



Educational Directions PCPS End of Year Report

June 2019

Evergreen Elementary End of Year School Summary

Lead Coach: Jill Budd

Final Grade Projection: Low C

Overall Year in Review:

Evergreen Elementary School is on track to move their school grade to a C, and they have built their capacity to sustain growth in the 2019-20 school year. The overall school climate is supportive and positive due to the collaborative efforts of the leadership team to encourage students to give their best effort and keep faculty morale high.

The school year opened with 17 new staff members due to reconstitution, including a new assistant principal and science coach. All positions were staffed at the opening of school, but the accountability grades had two novice teachers and one teacher who was placed on a support plan. The fifth-grade science teacher transferred from a middle school, so she was not well-versed in elementary practices. The school-based and Ed Directions (ED) coaches provided these instructors with scaffolded support in lesson planning, instructional delivery support, and classroom management throughout the school year. The leadership team worked hard to make all newcomers feel like they were part of the team, and this was evidenced by increasing collaboration throughout the school year. During the second nine weeks, the 4th grade ELA teacher resigned, and an experienced staff member was placed in her position. During the first week of December, the 4th and 5th-grade schedules were revised to enhance core instruction and provide more structure for MTSS. In January, additional para staff were purchased via UNISIG funds to allow more focused, small group instruction during MTSS. The Text Detective program was also added to help challenge proficient readers during MTSS.

The school leadership team actively engaged in ED professional development embracing the Rhythm of the Learner Year and the Five-Legged Model. They encouraged fidelity in implementation by conducting interactive faculty training after each training session. Teachers were also advised to include more use of manipulatives and extend student discourse. These recommendations were reinforced by after-school professional development and support during common planning training.

The school team became more data-oriented implementing a series of reading, math, and science scrimmages to assess instructional effectiveness, guide student interventions, and keep a pulse on student learning. The lead coach created student FSA target cards, and the school administrators began conducting individual student data chats with students in grades 3-5 in December to help students set goals and identify specific strategies to accelerate their learning. The leadership team also selected mentees in the bottom quartile and encouraged them to attend school regularly and become more confident as learners.

Another growth point was the implementation of a structured recognition and incentive plan partially funded by Educational Directions. Students and teachers' efforts were more consistently acknowledged for learning gains and best effort, which resulted in better attendance, improved student confidence levels, and higher teacher morale.

Leadership Team:

The Evergreen Principal and leadership team began the year with a sincere commitment to moving the school and meeting the needs of every student. However, they were unfamiliar with the 5-legged model approach to building the whole child. Following the leadership team and subsequent faculty training, the leadership team and faculty underwent a paradigm shift in the way they approached instruction and built students' capacity to become more proficient learners and more confident performers. This resulted in a visible shift from students giving half-hearted attempts to accelerate their learning to a more pervasive culture of best effort. As students' confidence grew, they were excited about giving their best effort, and this was evidenced by their growth on the district QSMA assessments. The Principal, Mr. Livingston, stated that the school's approach had become one of student improvement as opposed to school improvement.

The school leadership team grew as a cohesive unit in their approach to collaboration, communication, and effective use of data as a tool to assess instructional effectiveness and accelerate student learning. Throughout the school year, the team became more strategic in their approach to implementing rituals and routines and establishing a cycle of formative assessment. The team also gained structure through the addition of weekly leadership meetings and increased emphasis on reflection and collaborative problem-solving.

Due to the pressures of running a turnaround school, the administrative team didn't meet consistently to debrief observation data, discuss identified issues, and determine needed next steps for professional development and scaffolded support. Following the ED training sessions and ongoing coaching, the team became more consistent in establishing targets; utilizing ongoing student assessment data; identifying strengths and weaknesses in instructional delivery trends and implementing coordinated teacher in-service to address deficits. A weekly leadership team meeting was also reinstated building communication among the leadership team and a heightened awareness of procedural and instructional effectiveness.

The leadership team also added a more data-driven element to teacher collaboration and placed more responsibility on teachers to track student progress and encourage student independence as learners. Additional growth points which enhanced student learning and progress monitoring included: (1) the increased focus on aligned instruction, (2) the strengthening of teachers' skill sets in assessing students' understanding through the use of the 4-column method, (3) the use of standards focus boards, and (4) the addition of more frequent checks for understanding.

Value adds:

Ed Directions was committed to its work with Evergreen as well as its partnership with MCPS. Ed Directions committed resources, capital and time beyond the contracted services including:

1. Extended its Rhythm of the Learner Year professional development series to all the DA and L300 schools in Marion County (normally \$2000 per additional school not under contract).
2. Allowed the DA and L300 schools to use its IP and toolkits (this would have been included in the \$2000 per school PD cost).
3. Over \$1500 worth of books for Evergreen and some of the other DA and L300 schools.
4. Exceeded the contracted days in almost every service category.
5. Donated over \$7000 worth of services in June beyond the scope of the year 1 contract.
6. Covered a \$6000 external leadership coach and 360 evaluations for Mr. Livingston to comply with a state request for additional leadership training.
7. Spent over \$3000 on incentives, teacher appreciation, special events, and student rewards (e.g. teacher luncheons, attendance rewards, rewards for testing best effort, student give-aways, end-of-testing celebrations, etc.)
8. Absorbed the cost of the reporting and travel for the additional state board presentations.

School Successes:

Despite the gap in students’ foundational skills, the emphasis on providing effective standards-based instruction, addressing the whole child, building students’ confidence as learners and performers, and utilizing ongoing formative assessment as a guide to enhance instruction and accelerate student learning did result in increased proficiency as measured by IReady.

I Ready Data 2018-2019

Grade	# of Proficient Reading Students						# of Proficient Mathematics Students					
	AP 1	%	AP2	%	AP3	%	AP 1	%	AP2	%	AP3	%
3	6/54	11	25/59	42	29/58	50	2/55	4	16/59	27	29/61	48
4	5/60	8	7/59	12	13/65	20	2/60	3	17/60	28	24/65	40
5	10/66	15	14/71	20	20/71	28	13/66	20	18/71	25	30/69	43

As previously mentioned, many Evergreen students lack proficiency in reading. To build student capacity, the Phonics for Reading program was initially implemented in late October. In January, based upon state and district input, MTSS was restructured, and additional paras were added to provide more adult led, small group instruction. The time on task for 4th and 5th-grade phonics instruction was extended to 30 minutes daily for Tier 2 and 60 minutes for Tier 3 students. The chart below illustrates the number of students exiting phonics instruction.

Impact of Phonics Intervention on Student Growth

Grade Level	Number of students testing out of phonics	Percent
3	9/35	26%
4	4/12	33%
5	16/27	59%

Decrease in Student Disciplinary Infractions:

The 5-Legged Model of Education helped Evergreen staff address the whole student and had a positive impact on discipline at Evergreen. Although students still had inconsistent attendance, the number of classroom disruptions decreased dramatically when compared to the last school year. The decrease in infractions was accelerated by the positive home referral system put into place by the school deans and administration. The afterschool voluntary training, Assertive Discipline, provided by Dean Molock, also gave novice and struggling teachers additional strategies to yield a more positive classroom climate.

School Year	Grand Total of Infractions	Percent of Decrease
2017-18	1514	51.19%
2018-19	739	
Difference	775	

Increased Parent Involvement

Students who have family involvement in their education tend to have better attendance, grades, and behavior. Consequently, the Evergreen staff and administration made a concentrated effort this year to foster parental engagement in learning through scheduled monthly parent involvement activities, monthly newsletters, tweets, and Sky alerts. The chart below summarizes this year’s slate of activities.

Parent Engagement Activities	Date of Event	Number of Families
Quarter 1		
Orientation	8/10/18	300
SAC	8/23/18	22
SAC	9/13	12
-Doughnuts for Dads	9/19	200
Show Off My Learning Title 1 Night	9/27/18	120
Daddy & Me Reading Night	10/18	15
Class Awards	10/26	100
Quarter 2		
Feed and Read Thanksgiving Luncheon	11/15	200
Winter Concert	12/6	400
Daddy & Me Math Night @ Harvey’s	12/13	20

Quarter 3		
Classroom Awards	1/25	120
SAC	1/17	11
Literacy Parade	2/1	50
Love for Learning Breakfast	2/14	300
Show Off My Learning Night Part 2		50
Champions of Character	2/17	25
Fun Strategic Activities (FSA)	3/13	12
Quarter 4		
SAC	3/17	9
Pastries for Parents	5/17	120
Kindergarten Graduation	5/22	250
Fifth Grade Graduation	5/23	300

Issues and Remediations:

Student attendance at Evergreen is an issue due to the size of their attendance area, parents’ limited access to transportation, and in some cases the home not seeing daily attendance as a priority for increased learning. The school established an incentive plan for regular attendance and encouraged home support via ongoing communication with parents via sky alerts, newsletters, parent engagement activities, personal phone calls and targeted support groups for students with a high incidence of absences.

Consistent delivery of highly effective instruction was a challenge this year due to staff inexperience and some teacher’s ineffectiveness in accountability grades. To enhance instructional delivery and accelerate learning, MTSS instruction was revamped; instructional positions were realigned; direct coaching support was provided by ED coaches in constructing formative assessments, lesson planning, data disaggregation, and observational feedback; and refinements of collaboration and oversight systems were put into place.

Many Evergreen students have major gaps in their standards mastery and lack confidence as learners. Consequently, teachers must build students’ foundational skills as well as provide instruction on current standards. Instructors also must increase students’ capacity as proficient learners and performers. Emphasizing addressing the whole child via the 5-legged model, incorporating student discourse and fostering independence, and building learning partnerships with students resulted in an increased culture of best effort from the students as well as the teachers.

Recommendations to Overcome Barriers to Success:

1. A key element for continued success at Evergreen is ensuring that all instructional staff is experienced and highly effective. Consequently, the school needs to have priority status for filling any vacancies resulting from transfers or teacher movement due to low VAM scores with highly effective teachers.
2. The school is also losing two key members of the leadership team: the assistant principal who oversaw data analysis and testing, and the school math coach. Care will need to be taken in selecting candidates who have comparable skills and the enthusiasm and energy to help Evergreen sustain their progress.
3. Increased collaboration between district and school staff at the onset of the school year is essential to maintaining forward momentum and obtaining the resources needed to fill in students' instructional gaps.
4. Zoning demographics create attendance issues due to a lack of transportation. The school needs to expand parental support for regular attendance, and deepen the home commitment to making learning and providing best effort a family priority. Funding for enhancing the parent resource room and providing additional parental engagement activities is needed.
5. Not all teachers are accomplished at analyzing student performance data and utilizing formative data to assess instructional effectiveness and identify student deficits. Teachers need to have an opportunity to attend standards training and review FSA data **before** the beginning of school so aligned instruction begins on Day 1. Additionally, a specific schedule for planning collaboration and data digs needs to be established.
6. Many of Evergreen's students have reading and math deficits from prior years. Adequate support positions should be allocated to provide more opportunities for small group instruction aligned to students' needs. Earlier delivery of UNISIG funds would allow the school to fund positions and interventions earlier in the year.

Ideas for the Summer:

To maintain the momentum created during this school year, the leadership team should do the following:

1. Provide training for new staff on the Rhythm of the Learner Year and the 5-Legged Model during preplanning. Revisit the post-planning activity emphasizing critical traits for an effective teacher.
2. Review FSA strand information and have teachers identify deficit areas and reflect on additional instructional strategies that would improve student performance.
3. Conduct a standards deep dive so content teachers have a deeper understanding of the standards and the level at which students must perform to be proficient.
4. Provide training on implementing rituals and routines consistently.

Ideas for Continued Success Next Year:

1. Reemphasize the non-negotiables for the year during preplanning and monitor classrooms consistently to assess the level of implementation. Hold teachers who are not complying accountable.
2. Provide 4th and 5th-grade students with FSA targets during the first month of school.
3. Implement an ongoing cycle of formative assessment and reflection on instructional effectiveness and student learning to maintain a pulse on progress. Collaboratively discuss data and create aligned next steps.
4. Implement a common text coding system schoolwide so students will build their ability to interact with text and improve comprehension.
5. Begin writing instruction during the first month of school and provide activities that will scaffold students' capacity to express their thought clearly in written form.
6. Implement college theme at the school. Teachers display college attended, rename hallways and common areas to encourage students to have post-graduation aspirations.