

STATE BOARD OF EDUCATION

Update

March 19, 2019

SUBJECT: Status Report - Turnaround Option Plan for Evergreen Elementary School, Marion County

PROPOSED BOARD ACTION

None

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

Jacob Oliva, Chancellor, K-12 Public Schools will provide an update on actions taken by the School District of Marion County to complete conditional approval measures identified by at the August 2018 SBOE meeting.

Supporting Documentation Included: Evergreen Elementary School External Operator Services – Monthly Report

Invited Presenters: Dr. Heidi Maier, Superintendent, Marion County Public Schools and Jacob Oliva, Chancellor, Division of Public Schools



Evergreen Elementary School

Status Report to the Florida State Board of Education

December 25, 2018 – February 28, 2019

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Introduction

This is the third status report for Evergreen Elementary School (Evergreen) for the Florida Department of Education (FLDOE) and follows the outline in Chancellor Lyons' notification of conditions outlined in a letter dated August 20, 2018. Educational Directions (Ed Directions) and Marion County Public Schools (MCPS) will provide status reports for the FLDOE as well as attend the State Board of Education (SBE) meetings.

This report covers the last week of December, January, and February, a timeframe that is central to what Ed Directions calls the Calibrating Period (Appendix A). The Calibrating Period began during winter break and will end four weeks before the state assessment window opens on April 2nd. The goal during this learning period is a continuation of the development of the independent learner and performer that started in the Formative Period. We focus on the student as a learner as well as the student as a performer, meaning their ability not just to learn but also to retrieve that learning and use it at the level they will be assessed. Teachers guide students through the use of directed learning, thinking, reading, and writing activities. By the end of the Calibrating Period, the goal is for students to independently identify the learning that is being assessed, identify what they must do to be proficient, perform the required tasks, and then self-check to see if their work reaches the level of proficiency.

Evergreen Elementary's leadership team continue to fine-tune teacher support as they navigate through the Calibration period. Professional development sessions center on strengthening the teachers' skill set in delivering rigorous aligned instruction and releasing critical thinking to the students. During collaborative planning, coaches and teachers partner to match activities to the following four calibration period goals:

Building Proficient Performance

Building proficient performance refers to consistent incorporation of student work that builds certain habits of mind. This is accomplished by adhering to assessment rubrics, analyzing and building a plan based on the critical elements of the task, use of long-term knowledge to successfully perform on tasks and committing the energy and effort needed to complete tasks and check work. Over the calibration period, the student work is aligned with the rigor by which they will be assessed (i.e., the FSA). Building proficient learners (during the formative period in the fall) refers to building students' potential to engage, self-initiate, and access long-term memory with new learning. Building proficient learners enables students to access that long-term memory and demonstrate their ability to use the content in a performance situation (e.g., scrimmages, QSMAs, test prep exercises, etc.)

Mastering the Use of Content

Each discipline requires students to complete tasks that demonstrate their ability to do more than memorize the content. These tasks rely on prior experience and are scaffolded to move students from where they are to where they must be by the time of the assessment. Mastering the use of content requires grappling with work that links content to tasks and content to assessment formats and venues.

Successful Equivalent Performance

Attitude and perception are critical to building student confidence and competence. Building assessment readiness attitudes and perceptions require that students, at some point before the test, have successful experience working at the level of difficulty, complexity, and endurance they will experience on the assessment.

Operational Language Fluency

Building operational language fluency in students involves using certain types of thinking and performing activities. This is accomplished through the intentional use of specific language that comes from the state assessment specs. Students mastering operational fluency helps with both test-taking confidence and shedding teacher dependence to initiate tasks in a performance opportunity. In the long run, it also builds student-initiated learning and learner independence.

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Evergreen Elementary Overview

Jill Budd serves as the main onsite lead coach at Evergreen. Additional Ed Directions support staff for Evergreen include three content specialists, who provide service days devoted to observing instruction and student engagement, analyzing student work samples, and collaborating with the school coaches and leadership team on strategies to accelerate student learning. A data specialist also attended two days to assist the leadership team in defining school goals, disaggregating district assessment data and school scrimmage data, and helping formulate a system of student data chats to aid Evergreen students in becoming more independent learners. Dr. Hope Zoeller, Executive Leadership Coach, also continues to partner with Principal Livingston on enhancing specific leadership skills. This scaffolded support is a key element of the overall process submitted to the state to move Evergreen forward this year while developing the school's ability to sustain the progress at a lesser intervention level next year.

The Evergreen team is diligent in their approach to improving student achievement. As concerns are presented, there is a team approach that includes ED staff, the school-based administrative team, and three academic coaches. Despite the percentage of inexperienced teachers, iReady data indicates student growth across grade levels in ELA and Math. The combined coaching staff develops scrimmages to assess current learning, facilitates the formative administration, and analyzes the discipline-specific data every two weeks. Then, school coaches and teachers discuss results, reflect on instructional effectiveness and plan remediation.

This report includes a summary of activities and issues for the timeframe at Evergreen; a confirmation that the school is fully staffed; progress monitoring data, and information about the professional development of the staff.

Status of Current Issues

The combined Evergreen and Ed Directions team are working to resolve four areas of concern that left unresolved could negatively impact student growth.

Consistent Delivery of Highly Effective Instruction

Instructional delivery is enhanced through consistent monitoring coupled with aligned feedback and support. The school administrative team monitors classroom instruction, management rituals and routines and classroom culture daily. Following observations, teachers are provided feedback-based upon the elements of the district teacher evaluation instrument. Academic coaches and Ed Directions' coaches conduct frequent classroom observations, but their role is not evaluative. They provide aligned support based on their in-depth knowledge of content and instructional delivery strategies.

MTSS Reading Intervention Hour

MTSS hour is a critical piece to providing students with interventions that support and expand reading skills. Throughout the first semester based upon staffing allocations, this time has been shaped to provide intervention through one teacher-led group, one para-led phonics group, and two independent work stations. Discussion among the state, district, and ED team revealed that the lowest performing students were not receiving a full sixty minutes of adult-guided reading instruction. In response, a collaborative effort among the ED staff, district staff, and school leadership restructured the support of tier 2 and tier 3 students during the school's 60-minute MTSS block (Appendix C).

The revised MTSS structure began in February and is centered around all tier 2 and tier 3 students receiving adult-directed instruction for the entire 60-minute MTSS block. Ed staff worked collaboratively with school-based staff to cross-reference current iReady data and iReady phonics placement to determine which students required 60 minutes of direct teacher contact. The high percentage of students who fall into the tier 2 and tier 3 category requires three adults to be present in each classroom during MTSS block. Consequently, Principal Livingston used the SIG funds allotted in December to hire two additional paras to provide additional adult-support in MTSS small group instruction.

Students who qualify for Tier 2 and Tier 3 support, determined by current iReady data, receive adult-directed instruction that is different from the instruction they receive in ELA class. Teachers and trained paras utilize leveled text as a vehicle to support comprehension through guided reading strategies, assist students through navigation of FSA-aligned passages and question stems, and provide direct phonics instruction to those who need it.

While students in need of intervention are in their respective MTSS groups, students who are proficient are pulled out of MTSS hour for enrichment. The district-created Text Detective program utilizes grade-level text to practice higher-level reading, writing, and thinking skills. The district created the program and provided training to teachers in grades 3 through 5.

Core Instruction

School-based coaches collaborate with ED staff, teachers, and school-based leadership continuously to ensure support is placed where it is needed and most effective. Coaches meet weekly with teachers to collaboratively plan, analyze data and determine instructional next steps. Coaches also work to support gaps in professional knowledge through small group professional development sessions, classroom modeling and supplementing plans with resources.

As the school year transitions from the formative period into calibration, it becomes important that teachers also transition student work to mirror the goals of this learner phase. During collaborative planning, beginning in February, coaches work collaboratively with teachers to build lesson plans that encompass students' ability to perform at the level of the assessment. Coaches lead weekly lesson planning sessions to assist with an infusion of higher-order questioning, student error analysis, and alignment of instruction and assessments to the level of the state's standard. Administrators and ED coaches conduct ongoing observations to monitor the implementation of the lessons and assess students' growth in effort and independence.

Writing instruction is incorporated within the social studies block. Students practice their writing skills by completing responses to social studies reading selections. Writing development is also enhanced through core ELA instruction. In support of writing, the school-based ELA coach assists teachers in identifying trends within Top Score. Teachers and substitutes will take advantage of instructional videos provided by Top Score to support best practices in writing instruction. Also, before the state writing assessment, teachers will participate in a district led training on using the state rubric as an instructional tool. Then, they will provide students with the opportunity to revise exemplar essays to proficiency during whole-class instruction. A pacing guide and side-by-side coaching will support teachers who struggle with writing and pacing.

Delivering Highly Effective Instruction

The beginning of the calibration period should mark the end of formative period work; however, some teachers continue to struggle with delivering instruction aligned to the expectation of the state standards and assessment. A team approach is in place at Evergreen to support novice and struggling teachers. There are currently five Evergreen teachers who are being monitored through coaching plans. Between the school-based administrative team, school-based coaches, ED support team, district support staff, and state team, coaching plans for this group of teachers are in place, facilitated, and monitored regularly. The district and state teams offer support via walk-throughs with specific feedback and suggestions for next steps. The school-based coaching team works together to provide side-by-side coaching in 5th-grade science, 4th-grade math, and 4th and 5th-grade MTSS. Coaches also provide push-in and pull-out support to students in these classrooms. In 3rd grade, one underperforming teacher was transferred to a lower grade level and replaced with a strong 1st-grade instructor. This strategic move has accelerated student growth and enhanced students' daily best effort.

Mr. Livingston and the leadership team have worked hard to unite the faculty as a collaborative team who work collegially to create a rigorous and conducive learning environment. The chart below shows the number of years teachers and administrators have worked at Evergreen. Fifty percent of the faculty and staff are new to Evergreen which initially presented a challenge in implementing consistent rituals and routines and working as collaborators to deliver effective, data-based instruction.

| Grade Level | <01 | 01-02 | 03 or more |
|---|-----|-------|------------|
| Grade K | 1 | 2 | 1 |
| Grade 1 | 4 | | |
| Grade 2 | 1 | 2 | 1 |
| Grade 3 | 1 | 1 | 2 |
| Grade 4 | 2 | | 1 |
| Grade 5 | 3 | | 1 |
| Multi-grade | 3 | 1 | 1 |
| Administration/Student Service Managers | 1 | 3 | 1 |
| Guidance | 1 | | |
| School-Wide | 17 | 9 | 8 |

Developing Students as Independent Learners and Performers

During this reporting quarter, the leadership team focused on building students' capacity and confidence to perform as independent critical thinkers. Unfortunately, there are still several teachers who rely heavily on lower level tasks instead of providing more challenge inquiry-based activities with extended response time. Coaches continue to work with teachers on planning lessons that foster student discourse and thoughtful application of higher knowledge. Coaches and the administrative team share the responsibility of monitoring and coaching teachers as they amp up instruction and release analytical thinking to students. It is imperative during the calibration period to increase rigor to the level of the state assessment.

The leadership team engages students in data chats (Appendix B, student data chat form) to foster relationships and encourage students to believe in themselves as performers. During data chats, administrators meet individually with students to discuss recent assessment data and set goals for their next performance. The Evergreen administration team has indicated that students seem encouraged by these conversations and comforted by knowing that at least one adult in the building is "in tune" with them. The confidence that is built during data chats is critical to the calibration period, as students' attitudes toward testing are molded to create positive and confident performers.

Incentives are in place to encourage students as independent learners and performers. The school-based team has initiated a competition called "Name that Standard" during their daily morning show. During the show, the principal challenges students to be the first to tell an administrator everything they know about a specific standard, including what they have learned about it in class.

As we round out the calibration period and move into the testing window, the school-based team is planning a “boot camp” to reinforce science, ELA, and Math standards.

Strategic Monitoring of Formative Assessment

It is critical during the calibration period to provide students with a successful and equivalent experience that mirrors the level of rigor on the state assessment. Students at Evergreen Elementary participate in aligned formative assessments at the district-level, school-level, and program-level. At the district level, quarterly assessments are provided and facilitated in all core areas. At the school level, coaches develop scrimmages, which are facilitated by teachers every two weeks in ELA, Math, and Science classrooms. At the program level, students are assessed within iReady three times per year in ELA and Math.

The Evergreen team is working toward an efficient system for monitoring student data and following through with remediation. At the beginning of the year, coaches provided iReady data to teachers then led discussions to remediate and enrich. Recently, the math coach empowered teachers by training them to download their data within the iReady system. In February, teachers were required to bring evidence of current data usage and evidence of shifting instruction in response to the data. As teachers grow in their understanding and delivery of content standards and use of formative assessment data, the role of the coaches becomes more refinement as opposed to the creation of lesson plans for teachers. To accurately gauge student progress, teachers need insight into a student’s thoughts and level of confidence in his or her learning. To access this information, teachers will incorporate the use of student’s voice on scrimmages by having students select an emoticon that reflects their confidence in whether they answered each question correctly or not. This window into a student’s metacognition as they work provides teachers with a better understanding of how to support the student.

As the school transitions out of the calibration period and into the testing window, coaches have already developed an error analysis plan based upon students maintaining content-specific, formative assessments folders as study guides. Teachers will use scrimmage results to show students how to test more successfully. Students will use sentence-starters to identify their reasoning for selecting responses and will maintain corrected scrimmages in folders to use as a review. During their respective PLCs, the coaches also trained teachers in the practice of having students utilize the four-column method for error analysis. Additionally, all three school-based coaches plan to use Unify’s comparative results view to identify standards with a low pass rate. They will create assessments in ELA, Science, and Math to assess students’ growth in understanding following remediation. The school will also be implementing a “boot camp” before testing to readdress the low-percentage performance standards and refresh students’ understanding of higher percentage standards taught earlier in the year. Mrs. Lazar, Assistant Principal, will also take an increased role in supporting 4th-grade science instruction while Ms. Bradley, school academic coach, focuses on the pullout and push-in support for 5th-grade students. Mrs. Lazar has a strong science background, taught elementary science for 13 years and is very familiar with the state standards.

Instructional Leadership Systems

Providing students with experiences that mirror the logistics of the testing environment is central to phase one of the testing period and alleviating test anxiety. Evergreen began aspects of this process in the fall by having 3rd–5th-grade students take the district QSMA in the same areas they would later take the FSA. The next step is acclimating the whole school to the FSA testing schedule and environment. Students at Evergreen Elementary will experience a simulated testing environment several times before the day of the state assessment. The school-based leadership team has developed two school-wide schedules (A-Day and B-Day) for testing days. On March 1st, students will participate in a mock writing assessment and will pilot the new testing schedules. After March 1st, all scrimmage and district quarterly assessment days will be run on one of the two testing schedules. This practice will support students by making them comfortable with logistics on the day of FSA, supporting a positive attitude, and decreasing stress caused by a change in structure.

The climate of the testing environment can impact student performance on the state assessment. The school-based leadership team wants students to be comfortable with the logistics, the climate of the school, and the climate within the testing room itself. The team is currently planning ways to make students feel excited and assured from the moment they step off the bus. This includes activities that support the teacher-student bond and strategic scheduling of proctors.

The school principal speaks with parents and teachers about the importance of sleep, nutrition, and regular attendance in preparation for upcoming assessments. During the Love to Learn Valentine Breakfast, approximately 120 family members ate breakfast with an opportunity to work on one math standard for each grade level (K-5). Depending on what activity they worked on, the parents and students could take the manipulatives home with them to practice. They were presented information about the mathematical mindset, resources to assist with math homework, and FSA practice packets.

The leadership team will incentive appropriate testing behavior with a Bingo-type game. Beginning with the March 1st mock exam, students will receive a Bingo card that identifies varying positive testing behaviors. As students test, teachers will stamp appropriate spaces on the cards, and students will earn rewards.

The school-based team works hard to maintain a positive campus climate. As teachers voice concerns, the team acts proactively to avoid small things becoming major obstacles to performance. The principal, Mr. Livingston, reports that daily teacher and student attendance has improved in comparison to last year. The team created an attendance flyer for parents and are in constant communication with parents regarding individual student attendance. An Attendance Incentive Group has been formed based upon the early warning indicator information. The “SOAR-ing Eagles Attendance Club” lunch bunch meets every other Thursday. The purpose of this group is to incentivize students with good attendance. During lunch bunch, students and guidance counselors have open discussions about why students were absent, problem-solve attendance issues, and facilitate lessons on the importance of attendance. Of the 16 students included in the group, 4 or 25% had an increase in absences, one student, or 6%, had no change in absences, and 11 students or 69% had a decrease in absences from 2017/2018 to 2018/2019.

| Number of students | % of change in absences from 17/18 to 18/19 | Range of % of absences from 17/18 to 18/19 |
|--------------------|---|---|
| 4/16 | 25% had increased absences | + 2% +3%, +6%, +16% |
| 1/16 | 6% -No change in % of absence | 0% |
| 11/16 | 69% had decreased absences | -1%, -4%, -6%, -6%, -7%, -8%, -8%, -15%, -18%, -18%, -24% |

Continued support is offered to teachers and students through various incentive plans. Students earn rewards in a game called “Name that Standard” (as described in the Status of Current Issues section of this report) and are submitted to drawings for rewards in response their ability to name the standard they are learning and retell it to an administrator. In February, the admin team provided a dessert bar to show teachers appreciation for their hard work.

Staff Vacancies

There are currently no vacancies at Evergreen ES. The last position was filled in October 2018, and all instructional positions are filled by certified teachers. There is one Kindergarten teacher with extended absences due to illness. Otherwise, the school is fully staffed.

School Goals and Progress Monitoring Process

Progress Monitoring Approach

Evergreen is using a combined approach to keep a pulse on student growth (Appendix B, Progress Monitoring Approach). Teachers triangulate data provided from the district-level, school-level, and program-based formative assessments to assess students' growth. The district provides quarterly progress monitors (QSMA's). The next QSMA is scheduled for March, and data will be reported in the subsequent report. The December QSMA was reported during the last quarter. School-based academic coaches create and support scrimmages that are given bi-weekly in the areas of ELA, Math, and Science. Following each scrimmage, academic coaches lead teachers through the analysis and next steps process for each student (Appendix B, Scrimmage Data Analysis Worksheet). At the program level, progress monitoring data is provided by i-Ready and Achieve3000. To this report date, students have participated in two iReady assessment periods (AP1 & AP2). Assessment Period 1 provides a diagnostic assessment and AP2 provides a mid-year assessment. Following each iReady assessment, academic coaches lead deep discussions of student data during Data Digs. To increase accountability, teachers complete scrimmage analysis protocols and commit to next steps in writing.

To sharpen successful equivalent experience, a testing protocol for all scrimmages and district assessments mirror the format of FSA. Assessments are facilitated in designated testing environments with aligned administrative procedures. This will build assessment readiness attitudes and perceptions and reduce potential anxiety affects as students take the state assessment.

Analysis of iReady Data

In January, students participated in iReady's second progress monitor (AP2). Tier movement data was copied directly from the iReady Diagnostic Results, Year-End View. The data below indicates that Evergreen students are progressing.

Math

In all three grade levels, the number of tier 3 students decreased, and the number of tier 2 and tier 1 students increased. On average, grade 3 students increased by 25 points, grade 4 students increased by 14 points, and grade 5 students increased by 9 points.

| | | Tier 1 | Tier 2 | Tier 3 | Avg Growth |
|----------------|-----|--------|--------|--------|------------|
| Grade 3 (N=57) | AP2 | 7% | 67% | 26% | + 25 |
| | AP1 | | 46% | 54% | |
| Grade 4 (N=60) | AP2 | 2% | 58% | 40% | + 14 |
| | AP1 | | 50% | 50% | |
| Grade 5 (N=71) | AP2 | 8% | 61% | 31% | + 9 |
| | AP1 | 3% | 55% | 42% | |

Reading

In all three grade levels, the number of tier 3 student decreased, and the number of tier 2 and tier 1 students increased. On average students in grade 3 increased by 21 points, grade 4 students increased by 6 points, and grade 5 students increased by 8 points.

| | | Tier 1 | Tier 2 | Tier 3 | Avg Growth |
|----------------|-----|--------|--------|--------|------------|
| Grade 3 (N=57) | AP2 | 2% | 58% | 40% | + 21 |
| | AP1 | | 46% | 54% | |
| Grade 4 (N=60) | AP2 | 3% | 52% | 45% | + 6 |
| | AP1 | 2% | 45% | 53% | |
| Grade 5 (N=70) | AP2 | 9% | 31% | 60% | + 8 |
| | AP1 | 4% | 33% | 63% | |

To focus instruction, teachers participated in a **Student FSA Performance Reflection** data analysis session that drilled down into individual class reports. Teachers identified students by category: proficient or nearing proficiency, students targeted for learning gains, bottom quartile students targeted for learning gains. They then worked with the leadership team and coaches on action steps and identification of any resources needed from the leadership team to actualize their plans. Teachers also committed to implementing the next steps with

fidelity, and the leadership team reviewed the observation schedule to ensure that implementation was monitored.

Analysis of District Assessment Data:

Although QSMA data is not provided during this reporting period, we can explain how last quarter's data was utilized by the staff during January and February. Administrators encouraged students to put forth their best effort by hosting 4th-5th-grade data chats that were driven by QSMA testing anecdotal records. 3rd-grade data chats are in progress. Teachers and coaches analyzed data to guide remediation and practiced the 4-column method for analyzing questions and dispelling misconceptions.

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Scrimmage Metadata (purpose, use, and data):

In addition to analysis of the district QSMA's, Evergreen uses school-based scrimmages as a formative assessment to keep a pulse on student learning. It is important to understand that scrimmages are not a mastery test like the QSMA's, so they are not used by the school as a predictor of proficiency on the FSA. Instead scrimmages serve as a bi-weekly interim "temperature check" to (1) assess effectiveness of current instructional delivery, and (2) monitor individual student learning and determine the degree to which a student has mastered a particular skill or body of knowledge; possesses the ability to interpret content-specific vocabulary; has the capacity to critically read and decipher FSA style questions; and can correctly use different response formats.

Teachers and coaches analyze scrimmage results in collaborative planning sessions to (1) provide insight into each student's mastery and effort level and serve as a guide for remediation and (2) assess the effectiveness of their instructional delivery on current standards. The analysis process allows teachers to use the performance data holistically to provide ongoing, real-time feedback regarding instructional effectiveness, benchmark professional practices, and adjust their teaching accordingly. When teachers review scrimmage data collaboratively, they have an opportunity to compare instructional delivery strategies and identify which have produced the highest percentage of standard mastery. The bi-weekly frequency also allows teachers to assess if students are growing in their commitment to giving daily best effort- a key element in the 5-legged model- and a must for successful test-taking.

Students also benefit from the routine use of scrimmages. Teachers can use scrimmage results in individual data chats and help students identify their strengths and weaknesses and target areas that need work. Reviewing scrimmage responses in class, allows teachers to understand specifically where student learning is breaking down. The process of students correcting their incorrect responses and explaining why the prior selection was incorrect, helps them shift their understanding to long-term memory. Teachers are currently using the 4-column method and other graphic organizers to assist students with this analysis process. The corrected responses also serve as a study guide for students during the review of previously taught standards. A complete overview of the scrimmage process is detailed in the ED Assessment Data. District Benchmarks (QSMA's) and School/Teacher Scrimmages overview provided in Appendix E.

The following chart shows the results of the scrimmages administered during January and February. At a glance, a reader might have a few questions about some of the results. Here are some FAQs from progress monitoring update meetings:

(1) Discrepancy in Number of Students Tested:

The teachers strive to assess all students using the scrimmages; however, the number of students tested varies from scrimmage to scrimmage based upon fluctuating enrollment and student attendance. Students who are absent for scrimmages are assessed through small group instruction and their performance on iReady Toolbox lessons.

(2) Low Percentages in Number of Students Scoring 70% or Higher:

The scrimmages provide insight into student mastery issues. Teachers do an item analysis of each scrimmage and collaboratively create action steps to remediate student deficits with input from school coaches and Ed Directions academic coaches. Then, students receive personalized support during MTSS via small group instruction from the teacher and/or para. The student's mastery level is reassessed during small group instruction and through teacher review of students' responses to iReady Tool Box lessons. The students also reinforce their understanding of standards by correcting the scrimmages and explaining the rationale for their corrected response. Additionally, a first-semester reassessment will be administered the week before spring break and results will be analyzed and used to provide support lessons.

3) Overview of Action Steps:

Teachers and coaches work collaboratively to design and implement effective interventions for students who do not demonstrate a 70% proficiency. In some instances, the low percentage is due to format issues or a misinterpretation of the question process.

For example, by reviewing the scrimmage questions and item analysis, we learned that some students did not know how to complete a gridded response or students only selected one response for a multi-select question. The teachers then did a reteach of the formats and had students practice responding to like questions.

Another collaborative item analysis showed that students may not understand content specific language and need additional clarification on vocabulary. For example, the 0/60% percent proficiency on Perimeter and Area 4.MD.1.3 was a result of students misunderstanding the difference between perimeter and area. After the terms were clarified most of the students were able to complete like problems successfully.

Scrimmage Data

ELA

| | Standard(s) Assessed | Date Assessed | % of Students at 70% or higher | Questions/Passages Source | Data Trends/Action Steps |
|---------|-------------------------|---------------|--------------------------------|---|---|
| Grade 3 | Text Structure 3.RL.2.5 | 1/25/19 | 25/52 = 48% | <ul style="list-style-type: none"> FSA Weekly Assessment s-Connect Ed Ready ToolBox-Interim Assessments | <ul style="list-style-type: none"> Teachers will continue the use of Unify scrimmage data in guiding instruction and assessing student mastery. Common Planning to incorporate intentional questioning, use of standards-based question stems, Kagan structure for student engagement and more student ownership of learning. Meet with ELA teachers on the 1st and 3rd Thursday of the month for Data-Digs using current QSMA/Scrimmage data Teachers will utilize the 4-column method to review each scrimmage and QSMA Teachers will determine what resources to use for each remediation group, and document reteach dates and standards mastery dates Independent reading practice will encompass standards review assignments and increased reading of informational text (leveled readers based on student Lexile levels and passages from Common lit, ReadWorks, etc. Continued use of anchor charts, graphic organizers and text annotation strategies Implement Text Detectives (SPADE reading strategies) for bubble students. Survey, Predict, Analyze, Dissect, Evidence) Implement Acheive3000 during MTSS Starting in March, school-based coach will provide co-teaching in classrooms with low percentages. |
| | Text Structure 3.RI.2.5 | 2/15/19 | 20/55 = 36% | | |
| Grade 4 | Text Structure 4.RL.2.5 | 1/25/19 | 15/64 =23% | | |
| | Text Structure 4.RI.2.5 | 2/15/19 | 18/61= 30% | | |
| Grade 5 | Text Structure 5.RL.2.5 | 1/25/19 | 19/76 =25% | | |
| | Text Structure 5.RI.2.5 | 2/15/19 | 18/63 =28% | | |

Math

| | Standard(s) Assessed | Date Assessed | % of Students at 70% or higher | Questions/ Passages Source | Data Trends/Action Steps |
|---------|--|---------------|--------------------------------|----------------------------|---|
| Grade 3 | Fractions 3.G.1.2 3.NF.1.1 3.NF.1.2 | 1/18/19 | 17/55 = 31% | Go Math Item Bank | <ul style="list-style-type: none"> Teachers received training the first week of December on a new process to increase effective use of Unify scrimmage data in guiding instruction and assessing student mastery. Teachers will complete a reflection on lesson effectiveness during bi-monthly data sessions and collaborate on best practices. Scrimmage results will be compared to upcoming district assessments. Coaches and teachers will plan remediation collaboratively during data discussion. Professional Development on the use of manipulatives Professional Development on student discourse and questioning techniques Initiated student data folders to discuss student achievement and common struggles Students are practicing bubbling gridded response and other formats that had lower passing rates. Coach and teacher pulled small groups and had students practice identifying the difference between area and perimeter in word. Coach and teacher pulled small groups and practiced steps to break down the figure and add the two areas. Based upon a conversation with Khris Henderson and Eddie Kiep, the coach is pulling standards with low-performance percentages and designing a retest to see if remediation has been successful. |
| | Comparing Fractions 3.NF.1.3 | 2/8/19 | 3/58 = 5% | | |
| Grade 4 | Relating Fractions to Decimals 4.NF.3.5 4.NF.3.6 4.NF.3.7 | 1/4/19 | 18/59 = 31% | | |
| | Perimeter and Area 4.MD.1.3 | 1/18/19 | 0/60 = 0% | | |
| | Measurement 4.MD.1.1 4.MD.1.2 | 2/1/19 | 5/59 = 9% | | |
| Grade 5 | Multiplying Fractions 5.NF.2.4 5.NF.2.5 5.NF.2.6 | 1/4/19 | 21/72 = 29% | | |
| | Dividing Fractions 5.NF.2.3 5.NF.2.7 | 1/18/19 | 30/74 = 41% | | |
| | Measurement 5.MD.1.1 5.MD.2.2 | 2/8/19 | 18/74 = 24% | | |
| | 2D Figures 5.G.2.3 5.G.2.4 | 2/22/19 | 9/71 = 13% | | |

SCIENCE

| | Standard(s) Assessed | Date Assessed | % of Students at 70% or higher | Questions/Pa ssages Source | Data Trends/Action Steps |
|----------------|--|---------------|--------------------------------|---|---|
| Grade 5 | Sun and Water Cycle SC.5.E.7.1 & SC.5.E.7.2 | 1/18/19 | 78%=52/68 | Marion County Public Schools Standards Check and STEMscopes | <ul style="list-style-type: none"> Mrs. Booher will be working to remediate the 16 students in a small group who non-proficient with this skill. The Science Coach will be pulling enrichment groups again starting 1/28/19 two times a week. Facilitated a lab to firm concepts on condensation and precipitation. Facilitated an enrichment activity from STEMscopes outlining what specific environments look like and the types of weather that is found there. |
| | Weather SC.5.E.7.3 SC.5.E.7.4 | 1/25/19 | 21%=14/68 | | <ul style="list-style-type: none"> Students who did not perform well on the scrimmage will complete two tutorials from CPALMS: <i>What's the Weather Like & Air Pressure</i>. |
| | Weather in Specific Environments SC.5.E.7.5 SC.5.E.7.6 SC.5.E.7.7 | 2/1/19 | 33%=22/66 | | <ul style="list-style-type: none"> Mrs. Booher will provide teacher-led support in a small group with a short reading passage-<i>The Rain</i> The Science Coach continues to provide pullout support to enrichment groups two times per week. The goals are to clarify vocabulary and build upon standards concepts. Next lesson includes annotating an article from Achieve3000 on weather in different environments. |
| | Life Science SC.5.L.14.1 SC.5.L.14.2 | 2/25/19 | 30% = 20/67 | | <ul style="list-style-type: none"> ED Coach, Dr. Lynne Wheat modeled the scrimmage correction process for the 5th-grade science teacher to help students clarify misconceptions and take more ownership of their learning. Ms. Booher reviewed data with students immediately after the scrimmage. Ms. Booher provided a hands-on lab created by Jacqua Ballas to review 3rd-grade plant skills Science coach will resume small group pull out after QSMA testing each day. Science Coach created a science-based writing lesson while Ms. Booher was on a field trip. |

Current Projections for School Score

School will Improve confidence rating: 4

School will earn a C confidence rating: 3

For more information on Ed Directions approach to progress monitoring, see Appendix B.

Ed Directions uses a process of defining a school's goals based on the past and current data for each student. We do not start with a goal and then backfill the scores it will take to get there. We assess the student data cell by cell to see where the school currently stands. We are not opposed to aspirational goals to motivate teachers and students, but aspirational goals do not give a current, real-world view of where the school is strong, where it is weak, where interventions are showing progress, and where scarce resources should be allocated. This process is specific to the students and the teachers of a given year and are updated as progress monitoring datasets are aggregated.

The school's grade is based on a grading scale established by FLDOE. The state also establishes guidelines that determine which students are counted in each of the seven areas that contribute to the overall score of an elementary school.

Based on the current list of Evergreen students that will count in a respective cell (the denominator) and the past student testing history as well as this year's student performance tracking to estimate potential (the numerator), here are the current **expected** and **conservative** estimates for Evergreen this year. The denominator will be adjusted shortly with the 2 FTE counts, and the numerator and potential score will be adjusted as groups of student tracking data are aggregated.

This year, based on current student data, Evergreen is projecting a score of 368 with a conservative target of 314. This is a fluid estimate that will be assessed with the FTE counts and with student progress monitoring data throughout the year.

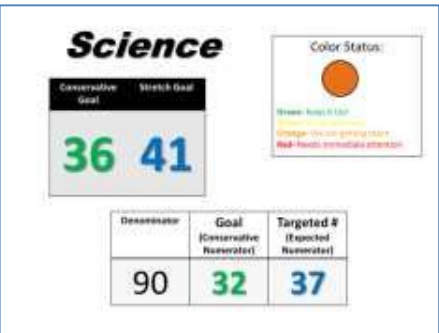
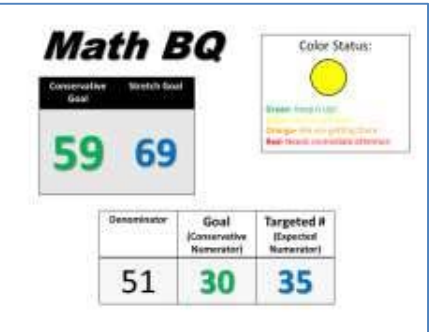
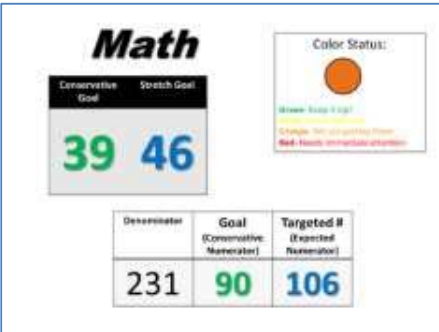
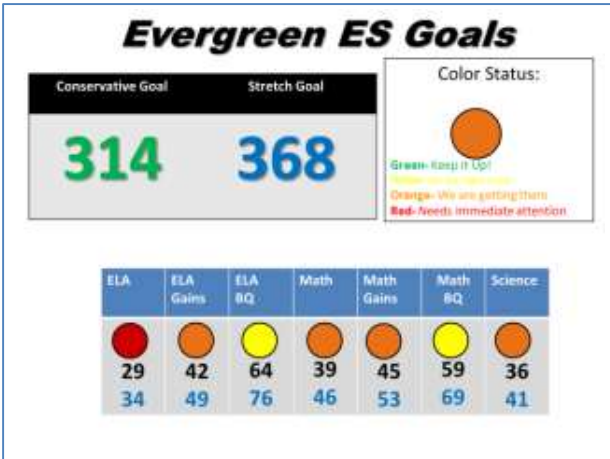
How to read this model: In the ELA proficiency cell, at the time these estimates were calculated, 231 students would count in the denominator. The number in the targeted field (the expected numerator) is a list of 79 students that between past scoring history and current year performance data are trending towards scoring a 3 or better this year. Because some students might not be in the two FTE counts and other students might not have a good testing cycle, we encourage the school to only count on 85% of the students that currently trend towards scoring as proficient. This makes the current target for the cell a 34 and the conservative estimate a 29.

Similarly, in the ELA Gains cell, 153 student names will currently count in the ELA Gains denominator. After evaluating each child's score and viewing how each is tracking this year, 75 students are tracking towards scoring as a learning gain this year. This information gave us an expected target score of 49 for this cell with a conservative estimate of 42.

The denominator number will be revisited after the 2 FTE cycles that establish the testing list that counts toward the school. The expected and conservative numerator numbers are revisited every month to six weeks to make sure the current targets and allocation of resources still make the most sense. This process was originally developed for the FCAT testing under the Race to the Top grant in 2011 and has been updated with the FSA and with the yearly guidance on scoring.

A question came up in a recent district status meeting about QSMA data, scrimmage data, and the estimates in each cell. After calculating the denominator for each cell, coaches, teachers and instructional leadership will use a variety of data sources to decide who in a given denominator set is on track to score enough to be in the numerator. QSMA data, scrimmage data, MTSS sessions, teacher interactions, student attitude, student effort, general progress, etc. go into deciding who is on track to show gains or proficiency. This is revisited several times throughout the year to make sure that current estimates make sense. This “doing the math” process will be completed one more time before testing to reassess the denominators after the FTE count and reevaluate the students that are trending towards gains or proficiency. This will be included in the March End of Month Service report to the District and State.

Teachers and coaches work diligently to increase every child’s mastery of the standards through the use of multiple data sets, focused instruction, and encouragement. Students are grouped for remediation and extension activities based upon the district and school assessments. Teachers and leadership team closely monitor students’ growth as well as their effort level. Data chats are held by teachers and administrators to help increase student ownership of their learning and build students’ confidence in their ability to be proficient learners and performers.



Leadership Skills Development for Mr. Livingston

Ed Directions Leadership Coach, Dr. Hope Zoeller provided coaching to Mr. Livingston.
From the Leadership Coach, Dr. Hope Zoeller:

January:

Mr. Livingston said things have been going well since returning from holiday break. He commented that he and the faculty are continuing to work to move students toward becoming independent learners. He said the Deans are experiencing the lowest rate of disciplinary issues in about ten years. This has allowed them to spend more time in the classroom supporting faculty and being role models for the students. This demonstrates Mr. Livingston's application of the following Florida Principal Leadership Standards: **Standard 2: Student Learning as a Priority; Standard 4: Faculty Development; Standard 5: Learning Environment; Standard 7: Leadership Development.**

As a way to incentivize the students, Mr. Livingston came up with the idea for a program modeled after the game show "Who Wants to Be a Millionaire" called "Who Wants to Be Smart/Who Wants to Be a Teacher." He promotes and encourages participation on his morning show. The purpose of the program is to encourage students to share what they have learned and tell what Learning Standard it is connected to with Deans, Academic Coaches, and the Principal. When they do, they get to go to the Principal's office and receive a treat. Their name is also put in a drawing for a gift certificate at the end of the week. We also discussed possibly recognizing the teacher with the most students that stop a faculty member and share what they have learned. This demonstrates Mr. Livingston's application of the following Florida Principal Leadership Standards: **Standard 2: Student Learning as a Priority; Standard 4: Faculty Development; Standard 5: Learning Environment; Standard 7: Leadership Development.**

Mr. Livingston said he continues to be cautiously optimistic that they will get students where they need to be by the test in May. He was very pleased that the second i-Ready Diagnostic showed growth from the first. Mr. Livingston said it is important to monitor for burnout before spring break and to continue to move the students as far forward as possible. He will continue to keep the faculty focused on why they're doing what they're doing which is inspiring their students to learn. Mr. Livingston and I discussed the time it takes to change a school's culture. He is confident that Evergreen is shifting from a climate of discipline to kindness. He attributes much of this positive shift to his strong team of academic coaches and teachers. This demonstrates Mr. Livingston's application of the following Florida Principal Leadership Standards: **Standard 2: Student Learning as a Priority; Standard 4: Faculty Development; Standard 5: Learning Environment; Standard 7: Leadership Development.**

February:

Mr. Livingston said things have been very busy at the school as they begin to switch to a testing frame of mind. He shared that testing begins on April 2 and runs through May. He has not observed the teachers experiencing burn out yet. He will continue to monitor for this in both the faculty and the students and make adjustments as necessary should he see that it starts occurring. This demonstrates Mr. Livingston's application of the following Florida Principal Leadership Standards: **Standard 2: Student Learning as a Priority; Standard 4: Faculty Development; Standard 5: Learning Environment; Standard 7: Leadership Development.**

The incentive program "Who Wants to Be Smart/Who Wants to Be a Teacher" is getting lots of participation from students. Teachers are allowing students who finish their work early to leave the classroom and teach a quick lesson to another faculty member. This demonstrates Mr. Livingston's application of the following Florida Principal Leadership Standards: **Standard 1: Student Learning Results; Standard 2: Student Learning as a Priority; Standard 5: Learning Environment.**

Mr. Livingston said he is very proud of how the teachers seem to be investing more and being confident in making decisions on their own. He said the APs are also working at a much higher level and taking the initiative to make things happen versus waiting to be told what to do. In a recent faculty meeting, Mr. Livingston encouraged everyone to stay focused and be proud of how far the school has come. He asks them to think back to where Evergreen was two years ago, one year ago and today. In the present kids are wanting to learn and it is showing in their academic performance. This demonstrates Mr. Livingston's application of the following Florida Principal Leadership Standards: **Standard 1: Student Learning Results; Standard 2: Student Learning as a Priority; Standard 4: Faculty Development; Standard 5: Learning Environment; Standard 6: Decision Making; Standard 7: Leadership Development.**

The next coaching call is scheduled for March 11, 2019.

Professional Development

The leadership team is driven by a continuous improvement model of professional development. Professional development is experienced in formal and informal formats. The following table illustrates the details of structured professional development for teachers and coaches during this reporting cycle. Sessions were geared toward refocusing staff after some time away from the work environment and fostering an ongoing climate of reflection and improvement. Sessions were centered on:

1. Building teachers' capacity to be reflective regarding their instructional effectiveness
2. Strengthening the strategic use of student performance data as a tool to assess learning and focus remediation and extensions
3. Enhancing the teachers' capacity to develop each student's potential as an independent learner by:
 - a. Providing rigorous and engaging lessons that strengthen students' operational vocabulary, critical reading, writing, mathematics, and thinking skills, and
 - b. Creating a supportive learning environment that encourages students to be reflective and consistently give their best effort.

In addition to formal opportunities, the Evergreen team is always available to support their teachers through coaching and collaborative planning. Collaborative conversations between the Evergreen leadership team, ED team, and teachers were primarily focused on supporting the priorities of the Calibration Period while continuing to support those who needed Formative Period work. Throughout this reporting period, coaches met weekly with their respective content area teachers. During that time, best practices were discussed and infused into lesson plans. Coach support during PLCs included the following:

- Four-Column method for engaging students in planning responses
- Strategies to support students with independent work
- Suggestions for the use of manipulatives to demonstrate math concepts
- Higher Order Questioning
- Behavior Management Strategies
- Strategic data analysis with next steps for remediation and extension
- Pacing Guides/Structured Lesson Plans
- Enhancing student learning through increased discourse, engaging activities
- Reinforcing student mastery through question analysis and response correction

The lead coach, Jill Budd, also provided professional development for the leadership team via group discussions and individual coaching conversations (Appendix D). Topics included the following: increasing teacher reflection on instructional effectiveness, building grade level communication and rapport, strategic monitoring of non-negotiables, incorporation of student's voice, and reinforcing student learning through scrimmage correction and review.

| Date (# participants) | Professional Development Activity | Purpose |
|------------------------------------|---|---|
| | | Action Steps |
| January 2 (36 participants) | 2019 Expectations | Mr. Livingston provided a reminder for teachers regarding expectations for the remainder of the school year. The agenda included: Reset Button, Non-Negotiables, Professionalism, and Discussion with the Deans. Dr. Elysee presented the Ryan Speedo Green Inspirational Video as an introduction to the PD. Teachers filled out a Graphic Organizer inclusive of these questions: How does Ryan Speedo Green’s story connect with the growth mindset? Using the 5-legged model, how do we help our students overcome their situations? What does this statement mean and how will we help our students to understand this statement: Don’t let this moment define you. In too many incidences, educators serve as the primary source of stability and motivation in a student’s life. What three things will I do to ensure that I am a positive force in my students’ lives? |
| January 7 (27 participants) | Dr. Elysee-School Improvement Plan Mid-Reflection | Teachers were grouped in teams (K-1, 2-3, and 4-5). Each group completed a set of questions linked with the mid-year reflection. The questions included: a. Has the Intended Outcome been achieved for this Area of Focus? b. Is the desired progress being made to accomplish the activity? c. What has hindered progress toward the Intended Outcome and how will that be reduced or eliminated? d. What changes will be made to ensure that Actions Steps are implemented with fidelity? K-1 focused on the parent engagement goal, 2-3 focused on the behavior goal, and 4-5 focused on student mastery. |
| | | SIP mid-year reflection was completed with teacher input. The document was shared with state and district personnel during the instruction review on January 17. Feedback for improvement was provided. Also, SAC members reviewed the reflection and provided suggestions on the afternoon of January 17. |

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| <p>January 14 (27 participants)</p> | <p>Calibration Period Gallery Talk</p> | <p>Teachers were grouped by grade level and provided a slide from the Calibration PowerPoint Presentation presented by Dr. DeSensi in December. Teachers were provided a task to select a role to play for the Gallery Talk. The roles included: reader, presenter, timekeeper, and illustrator. All members were expected to provide their input to conduct the task. Teachers were allotted 20 minutes to complete the activity of reading the slide and creating an anchor chart that summarized their slide. At the end, teachers presented their slides to the group.</p> <p>Teachers submitted their anchor charts as a ticket out the door. Feedback on each chart was provided and posted on the PD wall in the admin hallway. Reminders will be sent out to teachers reminding them of the effective tasks that are necessary from teachers and students during the calibration period.</p> |
| <p>January 23 (27 participants)</p> | <p>Sanford Harmony Training with Mrs. Taylor</p> | <p>Mrs. Taylor discussed what Sanford Harmony and the importance of using these strategies in the classroom linked with social and emotional learning that involves developing the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is.</p> <p>Teacher Kits will be ordered for implementation in the classroom.</p> |
| <p>January 24 (7 participants)</p> <p>Restricted to teachers and paras who will be utilizing the lessons in class.</p> | <p>Achieve 3000</p> | <p>Teachers were provided PD for the Achieve 3000 differentiated reading program. Teachers learned how to assign reading passages for students to complete, level set before starting the articles, and motivating students for success on Achieve. Also, a model lesson was completed for the teachers for the effective implementation of the program.</p> <p>Students will use Achieve 3000 during computer center. Teachers will pull the report weekly to check students' progress linked with comprehension skills</p> |
| <p>January 28 (24 participants)</p> | <p>iReady Data PD</p> | <p>Teachers had the opportunity to dissect and compare iReady data from AP 1 (diagnostic assessment) and AP2 (mid-year assessment). The consultants explained the updated dashboard, how to find the data comparisons, and how to locate individualized student results.</p> |

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| <p>Week of January 28-February 1st</p> <p>Classroom Observations</p> | | <p>Teachers conducted classroom visits focused on task alignment and strategies used to increase engagement. Teachers completed the Eagle Educator Observation document with strategies that were observed in the classroom that would benefit their teaching practice. Teachers also provide teacher recognition on the document.</p> |
| <p>January 31 (3 participants)</p> <p>February 6 (7 participants)</p> <p>February 27 (7 participants)</p> <p>Voluntary after-school training.</p> | <p>Assertive Discipline with Mr. Molock</p> | <p>Assertive Discipline by Les Canter...154-page book. Meet four weeks from 3:05-3:30. Teachers read their chapter and discussions are conducted during the meeting time. Mr. Molock prepares a PowerPoint presentation to lead the discussion.</p> <p>Chapter 1-State of teaching, eliminating the things in class that hinders instruction, the definition of the teacher's voice</p> <p>Chapter 2-Developing teacher voice</p> <p>Chapter 3 and 4-Behavior expectations and student meeting the expectations</p> <p>Chapter 5 -Determine positive support strategies</p> <p>Chapter 6 -Determine corrective actions</p> <p>Chapter 7 -Teach policies and procedures at the beginning of the school year and maintain a routine of the procedures throughout the school year.</p> |
| <p>February 7 (3 participants)</p> <p>Leadership team</p> | <p>The Rhythm of the Learner: Testing Period</p> | <p>Evergreen staff participated in a session with Frank DeSensi to prepare for the Testing Period of the Rhythm of the Learner Year.</p> |
| <p>February 25 (1 participant)</p> | <p>Modeling of TopScore Lesson</p> | <p>Mrs. Hughes (district personnel) and Mrs. Taylor (teacher) co-taught a TopScore lesson to model effective writing instruction for the 5th-grade Writing teacher. The teachers began the instruction with their expectations of the students and required all students to participate. Teacher modeled how to annotate the text and complete the writing planning frame. Teachers monitored and walked around the classroom to ensure that all students participated and annotated.</p> <p>The teacher will complete the Eagle Educator document as a form of reflection and submit it to the administration. Also, the modeling of lessons will be ongoing.</p> |
| <p>February 25 (30 participants)</p> | <p>BESS Training</p> | <p>BESS is a behavior observation screening tool that allows guidance to provide support for students who may pose a concern for educators. The results will be used to determine a student needs additional support and schools will be able to provide the support for students.</p> <p>Teachers will complete the BESS questionnaire for each student by Friday, March 1st and ask guidance questions if necessary.</p> |

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| <p>February 27 (6 Participants) Writing teachers only</p> | <p>FSA Writing Calibration</p> | <p>Ms. Epps discussed the importance of knowing information that is pinpointed in the rubric and to know what is expected of students on the Writing FSA. Teachers reviewed the two forms of writing: Informative and Explanatory. Ms. Epps shared that students can earn up to 10 points on the writing with 7 being a proficient score. Teachers were informed of each Domain, and Ms. Epps shared a mnemonic device to help teachers remember the varying domains: 1-P, F, O (Purpose, Focus, & Organization), 2-E2 (Evidence and Elaboration), and 3-Conventions. Teachers were required to share out descriptors regarding the ratings. Also, teachers calibrated and shared common trends observed in a paper. Teachers also shared strengths (transition words, task, and planning) and weaknesses (copying from the text and formatting/planning) from the papers that were reviewed. Ms. Epps emphasized the importance of using the rubric to score and the use of starting stems for citing the author's phrase.</p> <p>Teachers will utilize this training to teach their students the qualities and descriptors noted in the rubric. Students will have the opportunity to calibrate with their peers utilizing the writing rubric. Third-grade teachers will focus on planning for writing.</p> |
|---|------------------------------------|---|

ED Activity for Time Period

| Date | ED Staff | Primary Activities |
|--------|--------------|---|
| Jan 3 | Ana Kennedy | <ul style="list-style-type: none"> • Worked with a school-based coach to plan a two-week model of activities that support needs based on December QSMA data • Met with Achieve3000 representative to discuss faculty needs before Achieve3000 rollout • Provided resourced for explicit vocabulary instruction |
| Jan 8 | Jill Budd | <ul style="list-style-type: none"> • Visited classrooms to assess instructional delivery and classroom management processes • Met with the leadership team to discuss state visit follow-up and leadership agenda • Attended ELA grade 3 and grade 1 planning sessions • Visited 5th-grade science classroom • Discussed the importance of maintaining current data in the data room and reviewing current student enrollment in terms of refining targets • Reinforced needs for students to identify specific students for proficiency and gains and delineate intentional steps they will take • Met with AP's regarding Data Digs and next steps for tracking proficient students |
| Jan 11 | Ana Kennedy | <ul style="list-style-type: none"> • Observed grade 3-5 classrooms and provided recommendations per teacher. • Review of comprehension strategies and explicit instruction with the school-based coach |
| Jan 17 | Jill Budd | <ul style="list-style-type: none"> • Conference call instead of site visit due to illness. Leadership agenda was discussed with the team, and next steps suggested and recorded. Mrs. Hamby was in attendance for part of the phone call. |
| Jan 22 | Jill Budd | <ul style="list-style-type: none"> • Conducted classroom observations in 4th –5th grade ELA, Math, Science, and MTSS classrooms • Debriefed with science coach • Debriefed with Principal Livingston and Dr. DeSensi on observations, attendance, IReady results, and next steps • Attended a school board workshop on the status of Evergreen • Attended a school board meeting |
| Jan 22 | Jill Budd | <ul style="list-style-type: none"> • Debriefed with math and science coaches on their observations, scrimmage results and next steps • Conducted classroom observations in accountability grade levels • Held Leadership Team meeting to discuss concerns/accomplishments/next steps • Debriefed with ED math Coach Goodin regarding observations and next steps • Attended after school training on Sanford Harmony |
| Jan 23 | Donna Goodin | <ul style="list-style-type: none"> • Math classroom observations with feedback per teacher |
| Jan 28 | Lynne Wheat | <ul style="list-style-type: none"> • Science classroom observations with feedback per teacher |

| | | |
|--------|----------------|--|
| Jan 29 | Ana Kennedy | <ul style="list-style-type: none"> • Grades 4 & 5 ELA observations with recommendations per teacher • Reviewed scrimmage content for alignment and made recommendations as needed. |
| Jan 30 | Donna Goodin | <ul style="list-style-type: none"> • Worked with school-based math coach to plan for instruction of specific standards • Worked with a school-based coach to support students who struggle with behavior • Participated in a math PLC • Observed in classrooms with feedback per teacher • Next steps: assist with the development of questions for next scrimmage |
| Jan 30 | Jill Budd | <ul style="list-style-type: none"> • Debriefed with science and math coach (ELA coach in training) • Walked 3rd-grade classes with Angel Thomas and debriefed • Participated in Leadership Team meeting to discuss concerns/progress/data / attendance/incentives/progress monitoring • Discussed MTSS schedule and options for revisions |
| Jan 31 | Jill Budd | <ul style="list-style-type: none"> • Met with content area coaches regarding data/planning/scrimmage construction /next steps • Worked with ELA coach and ED coach analyzing Iready data and reviewing rotations in 4th and 5th grade MTSS • Debriefed with the principal regarding potential next steps • Talked with district staff and state rep regarding refinement of reading support implementation |
| Jan 31 | Tammy Stafford | <ul style="list-style-type: none"> • Analysis of iReady data f • Plan MTSS Hour restructure |
| Feb 6 | Jill Budd | <ul style="list-style-type: none"> • Classroom observations with feedback • Meeting with district leadership • Met with state team regarding progress and feedback |
| Feb 6 | Donna Goodin | <ul style="list-style-type: none"> • Math Classroom observations with feedback • Scrimmage development support |
| Feb 7 | Jill Budd | <ul style="list-style-type: none"> • Participated in Ed Directions professional development on the Testing Period • Debriefed next steps with the team to prepare teachers and students for best effort • Revised the MTSS reading rotation with APs and reading coach |
| Feb 12 | Donna Goodin | <ul style="list-style-type: none"> • Worked with school-based coach • Participated in a math PLC • Observed in classrooms with feedback per teacher |
| Feb 13 | Jill Budd | <ul style="list-style-type: none"> • Reviewed MTSS data and structure • Debriefed with state and planned next steps • Classroom observations with next steps • Met with the district and school leadership regarding MTSS • Facilitated leadership meeting • Collaborated with Science teachers |
| Feb 14 | Jill Budd | <ul style="list-style-type: none"> • Started FTE Analysis and “Doing the Math” Process |

| | | |
|--------|----------------|--|
| Feb 19 | Jill Budd | <ul style="list-style-type: none"> Planned next steps per state recommendations FTE Match File Discussion ELA, MTSS and Science Classroom observations with feedback Met with the state, district, and school leadership and debriefed with coaches |
| Feb 19 | Ana Kennedy | <ul style="list-style-type: none"> ELA Classroom observations with feedback Met with the state, district, and school leadership and debriefed with coaches |
| Feb 20 | Jill Budd | <ul style="list-style-type: none"> Review data file and Top Score Lessons Participated in on collaborative planning session. Discussed students' needs for manipulatives when working with angles and practicing question formats to get acclimated for the FSA Classroom observations Leadership team meeting. Reviewed agenda. Went over assigned next steps from last site visit to check on implementation. Debriefed regarding school morale, new programs implemented and impact on teachers and students, building camaraderie, creating a positive learning culture |
| Feb 20 | Donna Goodin | <ul style="list-style-type: none"> Worked with math coach and 4th-grade math teacher to plan for upcoming instruction Math Classroom observations with feedback Participated in a school-based leadership meeting |
| Feb 20 | Lynne Wheat | <ul style="list-style-type: none"> Classroom support in 5th-grade science (fix it strategy follow-up) Classroom observations with feedback |
| Feb 25 | Jill Budd | <ul style="list-style-type: none"> Debriefed with science coach and Asst Principal regarding writing modeling Participated in state call regarding a 2nd-period report Debriefed with the Reading coach regarding next steps for maintaining students' scrimmage folders and early release training on rubrics |
| Feb 26 | Jill Budd | <ul style="list-style-type: none"> Debriefed state and district recommendations with the leadership team regarding scrimmages, coaches assuming more teaching responsibilities, 1st semester standards assessment, FTE match file Met with the state reps, admin and Angel Thomas regarding FTE match file refinement, writing push-in by Mrs. Turner and creating strong instructional support for FSA Identified numbers for new school targets based upon adjusted denominators |
| Feb 27 | Donna Goodin | <ul style="list-style-type: none"> Math strategies and observations |
| Feb 27 | Ana Kennedy | <ul style="list-style-type: none"> Coaching cycle: Modeled use of an Achieve 3000 text in a small group (4th and 5th MTSS) |
| 8 Days | Tammy Stafford | <ul style="list-style-type: none"> Off-Site reporting: January and February End of Month district reports and Quarterly FLDOE Report |

FLDOE – District Meeting Schedule for Reporting Period -- 2019

Meeting/conference call log:

| Date | Purpose |
|-------------|---|
| January 17 | Classroom Walk-Throughs with debrief |
| January 25 | Phone Conference with EO, RED, and MCPS. |
| January 29 | Classroom Walk-Throughs with debrief |
| February 13 | Classroom walk-throughs with debrief |
| February 20 | EO quarterly report draft submitted to the district |
| February 25 | EO Quarterly report draft discussed with Chancellor's office, regional executive director and district. |
| March 4 | Final quarterly report submitted to the Chancellor's office. |

Appendix A – Formal PD Series: The Rhythm of the Learner Year

PD Rhythm of the Learner Year Series

Session 1 – July

Attendance – 8 including principal, both APs, coaches, and some teachers

Periods cover – Summer Window, Opening of School Window, a preview of Formative Period

Key topics – Standards-based instruction with an emphasis on student work, preparing all students for success in class; mastering management and academic rituals and routines; building adult access to students; establishing work and performance expectations; and jump-starting critical reading, thinking, and writing

Session 2 – September

Attendance – 6 including principal, both APs, and coaches

Periods cover – Formative Period and a preview of Calibrating Period

Key topics – Building an independent learner and increasing potential as a performer; building operational language; using critical reading, writing, and thinking strategies; building basic reading and performing competencies, and building the best effort comfort zone

Session 3

Attendance – Scheduled for December

Periods cover – Calibrating Period and preview of Testing Window

Key topics – Building proficient performance, mastering uses of content, successful equivalent performance, and operational language fluency

Session 4

Attendance – Scheduled for February

Periods cover – Testing Window, Closing of School Window, and a preview of Summer Window

Key topics – Enable long-term memory, ensure the best effort, the transition to the end-of-year work, establish student ownership of learning and performing, enable successful transitions, and establish summer expectations

Calibrating Period Timeframe

From the end of winter break to three weeks before the opening of the test window

Calibrating Period Priorities

- Address the elements of the 5-Legged Model in all students
- Gradually increase the level of rigor for the students' comfort zone until it reaches the level expected on the state assessment
- Gradually increase the level of student engagement in complex tasks until students are comfortable working with all-time step thinking activities
- Increase student engagement emphasizing best effort in all school and assessment work
- Develop an ongoing data stream informing instruction and support enabling the school to regularly assess current status in terms of movement of students and score goals

8

Calibrating Period Overview

In the Calibrating Period, it is important the students continue to develop their mastery of learning work and continue to learn at high levels. In this period, however, we begin to address those elements that support student performance to the level of their potential. With the goal of making all students proficient performers, we must ensure all students are engaged in work patterns that support learning and performance. This means elements of rigor, engagement, endurance, and effort must be targeted in student work activities. It also means the school's data management system must generate information based on an analysis of student product identifying the point and cause of the breakdown in all non-proficient work. Teachers must address the 5-Legged Model, remembering after second grade if the negative attitude is present, it is the number one priority followed by perception, knowledge, thinking, and experience.

In the Calibrating Period, four areas of development must be nurtured as a part of the student work planning:

1. Competencies
2. Purposeful Learning
3. 5-Legged Model
4. Escalating work

Starting the Calibration

In the Formative Period, Educational Directions emphasized the need to start students where they are and move them to where they need to be as learners before the winter break. The plan for getting all students to be learners involved in student work that enabled them to attend, acquire, organize, and create meaning for things they were learning in class. When a deficit was identified, teachers were encouraged to use directed work – work that not only addresses the content but also builds a specific strategy or method for learning the content – and then gradually wean the students away from directed work towards independent work.

Similarly, in the Calibrating Period, it may be necessary to begin with directed activities that increase the level of rigor and duration students have to invest in learning and performing. This escalating or expanding of work builds the experience base students need to be independent performers later in the Calibrating Period.

Using directed activities, teachers can continue to develop students as learners and build student work that shapes attitude, perception, and thinking. In the Calibrating Period, we continue to encourage teachers to use DLAs (Directed Learning Activities), DTAs (Directed Thinking Activities), DRAs (Directed Reading Activities), and DWAs (Directed Writing Activities) to equip students with strategies and structures that enable them to learn and perform. At this point, we also add DAAs (Directed Assessment Activities), rubric use and self-assessment strategies, test-taking acumen, strategic thinking activities, and cumulative or capstone activities.

| Directed Strategy | Definition | Impact on Student Potential |
|------------------------------|--|--|
| Directed Learning Activities | <p>Student work experiences that build proficiency in</p> <ul style="list-style-type: none"> • Attending to learning • Acquiring learning • Organizing learning • Creating meaning for learning • Linking learning to assessments • Linking current and prior learnings • Linking current learnings with standards expectations | <p>Building specific learning work strategies prepares all students to engage in the learning process with minimum competencies in place. It may take time for some students to master all the strategies but using the strategies will ensure progressively more of the learnings make it into long-term memory. The addition of the linking activities to the learning strand enables students to understand both the expectations of the standards and the accountability of students under the standards.</p> |
| Directed Thinking Activities | <p>Student work experiences that provide strategies for experience in</p> <ul style="list-style-type: none"> • Critical thinking • Creative thinking • Problem-solving • Decision making • Strategic planning • Convergent and divergent thinking | <p>Providing students with DTA helps build mature thinking patterns in students whose thinking has not matured enough for them to perform at the level of expectations. DTA engages students in thinking about or thinking with content and create meaning for the content.</p> <p>The addition of strategic planning, as well as convergent and divergent thinking activities, prepares students to pull together information from different resources or identify alternative possibilities and approach difficult situations or questions with confidence and competence.</p> |

| | | |
|------------------------------------|--|---|
| <p>Directed Reading Activities</p> | <p>Student work experiences that form proficient readers. Strategies for close reading and critical reading build many competencies in students'</p> <ul style="list-style-type: none"> • Reading to learn • Reading to critique • Reading to analyze • Using structural and language analysis to unlock meaning • Seeking clarity and precision • Integrating information from multiple representations or resources • Reading and prioritizing data in response to a prompt | <p>Thoughtful or purposeful reading is required on every question on every state test. Students who become efficient recreational readers but never develop strategies for close or critical reading can read for the "mental movie" but not read analytically or respond thoughtfully to what they've read. Students must have a menu of reading strategies to equip them for the types of reading expected in state standards.</p> <p>Also, literacy requires students to develop habits of mind and specific strategies for getting beyond the literal meaning. The reading strand includes reading more than just text, and many of the questions involve text plus other representations of ideas.</p> |
| <p>Directed Writing Activities</p> | <p>For most students, writing is a stream of consciousness activity. Many see writing as "creative writing"; instead, <i>they</i> must have strategies developed for the types of writing expected on assessments:</p> <ul style="list-style-type: none"> • Writing to learn • Writing to persuade • Writing to inform • Writing to give directions • Writing to teach • Writing to communicate thinking • Writing to support a decision • Writing to critique a selection or solution • Writing to demonstrate learning • Writing to demonstrate an understanding • Writing to clarify or communicate with precision | <p>Critical writing is assessed in any testing situation where open or extended response questions are included and are heavily weighted. The ability to use words to express thinking and convey ideas or emotions is not only tested but is a large part of the exit expectations for each grade level. A menu of writing strategies not only makes the student a more effective communicator but also plays an important part in developing the student as a learner.</p> <p>Again, state requirements for literacy emphasize more than just free composition or formulaic writing. The focus is on purposeful writing in which the writer uses language to communicate with self or with a reader for a particular purpose. DWAs build the menu of strategies as habits of mind needed by writers to communicate effectively.</p> |

The use of Directed Activities in the Calibrating Period moves beyond building basic learning competencies and focuses on building a menu of strategic patterns and habits of mind that support effective thinking and communication. Directed Activities enable us to build the set of competencies students need to take learnings into high-level assessments and real-world scenarios with confidence and effectiveness. The combination of basic learning strategies, thinking and test-taking strategies, and strategic management of information to develop a response is what is expected in state standards and demanded by real-world employers. We recommend a gradual release approach to Directed Activities in the Calibrating Period.

Step 1 - Introduction to a strategy or approach with teacher modeling and collective use

Step 2 - Student use with direction or alerts provided by the teacher

Step 3 - Student use in peer performance situations

Step 4 - Independent use with teacher monitoring and rubric-based shaping feedback

Step 5 - Independent use with rubric-based self-assessment and revision to proficiency

Step 6 - Independent identification of critical learnings and development of personalized strategies

Step 7 - Independent identification of critical learnings, development of personal strategies, and self-assessment and revision of strategies as needed

The goal of Directed Activities in the Calibrating Period is not the teaching of a strategy or approach. The goal is a continuation of the development of the independent learner and performer that was started in the Formative Period. By the end of the Calibrating Period, we want students to independently identify the learnings that are being assessed, identify what they must do to be proficient, perform the required tasks, and then self-check to see if their work reaches the level of proficiency required.

Designing Calibrating Work: Planning for Learning

| | |
|-------------------------|--|
| <p>Attending Work</p> | <ol style="list-style-type: none"> 1. Is there sufficient prior knowledge to support learning? 2. Are there attention problems in my class? 3. Do I need more than one strategy to get everyone’s attention? 4. Will I have to provide multiple opportunities to attend? 5. How will I monitor their attention to make sure it’s adequate? 6. How will I hold them accountable for attending? What data do I need to collect? 7. How will I escalate their attending work to prepare them for the levels of rigor and endurance required on the state assessment? |
| <p>Acquiring Work</p> | <ol style="list-style-type: none"> 1. Are there differences in acquiring preference? 2. Do I need to provide differentiated or tiered work? 3. Are my class academic rituals sufficient to engage all students in acquiring work? 4. How will I monitor and shape the acquiring work? 5. How will I hold them accountable for acquiring work? What data will I collect? 6. How will I escalate the rigor and duration of the acquiring work? What data will I collect and what will I do with it? 7. What follow-up will I use for students who have not done adequate acquiring work? 8. What support systems will I need to have in place to make sure that all students acquire the critical learnings? |
| <p>Organizing Work</p> | <ol style="list-style-type: none"> 1. Do my students have different preferences for organizing data? 2. Will I need multiple opportunities, branching work, or differentiated strategies to ensure that all students organize learning? 3. Are my class rituals adequate for supporting all students’ high-level engagement in organizing work? 4. How will I hold them accountable? What data will I collect? 5. How will I escalate the rigor and duration of the organizing work students do? 6. What alternative strategies will I have to use to make sure all students have organized their work adequately? 7. What support systems will I need for students who are struggling with organizing work? |
| <p>Meaningful Work</p> | <ol style="list-style-type: none"> 1. Will I have to use different meaningful work strategies to enable all students to create meaning? 2. Are there extremes in comprehension level in my class? 3. Will I need multiple opportunities, branching work, or differentiated strategies to engage all students? 4. Are my class rituals adequate for supporting all students and engaging them? 5. How will I still hold my students accountable? What data will I collect? 6. How will I tell if the student work is equivalent and if their performance is adequate? 7. What follow-up strategies will I have to use if students have failed to create meaning for what they’ve learned? |
| <p>Calibrating Work</p> | <ol style="list-style-type: none"> 1. Do I have data on where my students are as learners? Do I know where to start calibrating? 2. Have I established assessment and end-of-year expectations to provide a target for the calibrating work? 3. How will I tell if the students are improving their work as learners or performers? 4. What data will I collect to inform academic and support decisions? 5. What will alternative strategies for calibration will I use for students who are struggling? |

Appendix B – Progress Monitoring Approach

Evergreen has two concurrent paths for the output of assessments: mastery of standards-based content and early warning systems to identify where the student is learning and where the student is breaking down. In Appendix A, there is additional information on the 5- Legged Model and the types of student work used in the Formative Period in the fall. Only one of the five legs (Knowledge) would prescribe the remediation of content. We use diagnostics in the fall to make sure students have the abilities to learn, critically read, give the best effort, and self-initiate in an assessment opportunity.

Scores are not a decision point; they are a data point where we begin to probe to see where student work breaks down. This is how we build learners in the fall (the Formative Period), and we make sure in the spring (the Calibrating Period) students can engage and use that learning at the level they will be assessed. All of this happens inside of standards-based learning. Standards support the Knowledge leg of the model. The other four legs (Attitude, Perceptions, Thinking/Metacognition, and Experience) help fill out teaching the whole student.

Goals, Progress Monitoring, and Informed Intervention

Preparing students for improved performance on the Florida state assessment is a year-long process. Evergreen is following a series of steps leading toward the 2019 assessment.

Step 1: Establish School Goals

Ed Directions uses a process of defining a school's goals based on the past and current data for each student. We do not start with a goal and then backfill the scores it will take to get there. We assess the student data cell by cell to see where the school currently stands. We are not opposed to aspirational goals to motivate teachers and students, but aspirational goals to not give a current, real-world view of where the school is strong, where it is weak, where interventions are showing progress, and where scarce resources should be allocated. This process is specific to the students and the teachers of a given year and updated as progress monitoring datasets are aggregated.

The school's grade is based on a grading scale established by FLDOE. The state also establishes guidelines that determine which students are counted in each of the seven areas that contribute to the overall score of an elementary school.

Based on the current list of Evergreen students that will count in a respective cell (the denominator) and the past student testing history as well as this year's student performance tracking to estimate potential (the numerator), here are the current **expected** and **conservative** estimates for Evergreen this year. The denominator will be adjusted with the 2 FTE counts, and the numerator and potential score will be adjusted as groups of student tracking data are aggregated.

This year, based on current student data, Evergreen is projecting a score of 368 with a conservative target of 314. This is a fluid estimate that will be assessed with the FTE counts and with student progress monitoring data throughout the year.

Step 2: Establish Individual Student Goals

Because the school goals are based on a list of specific students, it is important that teachers and students know where they stand. For every student at Evergreen who has state assessment data from the previous year, the school has a “target card” showing what will be necessary to reach a proficient level on the 2019 assessment. The example below is from an actual student with identifying information removed. Students will discuss their goals in admin-student data chats and create a specific plan for attaining their gains goals.

| |
|--|
| <p>Evergreen Gains Target Card Name: XXXXXXX ID: XXXXXX Homeroom Teacher: XXXXXXX 2017 Math Scale: 286 Gains Points Needed: 19 2017 ELA Scale: 286 Gains Points Needed:18</p> |
|--|

Step 3: Track Progress

Evergreen uses two primary formal data sources to collect student achievement data in ELA and math in addition to the informal daily teacher observations based on student work and participation in class. i-Ready is administered three times during the year, and the district provides quarterly standards mastery assessments (QSMA).

Step 4: Target Instruction

Evergreen uses a series of scrimmages, or practice tests, targeting specific standards in preparation for the Florida state assessment. The scrimmages serve four purposes:

- *Students gain experience with questions like those they will face on the state assessment.*
- *Teachers can reflect on the effectiveness of their current instructional strategies and revise lessons accordingly.*
- *Teachers get diagnostic information that allows them to provide remediation to students.*
- *The leadership team gets data that can be compared to quarterly district assessments.*

Because each scrimmage targets different standards, the results of one scrimmage cannot be compared against another as a measure of assessing students’ growth on common standards. However, the upcoming scrimmages will now include several questions that spiral back to those standards with the lowest percentage of proficiency. This will help teachers assess student retention and the impact of remediation.

Student Data Chat Form Template

Student Name _____ Current Grade Level _____

Teacher _____

2018 ELA Achievement Level 2018 ELA Scale Score ELA Points Needed for Learning Gain

2018 Math Achievement Level 2018 Math Scale Score Math Points Needed for Learning Gains

Table 4. FSA English Language Arts Scale Scores for Learning Gains*

| Assessment | Level 1 | | | Level 2 | | | Level 3 | Level 4 | Level 5 | |
|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Level 1 | Low | Middle | High | Level 2 | Low | | | | High |
| Grade 3 | 240-284 | 240-254 | 255-269 | 270-284 | 285-299 | 285-292 | 293-299 | 300-314 | 315-329 | 330-360 |
| Grade 4 | 251-296 | 251-266 | 267-281 | 282-296 | 297-310 | 297-303 | 304-310 | 311-324 | 325-339 | 340-372 |
| Grade 5 | 257-303 | 257-272 | 273-288 | 289-303 | 304-320 | 304-312 | 313-320 | 321-335 | 336-351 | 352-385 |

Table 8. FSA Mathematics and EOC Scale Scores for Learning Gains

| Assessment | Level 1 | | | Level 2 | | | Level 3 | Level 4 | Level 5 | |
|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Level 1 | Low | Middle | High | Level 2 | Low | | | | High |
| Grade 3 | 240-284 | 240-254 | 255-269 | 270-284 | 285-296 | 285-290 | 291-296 | 297-310 | 311-326 | 327-360 |
| Grade 4 | 251-298 | 251-266 | 267-282 | 283-298 | 299-309 | 299-304 | 305-309 | 310-324 | 325-339 | 340-376 |
| Grade 5 | 256-305 | 256-272 | 273-289 | 290-305 | 306-319 | 306-312 | 313-319 | 320-333 | 334-349 | 350-388 |

Student Signature _____ Parent Signature _____

Mentor Signature _____ Date _____

| Grades | Q1 | Q2 | Q3 | Q4 |
|--------|----|----|----|----|
| ELA | | | | |
| Math | | | | |

| Attendance | Q1 | Q2 | Q3 | Q4 |
|------------|----|----|----|----|
| Absences | | | | |
| Tardies | | | | |

| Behavior | Q1 | Q2 | Q3 | Q4 |
|-------------|----|----|----|----|
| Referrals | | | | |
| Suspensions | | | | |

Goal Setting

Challenge: Why do I want it? Define the desire or challenge facing you. _____

Goal: What do I want? Write down the goal you want to achieve. _____

Action Steps: How will I get it? Your specific action plan to reach your goal. _____

Target Dates: When do I want it? The completion date to reach your goal. _____

| Example Challenges | Example Goals | Example Action Steps |
|--|--|--|
| I have a hard time paying attention in class. Reading is difficult for me. I get bad grades. I get in trouble at school. I make bad choices. I did not pass my FSA reading/math test. | I want to pay attention to my teacher. I want to get better at reading. I want to raise my grades. I want to stay out of trouble at school. I want to make better choices. I want to pass my FSA reading/math test. | Ask my teacher for help. Practice active listening. Complete all my assignments and homework. Read any text and work on math facts for 20 minutes a night. Follow CHAMPS Expectations (I will show Self Control by _____). Meet weekly 45 minutes and passage rate of 70% goals on i-Ready. |

Scrimmage Analysis Summary Worksheet

Teacher: _____ Class/Subject: _____

Scrimmage #: _____

% of students Proficient (70% or higher):

Notes about item trends:

| Standard | % Students who are developing (yellow): | % Students who need to catch up (red): | What part of my instruction should I modify to accelerate mastery? | Plan to remediate during Catch Up: |
|----------|---|--|--|------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Appendix C – MTSS Reading Group Restructure

MTSS Reading Group Rotation

In a recent monthly conference call with the state and district staff regarding Evergreen’s progress, questions were raised regarding the amount of direct instruction our Tier 2 and three students are receiving during MTSS. After discussion with the state and district staff regarding the intent of the statute, and our current implementation of rotations, we determined that the independent reading rotations do not comply with the statute.

Consequently, we need to adjust the MTSS rotations to provide more guided reading instruction for Tier 2 and three students. This will provide Tier 3 and two students with the best opportunity to accelerate their reading comprehension. This will also help them perform more effectively on the FSA math and science exams.

8

Considerations Impacting Current MTSS Structure:

1. In the 18-19 school year, 20 minutes of recess became a requirement while the school day was only extended by 50 minutes. This has resulted in 30 minutes less instructional time than in previous years. Considering the time shortage and the paraprofessionals that were reassigned to kindergarten, Evergreen students are being served through a 60-minute MTSS block with push in support from paraprofessionals trained in reading interventions and special area teachers.
2. Although instruction from a certified reading teacher is ideal, our current staff allotment does not allow for additional certified reading positions. Consequently, the school utilized trained paras to provide small group instruction.
3. During MTSS hour, the state statute requires research-based reading instruction that is teacher-led and varies from ELA classroom instruction.* The high percentage of tier 2 and tier 3 students who need intervention indicate a need for additional paraprofessional support in classrooms during this time.

Rotation Revision Recommendations:

1. It is recommended that students utilize the iReady program during ELA instructional time so that tier 2 and tier 3 students may receive 60 minutes of teacher/para led instruction during MTSS hour. Due to staff limitations, the state advised us that guided reading support from trained paras would be acceptable. The revised schedule will be based upon assigning the new paras as additional adult support for Mr. Sanchez and Mrs. Davila during MTSS instruction.
2. Instruction during MTSS hour must be different from instruction taking place during the core class. Consequently, during MTSS hour, students will be divided into three teacher/para-led groups: phonics, guided reading, and Achieve3000.
 - Group A: Students who qualify for phonics intervention will continue to receive direct instruction using iReady phonics materials.
 - Group B: Students in guided reading group B will receive a printed copy of a leveled Achieve FSA Challenge text. The teacher will support comprehension through guided reading strategies and support answering questions aligned to FSA question stems. Since Achieve’s FSA Challenge lessons include multiple texts, this station will take several days, depending on the number of sources provided in the challenge lesson.

· Group C: Students in guided reading group C will receive a printed copy of a leveled Achieve FSA Challenge text. Teachers will support comprehension through guided reading strategies and support answering questions aligned to FSA question stems. Since Achieve's FSA Challenge lessons include multiple texts, this station will take several days, depending on the number of sources provided in the challenge lesson.

** Essentially, the activities in groups B and C are the same. Breaking the FSA Challenge texts into separate groups led by two different teachers allows students to move and experience a different teacher. One FSA Challenge lesson should take approximately 4-5 days to complete in full.

** Every student should receive a copy, so they can practice active reading strategies and text code for evidence to support the DOK3 Thought Question.

** Grades should not be determined by a number of questions correct. Instead, they should be determined by the use of strategies/annotation.

** Differentiation will be provided through leveled text, support with text, and support with answering questions (proficient students will receive less guidance).

Projected Group Designations:

1. Review students' latest IReady Tier level in conjunction with their phonics placement.
2. Regroup students, so students with like scores are assigned to the same group.
3. Determine the best use of instructional staff and impact on students:
 - a. What is the optimal number of minutes that lowest level phonics students should receive phonics instruction? What training have teachers/paras had in supporting this instruction?
 - b. Students should be provided with texts at their current reading level and receive guided support from the teacher/para in reading and discussing the text and responding to Challenge Questions. What training have teachers/paras had in utilizing Achieve 3000 printed materials?
 - c. Consider the format of allowing 30 minutes of reading and coding selected text followed by 30 minutes of discussion and response to Challenge Questions.
 - d. Tier 1 students will utilize Text Detectives materials as an extension during MTSS. How will this align with planned program rollout? Second option: Proficient students who do not need reading intervention may work independently on Achieve 3000's digital platform, practicing annotation, question-answering, and written response.
4. Define new rotations based upon above points, so each student receives the maximum number of minutes of guided instruction.
5. Determine plan for supporting teachers/paras in the selection of appropriate Achieve 3000 materials and support delivery.

Group Designations:

1. Review students' latest iReady AP2 Placements in conjunction with their phonics intervention (based on iReady diagnostic).
2. Based on AP2 diagnostic, students that tested out of the phonics domain were administered the Phonics for Reading Post Test to ensure adequate support level is still provided.
3. Students are being regrouped based upon PMP discussions with a review of iReady diagnostic scores.

4. The revised MTSS schedule is now structured to have four adult led stations. The small group instruction will include the following: Phonics for Reading, Achieve 3000-teacher-led guided reading lessons and Text Detectives (pull out enrichment)
5. Tier 3 (per iReady diagnostic and PST recommendations) students will receive 60 minutes of Phonics for Reading instruction led by a trained paraprofessional. The 60 minutes will encompass 20-minute lesson, 10-minute response to reading task followed by a second 20-minute lesson and concluding with a 10-minute gist summary.
6. Tier 2 (per iReady diagnostic and PST recommendations) will receive 30 minutes of iReady Toolbox lessons with para leading instruction and 30 minutes of Achieve 3000 small group guided reading with teacher-led instruction.
7. Tier 1 pull out session: Text Detectives Close Reading lessons-40 minutes and Achieve 3000 (digital platform)-20 minutes will be utilized for on level and beyond students. Ms. Tyler-Media Specialist will provide instruction for our enrichment groups.
8. The use of Achieve 3000- guided reading lessons will have two benefits for the novice teachers as well. The structured format will improve their instructional delivery, and their understanding of the standards will also be deepened.

**Special Notation-to ensure consistency for our students and instructors it was decided that the same paraprofessionals will continue providing Phonics for Reading Intervention. Mr. Sanchez and Ms. Davila will provide instruction for Achieve 3000 guided reading. This will help these novice teachers build teacher capacity and gain a better understanding of the ELA standards.

MTSS Instructional Charts Below:

| MTSS – 5 th Grade | | | |
|---|---|---|---|
| Tyler (Media Specialist) | Watkins (para) | Martin (para) | Sanchez (teacher) |
| Tier 1 (Extension) | Tier 3 | Tier2 | Tier 2 |
| Text Detectives 40 minutes | Phonics for Reading 20 minutes - Lesson 1 10 minutes - Response to Reading Task | 30 minutes- iReady Tool Box- Grade 3 Reading Level | 30 minutes Achieve 3000 -Kid Biz Rotation- 4 th Grade Reading Level |
| Achieve 3000 online lessons 20 minutes | 20 minutes– Lesson 2 10 minutes – Gist Summary | 30 minutes-iReady Tool Box- iReady Tool Box- Grade 4 Reading Level | 30 -minutes Achieve 3000 -Kid Biz Rotation- 3 rd grade Reading Level |

| MTSS – 4 th Grade | | | |
|--|---|--|---|
| Tyler (Media Specialist) | Warren (para) | Evans (para) | Davila (teacher) |
| Tier 1 (Extension) | Tier 3 | Tier2 | Tier 2 |
| Text Detectives 40 minutes | Phonics for Reading 20 minutes - Lesson 1 10 minutes - Response to Reading Task | 30 minutes- IReady Tool Box- Grade 3 Reading Level | 30 minutes Achieve 3000 -Kid Biz Rotation- 3 rd Grade Reading Level |
| Achieve 3000 online lessons 20 minutes | 20 minutes– Lesson 2 10 minutes -Summary | 30 minutes-IReady Tool Box- IReady Tool Box- Grade 3 rd Reading Level | 30 -minutes Achieve 3000 -Kid Biz Rotation- 3 rd grade Reading Level |

*The intensive reading instruction delivered in this additional hour and for other students shall include: research-based reading instruction that has been proven to accelerate the progress of students exhibiting a reading deficiency; differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students’ specific reading needs; explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading (s. 1011.62(9)(a), F.S.).

Appendix D – Evergreen Leadership Meeting Agenda

Evergreen Leadership Team Meeting February 4, 2019

1. MTSS Reading Rotation Revision
2. MTSS Tier Talk Schedule and Process
3. Increasing use of student formative assessment folders and tracking
4. Status of progress monitoring- attendance, behavior, progress on scrimmages, Iready Training follow-up reports
5. Next steps for using Achieve 3000 in MTSS
6. Text detectives kickoff update
7. Status of Data chats 3rd grade
8. Data Digs into Iready Data- Scrimmages /teacher percentages, individual students and incentives
9. Update on incentive plan
10. Incorporating student voice into formative assessment
11. State Visit – next steps
12. ED Training and Follow-up

Appendix E – ED Assessment Data

ED Assessment Data

District Benchmarks (QSMAs) and School/Teacher Scrimmages

District benchmarks (such as QSMAs) and ad hoc scrimmages (such as school and teacher-made tests) are both important tools to build a complete dataset of school progress. The two datasets do have different primary purposes and offer different action steps based on their results. Benchmarks offer students a real-world simulation of state testing and demonstrate how a school would do in terms of proficiency. Depending on the structure of the benchmarks, they may also provide information about learning gains. Scrimmages are more focused on individual student performance and look at a broader spectrum of student work. The data they provide allows teachers to more easily identify where student comprehension breaks down and pinpoint via causal analysis the origin of that breakdown.

Thinking in terms of a football metaphor the state standards assessment would be parallel to the real game played by the team on Friday nights. The real-time games played unofficially with another team, but under real game conditions would parallel the district benchmark assessments.

Scrimmages would align with practices or application drills used by coaches and would provide diagnostic assessments to see if the players had learned specific skills or strategies. Scrimmages take place outside of real game situations and provide specific diagnostic data to make sure the players are developing their football skills and routines, progressing to a real-time application in an unofficial setting, and then finally taking all of this work to the real game situation.

Scrimmages primarily help individual student performance but do offer some general trend data on class and school progression. Scrimmages offer more than proficiency and gains data. They offer data on things like reading rate, test-taking confidence, student initiation and independence (versus teacher dependence), test taking fatigue, ability to critically read questions, level of effort given, etc.

State Assessments:

In ED schools the state assessment is the “this is the real game that counts” assessment. It gives us real-time student status on a high level, high-stakes assessment. However, it does not yield readiness data, the point of breakdown data or causal data all of which are critical to the ED approach to school turnaround. The state assessment data is important because it determines the school score or status with the state and it can be used to identify gaps – either content or demographic group performance, patterns of performance, areas of format or content weakness and patterns of performance between and among identified performance groups. While many states and districts require references to state scores in school turnaround plans, ED does not believe that the state scores can yield the diagnostic and causal data needed to effectively drive a student-focused turnaround.

District Benchmarks or QSMAs:

District benchmark tests yield data that is more current than the state benchmarks and represents student performance and perhaps their growth towards the levels of performance and rigor that will be expected on the state assessment. If the school has been doing work in accordance with the Rhythm of the Learner Year, they can provide a snapshot of the impact the teacher and student work in a given period has had on student performance under “real game” conditions.

Benchmark data do not offer the causal analysis that is needed to establish a point of breakdown or cause of the breakdown in student work and the subsequent individualized remediation. The district benchmark represents a type of assessment that is taken under FSA-style conditions, provides data on current status and is an important data point. It's just not a decision point that can drive intentional, student-focused plans. It is more of a holistic view of how a school is progressing.

In summary, in assessment there is a formal assessment given by the state that identifies the students' ability to accumulate points on assessment that reflects the state standards. This is the real game for which we turn around schools and improve student performance. The district provides benchmarks that are played under real game conditions and establish an ongoing record of student performance on a given date. Both of these types yield data points that are valuable and can be used to identify red flag areas for schools, but neither is a decision point for ED coaches or senior staff in terms of guidance for individual student interventions or remediation. Teacher-made tests and scrimmages keep a current pulse on student learning and instructional effectiveness because they provide student work that can be analyzed to identify the point at which student work breaks down and can initiate a probe to determine the root cause of the breakdown. This process leads to more effective planning and scaffolded support to accelerate student learning gains.

Reference Materials

Rhythm of the Learner Year

We use the **Rhythm of The Learner Year** for:

1. Building independent, proficient performers.
2. Building a comfort zone around best effort.
3. Establishing an accurate perception of “proficient” learning and performing.
4. Effective engagement in critical reading, writing, and thinking strategies in content work and assessment.
5. Building compensating and accommodating strategies where performing competencies are lacking.
6. Providing only effective learning and performing work in all classes.

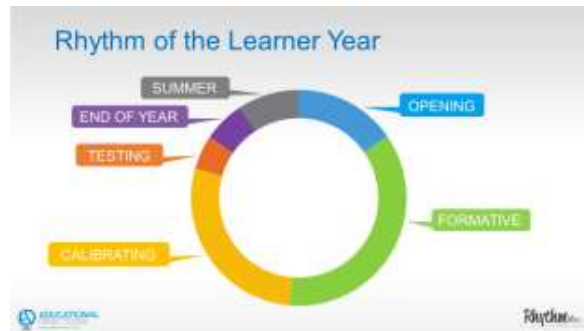
Steps for Redesigning Learners

- Establishing learning and performance goals
- Planning for optimum learning
- Differentiating for learning and for performance
- Implementing best practice(s)
- Monitoring and adjusting
- Providing multiple learning opportunities
- Providing targeted interventions



The Rhythm of the Learner Year Periods

- Opening of School Window
- Formative Period
- Calibrating Period
- Testing Window
- End of Year Period
- Summer Window
- Next Year Opening of School



The Opening of School Window

Timeframe: two weeks before school opens to three weeks after school opens

Priorities:

1. Enculturing
2. Preparing all students for success in class
3. Mastering management and academic rituals and routines
4. Building adult access to students
5. Establishing work and performance expectations
6. Jump-starting critical reading, thinking, and writing

The Formative Period

Timeframe: From week three to the beginning of winter break

Priorities:

1. Building an independent learner and increasing potential as a performer
2. Building operational language
3. Using critical reading, writing, and thinking strategies
4. Building basic reading and performing competencies
5. Building the best effort comfort zone

The Calibrating Period

Timeframe: From the end of winter break to three weeks before the state test

Priorities:

1. Building proficient performance
2. Mastering uses of content
3. Successful equivalent performance
4. Operational language fluency

The Testing Window

Timeframe:

- Up to two weeks before the test
- The testing cycle
- The week after the test

Priorities:

1. Enable long term memory
2. Ensure the best effort
3. Transition to the End of Year work

End of Year Period

Timeframe: The week after the test through the end of the school year

Priorities:

1. Establishing student ownership of learning and performing
2. Enabling successful transitions
3. Establish summer expectations

The Summer Window

Timeframe: From the end of school to two weeks before the start of the next year

Priorities:

1. Reduce performance loss
2. Encourage interests and talents
3. Build access
4. Review of data
5. Planning, planning, planning

The Five-Legged Model

Knowledge: State assessments establish expectations for all students. Each student must own the learnings (concepts, tasks, thinking) required to meet these expectations. This critical vocabulary needs to be operational, not just known.

Attitude: Students must know the learning required. Additionally, they must be willing to perform the tasks required and invest a “best effort” on every part of the assessment. Every answer or product should represent the student’s personal best effort.

Perception: Most state assessments embed perceptions generated by learning. There are two perceptions required for student performance that are not related to standard expectations:

1. **Perception of Proficiency:** The student knows what constitutes good work and how to produce it.
2. **Perception of Efficacy:** The student believes, “I can work successfully at the levels required.”

Thinking: Mature thinking patterns and critical reading and writing are required on every question of a state test.

Experience: Almost all students need two sets of experiences; they must have work experience that forms the five legs, and they must have experience working successfully at the level of the assessment. In other words, they must have both formative and calibrating experiences.



| | <i>Why It Is Important</i> | <i>Problem Causes</i> |
|-------------------------------|---|---|
| Leg 1: Knowledge | State assessments establish expectations for all students. To meet these expectations, each student must own the learnings (concepts, tasks, thinking) required. This vocabulary must not only be known but must be operational. | If the critical learnings are not known or are not operational, students cannot perform required tasks. This knowledge base must be congruent to the task for the students to reach their potential. Alternative languages and level experiences can produce a gap between potential and performance. |
| Leg 2: Attitude | The students must know the learnings required and willing to perform the tasks required, investing their best effort on every part of the assessment. The expectation is that every answer or product represents the students’ personal best effort. | Poor attitude usually causes a student to learn and perform below potential. It leads to a number of problems: <ol style="list-style-type: none"> 1. Low motivation 2. Attention problems 3. Inefficient use of time 4. Loss of concentration 5. Sabotage |
| Leg 3: Perceptions | Most state assessments embed perceptions (time, space, distance, and so on). Two perceptions are required but not related to standard expectations are: <ol style="list-style-type: none"> 1. Perception of proficiency: Knowing what constitutes good work and how to produce it. 2. Perception of efficacy: The belief, “I can work successfully at the level required.” Students must know what good work is and believe they can produce it, or they will not demonstrate to their potential. | Students operate in a comfort zone built by experience as a learner. If a student believes poor work or inadequate effort is good enough, she or he will work at that level on any assessment. If the student believes she or he cannot do the work required, she or he will be correct. Lack of belief in self produces anxiety and can negatively impact attitude. |
| Leg 4: Thinking | Mature thinking patterns and critical reading/writing/thinking are required on every question of a state test. | Immature thinkers, impulsive responders, and attention deficit students regularly misread questions, leave tasks unfinished, and produce products that lack depth and integrity. |
| Leg 5: Experience | Almost all students need two sets of experiences. They must have work experience that forms the five supporting legs, and they must have experience working successfully at the level of the assessment. They must have formative and calibrating experiences, where differentiation and accommodation become critical. | If the student lacks the appropriate experience, she or he can know the content but be unprepared to work at the required levels. |