

# External Operator October 2019 Monthly Report

## Evergreen Elementary School

### Vacancy Report

Currently there are two vacancies at Evergreen Elementary School

- Second Grade – a candidate has been selected and is currently being processed by Marion County Public Schools **Has been filled**
- Self-Contained VE – a candidate has been selected and is currently being processed Marion County Public Schools **Have a backup candidate for this position if needed**

All other positions have been filled with teachers who had a state VAM of Effective or Highly Effective or did not have a state VAM.

### Instructional Attendance Report

	FTE INSTRUCTIONAL ABSENCES (Full Day)	FTE INSTRUCTIONAL ABSENCES (HOURS--TDE)	FTE INSTRUCTIONAL ABSENCES (HOURS--SICK)	FTE INSTRUCTIONAL ABSENCES (HOURS--PERSONAL)
GRADE K	0	3	21.6	0
GRADE 1	0	7.45	1	0
GRADE 2	1	0	35.4	0
GRADE 3	1	0	69.95	0
GRADE 4	0	0	7.45	0
GRADE 5	0	0	0	16.95
MULTI-GRADE INSTRUCTIONAL	6	42.25	47.	38.25
TOTAL	8	52.7	182.5	55.2

The flu impacted one kindergarten teacher and two third grade teachers during this reporting period.

**Those not caused by the flu have been addressed- the goal is 95% or better**

### Student Attendance Report

Year	Tardy	Excused Absence	Unexcused Absence	Total Absent	Percent Attendance
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2018-2019	1636	393	834	1227	93.80
2019-2010	1019	391	775	1166	92.60

Evergreen is one of two schools participating in a monthly district Attendance Response committee. The committee includes school personnel, various district support personnel, the school's school board member, and community support agencies.

- 45 students have been identified as chronic absentees (seven or more absences)
- 9 students account for 154 absences
- 12 students account for 76 tardies
- One bus has been 30 minutes late on a regular basis
- Chronic absent students are different from chronic tardy students

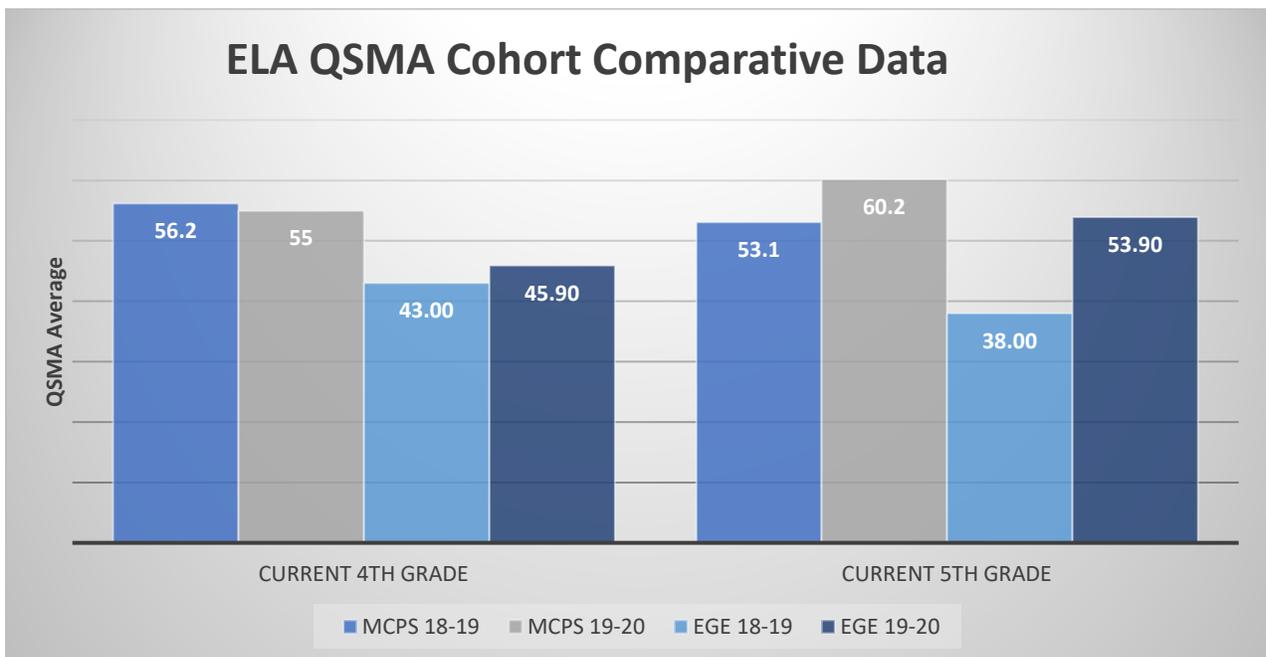
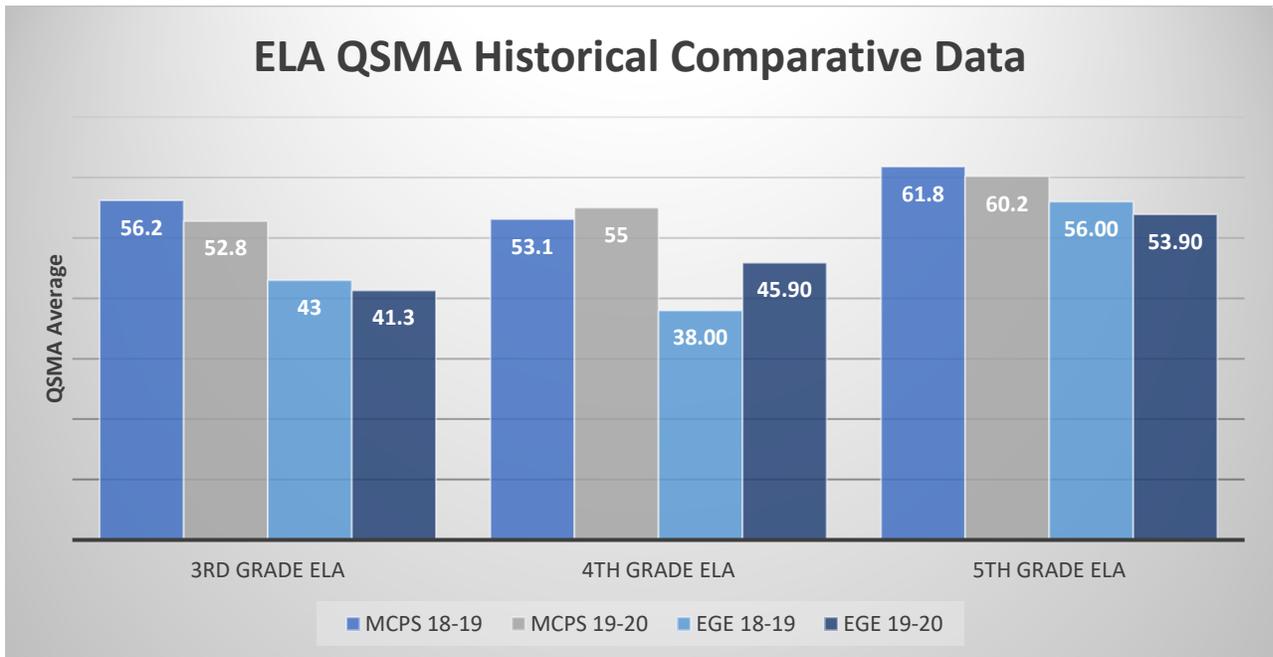
Solutions implemented include:

- Alarm clocks purchased for students and distributed as needed
- Personal calls home as well as home visits for chronic absent students
- Classes recognized for student attendance

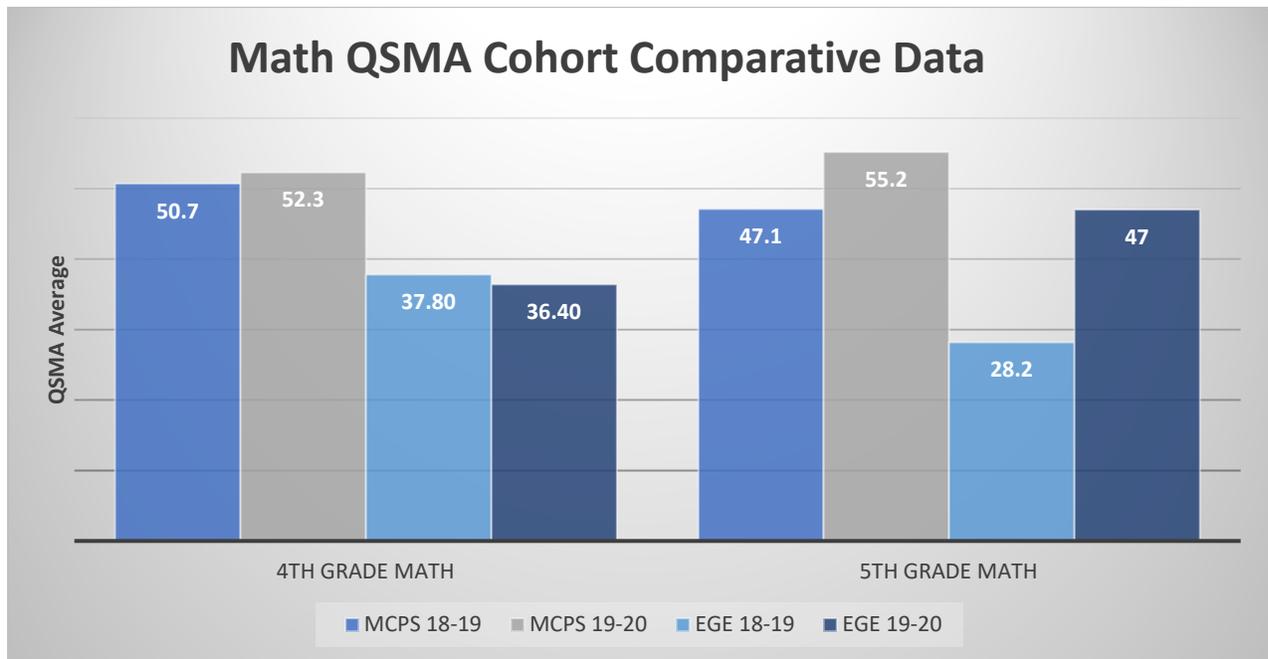
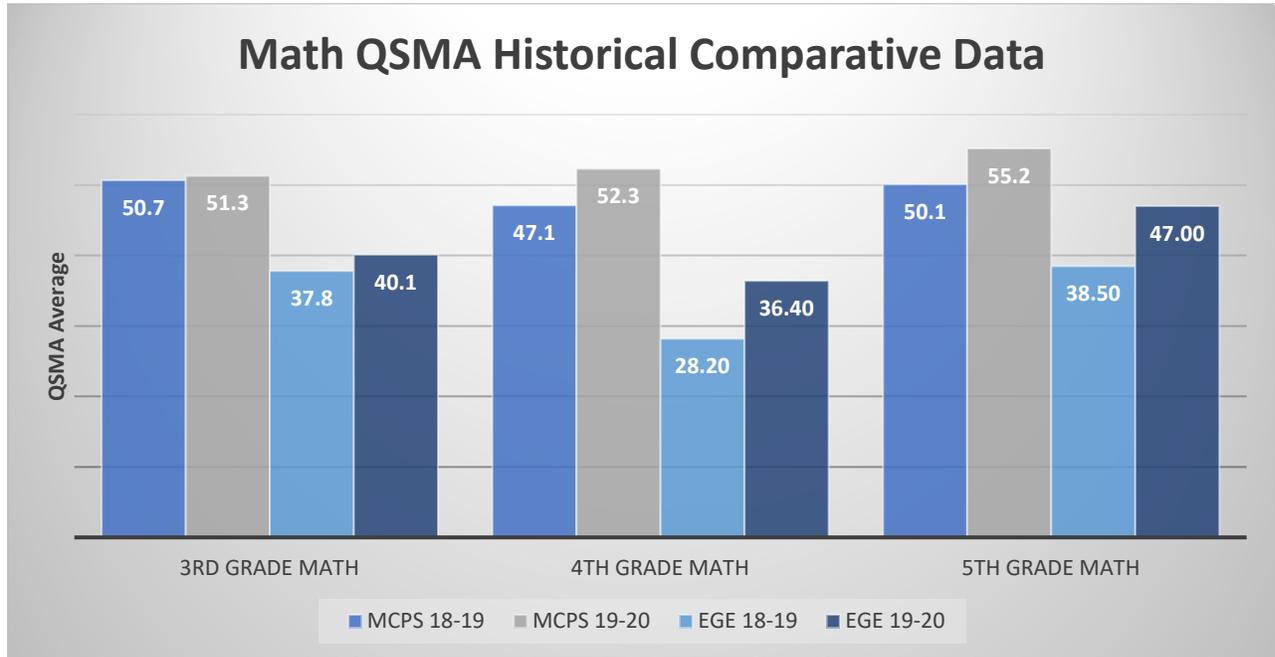
Sandy- I would like to see the committee tasked to create a tiered plan of support. The solutions are a level one tier in which all students are receiving the identified interventions. With 45 students with more than 7 absences the identified interventions may not improve their attendance. I would also like to see the breakdown of these 45 students. Ms. Kemp shared that many of these students are from the same family/household. The committee could develop family interventions that would impact multiple students. I suggested creating parent/family incentives. I thanked the district for helping with the transportation concern that was causing students to be tardy and absent from school.

## Progress Monitoring Student Data

### Quarterly Standards Mastery Assessment 1

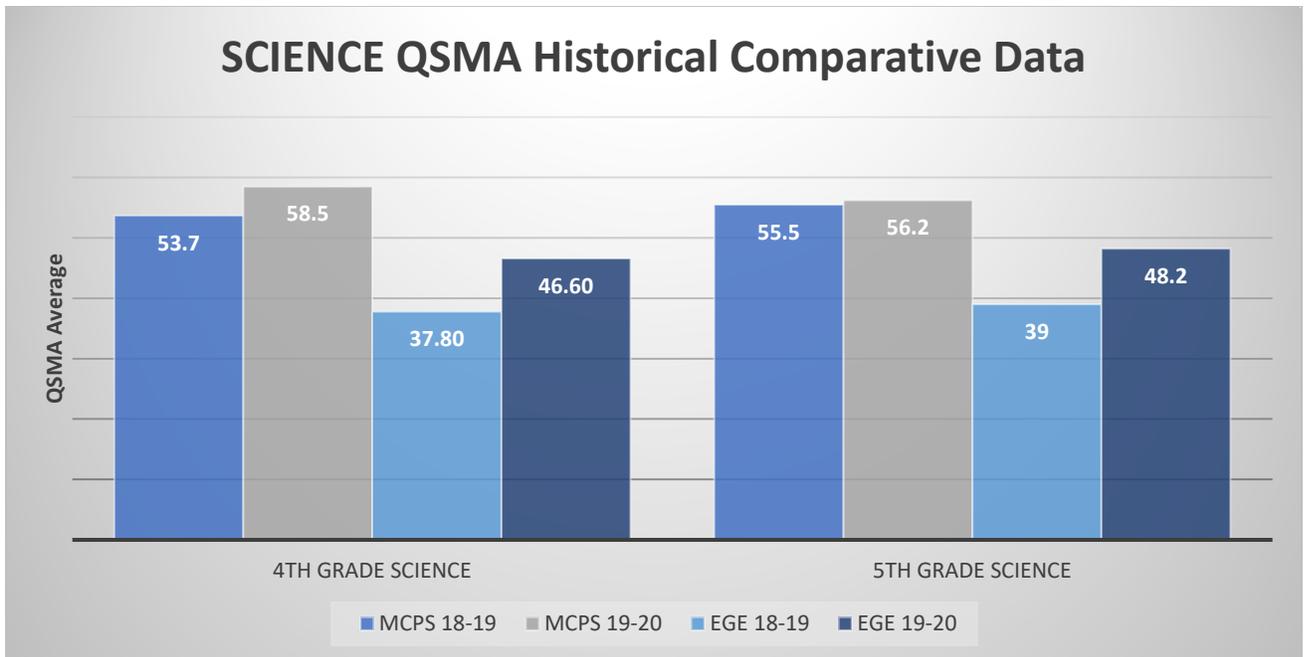
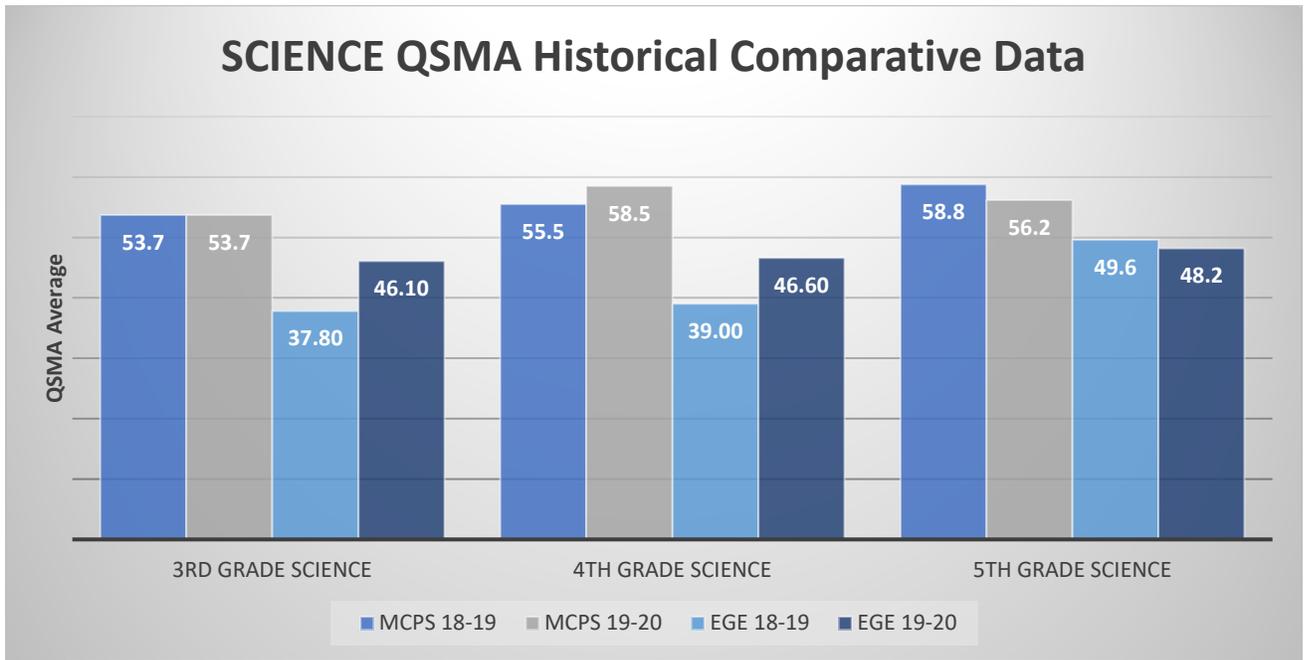


- MCPS current 4<sup>th</sup> grade cohort decreased 1.2%, **EGE** increased 2.9%
- MCPS current 5<sup>th</sup> grade cohort increased 7.1%, **EGE** increased 15.9%



- MCPS current 4<sup>th</sup> grade cohort increased 1.6%, **EGE** decreased 1.4%

- MCPS current 5<sup>th</sup> grade cohort increased 8.1%, EGE increased 18.8%



- MCPS 4<sup>th</sup> grade cohort increased 4.8%, EGE increased 8.8%
- MCPS 5<sup>th</sup> grade cohort increased 0.7%, EGE increased 9.2%

Science data- More collaborative planning will be implemented

Ms. Kemp added- 83% of the 5<sup>th</sup> graders are showing gains when comparing tested clusters (last years FSA and 1<sup>st</sup> quarter QSMA) 80% of the 3<sup>rd</sup> grade retainees are showing gains as well.

## Interventions

### Reading

- One reading intervention is built into the 120-minute ELA block and is based on student mastery of the grade level standards. Students are intentionally regrouped within the lesson for additional support and instruction.
- Reading Plus is used for students in grades 2 through 5.
- W.I.N. (What I Need) is 45 minutes of daily leveled reading intervention using evidence-based materials scheduled outside of the 120-minute ELA block. Students in grades 1 and 2 are leveled and grouped together based on assessment scores and individual student screening and are using Reading Mastery. Students in grades 3 through 5 are leveled and grouped together based on assessment scores and individual student screening and are using Corrective Reading. Plans are in place to use Fountas and Pinnell as soon as grant funds are released to purchase these materials. Student placement is monitored bi-weekly and student group placement is adjusted as need.

Sandy- how will this transition look when you get LLI? Ms. Ellspermann and Ms. Kemp identified the plan and stated that all students will not be involved in the change of interventions. I shared my concern about moving students from one intervention to another just because the resource is available, especially when students are showing improvements and making gains.

### Math

Interventions are built into the 90-minute math block using Hands on Standards and Go Math Reteach.

## Staff Professional Development

### September-October

- Marion County Instructional Evaluation System and Bullseye
- Restorative Practices
- Indicators of Excellence
- Instructional book study **Fundamental 5 Instructional Design** (Cain and Laird)
- Mastery Connect

- Student centered instructional coaching

## **Leadership Development**

September-October

- Strengths based coaching with a focus on instruction in weekly classroom walkthroughs
- Daily check-ins
- Data reviews and action planning
- Leadership Team book study: **Student Centered Coaching - The Moves** (Sweeney and Harris)

Sandy- Is there anything more we can do to support your school improvement efforts?