SCHOOL IMPROVEMENT MID-YEAR REFLECTION
Everglades ES 2018-2019

Directions for School Leadership Team: We are asking all school-based leadership teams engage in collaborative conversation to complete the Mid-Year School Improvement Reflections. After input from the leadership team, each school is asked to upload the form the SAC Upload Center.

1. Has your school made progress towards achieving the goal?
A. How do the structures and systems in place at your school ensure all facets of the school culture creates predictable environments and a school climate that supports your SIP goal?
The structures and systems in place at Everglades Elementary are designed to address the needs of all students utilizing stakeholder's collaborative input and shared decisions. Data is used to determine needs to be addressed and appropriate resources are sought after to address those needs.

B. What are the gaps that exist between your current state and your desired state?
Based on the results of the 2017-2018 Florida State Assessment, our lowest 25% subgroups made gains therefore, we determined that focusing on the lowest quartile in ELA is necessary for continued growth and filling the gap in student achievement.

C. How will you address them between now and the end of this school year?
We are focused on instruction driven by data. We have implemented and continued data chats with our leadership team, PLC's, and teachers. We are aligning activities with instructional focus; pooling all resources; including ongoing assessments of student learning and evaluating effectiveness of activities. Teachers will continue to plan Universal Design instruction based on Florida Standards to address student's deficit areas. The plans will include scaffolding of levels of DOK and more rigorous performance tasks to demonstrate individual mastery of standards. Teachers are using a Balanced Literacy program during reading blocks and focused small group instruction. Teachers will analyze achievement data to reveal instructional needs and continue to develop exemplars of good work using that meet standards and reflect the instructional focus. They will monitor student engagement and interactions with reading resources such as iStation, Accelerated Reader, and NewsELA. Continuous process of RTI, Afterschool intervention tutorials, and English Language Learners Camp will further address the critical needs.

2. Have alterable barriers been eliminated or reduced? (Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)
A. What evidence do you see that a barrier has been reduced or eliminated?
ELL students who also fall into our lowest quartile subgroups have shown gains as evidenced by the ACCESS testing results from 2017-2018. The average scale score for each sub test area is as follows: Listening 375.25, Speaking 347.10, Reading 334.25, Writing 323.40. Students K-5 are making steady gains increasing reading levels with more fluent understanding of non-fiction text.

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?

Early Literacy has been targeted to ensure that students' needs are being met. Primary grades are addressing ELA through PLC, data chats, continuous remediation targeting deficiencies, and increasing rigor in small group instructions. Intermediate teachers are continuously monitoring and implementing reading interventions to address the lowest quartile which includes ELL and ESE students. In the intermediate grades, students are engaging in more rigor in double-dose and pull-out intervention, as well as afterschool reading tutorial.

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?
Currently we are showing adequate progress in ELA with our lowest quartile. The rigorous interventions in place continues to be successful.

D. Did you identify other barriers that could serve as effective re-entry points into the plan?
Trends show that after winter break, we enroll a high number of ELL students with little to no English background.

3. Are your strategies being implemented with fidelity?
A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?

The Collaborative Problem-solving Team (CPTS) meets bi-monthly to discuss students at risk by documenting progress, reviewing data, adjusting instructions, and making additional recommendations for continued progress. Through continuous data chats with teachers, we also identify additional needs and make next step decisions. In addition, SAC stakeholders meet once monthly or when necessary to discuss curriculum, student achievement, monitor, modify, and terminate actions when necessary.

4. What are your benchmarks for success?
A. How will you progress towards your goal impact student achievement?

Current updates indicate that the process in place is effectively assisting students to move up from stagnant levels and accelerate growth leading to increasing student achievement.

B. What is your desired state?

Desired state is to increase FSA/ELA scores from 66% to 72% proficient in the lowest quartile subgroups, targeting deficient areas with current rigorous curriculum and intervention programs.

C. What gaps exist between your current state and your desired state?

One of the gaps that exists is that while we are providing rigor and intensive interventions to move our lowest quartile subgroups from 66% to 72% proficiency, the ELL and ESE populations are continually growing as we are identifying and enrolling more students in these categories each year.