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kemp, Ashley		Instructional leader leading the faculty by providing clear and consistent expectations.
Gilmore, Rometha	Assistant Principal	Instructional Leader
Hill-Palmer, Stephanie	Instructional Coach	Science Instructional Coach
Taylor, Vonitra	Guidance Counselor	Support Mental Health needs of students and behavior/academic intervention.
Gates, Jeremiah	Dean	Discipline support and classroom management coach
Johnson, Renee	Assistant Principal	Instructional Leader
Scott, Candice	Psychologist	Psychologist
Smith, Recia	Instructional Media	Media Specialist
Greene, Daryle	Other	School Support

Demographic Information

Principal start date

Monday 7/15/2019, Ashley Kemp

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

28

Demographic Data

2020-21 Status (per MSID File)	Active
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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: D (39%) 2017-18: D (35%) 2016-17: D (36%) 2015-16: F (27%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	YEAR 2
Support Tier	TIER 3

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	4	57	38	49	41	41	30	0	0	0	0	0	0	260
Attendance below 90 percent	0	40	24	39	21	17	0	0	0	0	0	0	0	141
One or more suspensions	0	2	3	10	1	0	0	0	0	0	0	0	0	16
Course failure in ELA	0	3	4	2	1	0	0	0	0	0	0	0	0	10
Course failure in Math	0	2	4	3	3	0	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	5	14	0	0	0	0	0	0	0	19

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	7	5	11	8	13	0	0	0	0	0	0	0	44

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	1	1	0	7	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 6/15/2020

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	
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	0

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	
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	0

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%	35%	46%	56%
ELA Learning Gains	42%	56%	58%	37%	44%	55%
ELA Lowest 25th Percentile	55%	52%	53%	33%	37%	48%
Math Achievement	33%	51%	63%	30%	49%	62%
Math Learning Gains	54%	58%	62%	38%	46%	59%
Math Lowest 25th Percentile	47%	49%	51%	34%	35%	47%
Science Achievement	23%	47%	53%	35%	51%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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 2016-17	C & C Accel 2016-17
SWD	18	35		14	44						
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 2015-16	C & C Accel 2015-16
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				

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 2015-16	C & C Accel 2015-16
FRL	32	34	35	26	34	35	33				

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%	2

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%	0

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%	0

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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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/tardies 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/tardies 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% difference 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?

The number of students with a Level 1 on the statewide assessments doesn't represent the number of course failures in relationship to grades.

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

1. Literacy Achievement for all students to be proficient
2. Providing rigorous standards based instruction for all students
3. Restorative Practices and Social Emotional Learning
4. Formative Assessments
5. Collaboration

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Providing standards based instruction through highly effective instructional practices in reading to increase student proficiency and learning gains in all grade levels.

Area of Focus Description and Rationale:

Rationale
Based on the state data from the Florida Standards Assessment in reading in 2018-2019, 22% of our students in third, fourth, and fifth grade are proficient. This is below the District and the State averages. Students making learning gains in reading was 42% which is below the District and State averages. 55% of our students in the lowest 25th percentile made a learning gain. This is slightly above the District and State average. Based on i-Ready 2019-2020 Winter diagnostic reports 84% of learners in Kindergarten through 5th grade students are working at least one year below grade level.

Measurable Outcome:

If we provide students with rigorous standards based instruction in reading and implement formative assessments then proficiency will increase from 22% to 35%, learning gains will increase from 42% to 65%, and the percent of students working on grade level will increase from 16% to 30%.

Person responsible for monitoring outcome:

Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)

Evidence-based Strategy:

Provide teachers with timely 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.

Rationale for Evidence-based Strategy:

Training and providing feedback to teachers on instructional practices will cause student learning to increase. Provide 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 Steps to Implement

1. Focusing on rigorous standards based instruction and providing a curriculum that gets to the depth of the standard. International Center for Leadership Education (ICLE) will provide training to all staff on planning for rigorous standards based instruction. The training will be followed up during collaboration every Tuesday. Feedback will be provided to teachers through Bullseye and face to face conversations.

Person Responsible

Ashley Kemp (ashley.kemp@marion.k12.fl.us)

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.

Person Responsible Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)

On going professional development to support formative assessments and using that data to guide instruction to maximize student learning.

Person Responsible Ashley Kemp (ashley.kemp@marion.k12.fl.us)

Maintaining a focus on students who have been retained, students that are working below grade level as measured by previous district/state assessments, and iReady. Tracking student weekly formative assessment data, Reading Plus data, iReady data, bi-weekly intervention data, and District assessment data.

Person Responsible Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)

Virtual teachers will participate in all collaboration meetings 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.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Providing standards based instruction through highly effective instructional practices in math to increase student proficiency and learning gains in all grade levels.

Area of Focus Description and Rationale:

Rationale
Based on the state data from the 2018-2019 Math Florida Standards Assessment, 33% of our students in third, fourth, and fifth grade were proficient. This was below the District and the State averages. Students making learning gains in Math was 54% which is below the District and State averages. 47% of our students in the lowest 25th percentile made a learning gain which is below the State and District average. Based on i-Ready 2019-2020 Winter diagnostic reports, 85% of learners in Kindergarten through 5th grade are working at least one year below grade level.

Measureable Outcome:

If we provide students with rigorous standards-based instruction in Math and implement formative assessments then proficiency will increase from 33% to 50%, learning gains will increase from 54% to 65%, and the percent of students working on grade level will increase from 15% to 30%.

Person responsible for monitoring outcome:

Renee Johnson (renee.johnson@marion.k12.fl.us)

Evidence-based Strategy:

Teachers will be provided 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(s). Teachers will plan collaboratively with a content area coach and administrator once per week for Math. During this weekly collaboration, they will engage in breaking apart the standard, planning their assessment(s), and then discussing their highly effective instructional strategies.

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 Steps to Implement

Focus on rigorous, standards-based instruction and provide a curriculum that reaches the appropriate context complexity. ICLE will provide training to all staff on planning for rigorous standards-based instruction. The training will be followed up during collaboration every Tuesday. Feedback will be provided to teachers through Bullseye and face to face conversations.

Person Responsible

Ashley Kemp (ashley.kemp@marion.k12.fl.us)

Provide 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.

Person Responsible Renee Johnson (renee.johnson@marion.k12.fl.us)

On going professional development to support formative assessments and using that data to guide instruction to maximize student learning.

Person Responsible Renee Johnson (renee.johnson@marion.k12.fl.us)

Maintaining a focus on students who have been retained, students that are working below grade level (as measured by previous district/state assessments and iReady data). Tracking their weekly formative assessment data, Reflex data, iReady, bi-weekly intervention data, and District assessment data.

Person Responsible Renee Johnson (renee.johnson@marion.k12.fl.us)

Virtual teachers will participate in all collaboration meetings 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.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Providing students and families with social and emotional supports will increase students’ social skills, academic performance, improve family-school relationships, school safety, and Tier 1 behavior framework.

Measurable Outcome: Decrease the number of students flagged as “extremely elevated risk” on the BESS from beginning of the year to the end of the year by 10%. Decrease the number of students who miss more than 10% of instructional time each quarter by 10%.

Person responsible for monitoring outcome: Vonitra Taylor (vonitra.taylor@marion.k12.fl.us)

Evidence-based Strategy: The Multi-disciplinary Team (MDT) will utilize evidence and research-based strategies in the areas of anxiety, depression, self-esteem, trauma, self-regulation, impulse control, aggression, anger management, and social emotional learning.

Rationale for Evidence-based Strategy: Providing social emotional and positive behavior supports will aid students in developing necessary social skills and strategies both in the school and home settings. Mentoring and counseling students will help to overcome obstacles and/or situation they have faced during COVID, issues at school and home, and provide them with life strategies. The counselor and coach will provide the students with ways to cope with stress, anger, and creating a positive self-image. These services will be provided during lunch, specials, before and after school, and they will support students during instructional times in the classroom. The mental health coach and the counselor will also be available to help parents and families during the instructional day.

Action Steps to Implement

Review the BESS survey data, monthly discipline referrals, threat assessments, and violence risk referrals during the biweekly MDT meetings. Following the data review small groups, or one on one, mentoring and/or counseling sessions will be put into place.

Person Responsible Vonitra Taylor (vonitra.taylor@marion.k12.fl.us)

Implementation of restorative practices and the Sanford Harmony curriculum

Person Responsible Vonitra Taylor (vonitra.taylor@marion.k12.fl.us)

1. Train and support staff on effective Tier 1 SEL and behavior supports (e.g. administration of the BESS, implementation of restorative practices, Sanford Harmony, and Trauma Informed care) throughout the year.
2. Administer BESS universal screener twice a year
3. At monthly MDT meetings, review the BESS survey data, monthly discipline referrals, teacher and parent MDT referrals, threat assessments, and violence risk referrals.
4. Following the data review, MDT will place students by similar need into small group, one on one, or refer to outside community agencies as needed.

Person Responsible Vonitra Taylor (vonitra.taylor@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

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%. In order to provide instruction to students when they are not at school classroom websites and Google classroom will be used to connect the home and school learning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$101,789.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5100	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG	7.0	\$42,000.00	
<i>Notes: Highly effective instructional bonus</i>						
5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG	7.0	\$2,940.00	
<i>Notes: Highly effective instructional bonus social security</i>						
5100	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG	7.0	\$336.00	
<i>Notes: Highly effective instructional bonus workers comp</i>						
5100	239-Other	0581 - Evergreen Elementary School	UniSIG	7.0	\$609.00	
5100	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG	16.0	\$48,000.00	
<i>Notes: Effective instructional bonus</i>						
5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG	16.0	\$3,360.00	
<i>Notes: Effective instructional bonus social security</i>						
5100	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG	16.0	\$3,840.00	
<i>Notes: Effective instructional bonus workers comp</i>						
5100	239-Other	0581 - Evergreen Elementary School	UniSIG	16.0	\$704.00	
<i>Notes: Effective instructional bonus medicare</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$66,857.75
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
6400	130-Other Certified Instructional Personnel	0581 - Evergreen Elementary School	UniSIG	1.0	\$46,650.00	
<i>Notes: Math Instructional Coach Jennifer Alvarez</i>						

	6400	210-Retirement	0581 - Evergreen Elementary School	UniSIG	1.0	\$4,199.00
			<i>Notes: Math Instructional Coach Jennifer Alvarez Retirement</i>			
	6400	220-Social Security	0581 - Evergreen Elementary School	UniSIG	1.0	\$3,266.00
			<i>Notes: Math Instructional Coach Jennifer Alvarez FICA</i>			
	6400	230-Group Insurance	0581 - Evergreen Elementary School	UniSIG	1.0	\$11,570.75
			<i>Notes: Math Instructional Coach Jennifer Alvarez Health</i>			
	6400	232-Life Insurance	0581 - Evergreen Elementary School	UniSIG	1.0	\$140.00
			<i>Notes: Math Instructional Coach Jennifer Alvarez Life Insurance</i>			
	6400	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG	1.0	\$355.00
			<i>Notes: Math Instructional Coach Jennifer Alvarez Workers Comp</i>			
	6400	239-Other	0581 - Evergreen Elementary School	UniSIG	1.0	\$677.00
			<i>Notes: Math Instructional Coach Jennifer Alvarez</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
					Total:	\$176,438.75