

Collier County Public Schools

Everglades City School



2018-19 Schoolwide Improvement Plan

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Everglades City School

415 SCHOOL DR, Everglades City, FL 34139

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>82%</p>
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<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>31%</p>
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School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	C	B*

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Everglades City School strives to provide a learning environment where students are challenged to become stronger both academically and socially. The school seeks to enlist the support of the community, parents, and all school personnel to partner in developing future leaders and successful members of society.

Provide the school's vision statement

We believe that all students have the ability to be successful. Our goal is to create a learning environment that enhances our students' desire to achieve the highest possible goals that each individual has the ability to reach. By setting high standards and expectations from a student's first day in pre-kindergarten all the way through to their high school graduation, every aspect of our students' education is geared toward assisting our students achieve success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ragusa, James	Principal
Wheeler, Michele	Assistant Principal
Secory, Shana	Instructional Coach
Whitcomb, Jill	Instructional Coach
Owen, Melissa	Instructional Media
Boyd, Melanie	Teacher, ESE
Rambosk, Carolyn	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team consists of the principal, assistant principal, academic coaches, exceptional student ed specialist the guidance counselor, and media specialist. The team meets weekly to review student progress and achievement. Students who are identified as needing additional support have a Student Support Plan (SSP) created. Tiered supports are provided to address student needs with data analysis being monitored by the MTSS team. The team monitors the effectiveness of interventions and enters data into the Student Success Platform. are successful or if new interventions need to be put in place. If new interventions are needed, we discuss who will be in charge of completing the task and needed resources. The team also desegregates data to see which types of professional developments/ resources will benefit the staff at meeting the needs of the

students and aligned to the state standards.

The administrative team members are in classrooms every day observing. The reading coach, elementary math coach and the ESE are also in classrooms daily to observe and coach the teachers on how to implement new ideas to support the students to meet/exceed grade level requirements.

The assistant principal, with input from the leadership team, developed a master schedule that is designed to provide planning time for PLCs to plan and discuss core instruction, analyze progress monitoring plans and data collection, professional learning opportunities and share best practices. Data Warehouse reports and tools support PLCs in monitoring the fidelity of the core and intervention implementation. These reports, along with teacher surveys and other data sources, are utilized to determine the types of professional learning opportunities and targeted supports that staff will need to effectively implement Core and interventions.

The school leadership team also ensures that PBIS (Positive Behavior Interventions and Support) is effective. The school leadership team also discusses what resources and/or trainings are needed to ensure students have a positive, safe, and risk-free learning environment.

The principal and assistant principal conduct teacher evaluations through the CTEM (Collier Teacher Evaluation Model). The academic coaches and InSS support the teachers with evaluation concerns and help teachers work towards effective and highly effective ratings on the CTEM scale. The Reading Coach assists all teachers (pre-k - 12) with literacy strategies that could be easily implemented in their classrooms. If needed, she will also model the strategy in the class. She also completes the coaching cycle with teachers that the administration team see would benefit from the model.

The Elementary Math Coach assists elementary teachers with math strategies. She helps plan lessons that are rigorous, engaging, include writing, and are aligned to Florida State Standards. She also completes the coaching cycle with teachers that the administration see would benefit from the model. The ESE specialist aids teachers with interventions and the progress monitoring process. She assists teachers in differentiating lessons and/or meeting the needs of students.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	7	3	4	1	1	4	4	3	1	0	0	30
One or more suspensions	0	0	0	1	0	0	1	1	0	1	2	1	0	7
Course failure in ELA or Math	0	0	0	0	0	0	2	4	3	0	3	1	0	13
Level 1 on statewide assessment	0	0	0	2	2	5	7	1	3	3	3	4	8	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	1	0	0	1	4	2	1	1	4	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component with the lowest level of proficiency is reading. Forty-three percent of the students scored at a level of proficiency on the state assessment. This has been our lowest component over the last three years. The trend of this component has increased over the last three years as it was at thirty-five percent three years ago.

Which data component showed the greatest decline from prior year?

The greatest decline was in the level of students scoring a level three or higher in science. The level of proficiency decreased from sixty-six percent to forty-five percent.

Which data component had the biggest gap when compared to the state average?

The biggest gap in performance in comparison with the state average was in reading proficiency.

Which data component showed the most improvement? Is this a trend?

The greatest improvement was in social studies which increased seventeen percent.

Describe the actions or changes that led to the improvement in this area

Our teachers focused on targeting student deficiencies and utilized digital resources to provide support for students at their level of understanding.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	56%	60%	41%	60%	57%
ELA Learning Gains	52%	58%	57%	42%	55%	57%
ELA Lowest 25th Percentile	45%	49%	52%	38%	54%	51%
Math Achievement	49%	65%	61%	43%	63%	58%
Math Learning Gains	66%	63%	58%	54%	65%	56%
Math Lowest 25th Percentile	60%	59%	52%	47%	58%	50%
Science Achievement	45%	62%	57%	66%	68%	53%
Social Studies Achievement	75%	86%	77%	58%	79%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 ()	2 ()	7 ()	3 ()	4 ()	1 ()	1 ()	4 ()	4 ()	3 ()	1 ()	0 ()	0 ()	30 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	1 (0)	0 (0)	1 (0)	2 (0)	1 (0)	0 (0)	7 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	4 (0)	3 (0)	0 (0)	3 (0)	1 (0)	0 (0)	13 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	2 (0)	5 (0)	7 (0)	1 (0)	3 (0)	3 (0)	3 (0)	4 (0)	8 (0)	38 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	59%	-4%	57%	-2%
	2017	50%	57%	-7%	58%	-8%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	30%	60%	-30%	56%	-26%
	2017	36%	57%	-21%	56%	-20%
Same Grade Comparison		-6%				
Cohort Comparison		-20%				
05	2018	33%	59%	-26%	55%	-22%
	2017	43%	56%	-13%	53%	-10%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				
06	2018	62%	56%	6%	52%	10%

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ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	7%	55%	-48%	52%	-45%
Same Grade Comparison		55%				
Cohort Comparison		19%				
07	2018	20%	54%	-34%	51%	-31%
	2017	53%	57%	-4%	52%	1%
Same Grade Comparison		-33%				
Cohort Comparison		13%				
08	2018	53%	63%	-10%	58%	-5%
	2017	0%	58%	-58%	55%	-55%
Same Grade Comparison		53%				
Cohort Comparison		0%				
09	2018	0%	56%	-56%	53%	-53%
	2017	58%	58%	0%	52%	6%
Same Grade Comparison		-58%				
Cohort Comparison		0%				
10	2018	55%	59%	-4%	53%	2%
	2017	47%	55%	-8%	50%	-3%
Same Grade Comparison		8%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	67%	-22%	62%	-17%
	2017	54%	67%	-13%	62%	-8%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	50%	67%	-17%	62%	-12%
	2017	36%	66%	-30%	64%	-28%
Same Grade Comparison		14%				
Cohort Comparison		-4%				
05	2018	44%	68%	-24%	61%	-17%
	2017	31%	62%	-31%	57%	-26%
Same Grade Comparison		13%				
Cohort Comparison		8%				
06	2018	54%	62%	-8%	52%	2%
	2017	21%	62%	-41%	51%	-30%
Same Grade Comparison		33%				
Cohort Comparison		23%				
07	2018	64%	67%	-3%	54%	10%
	2017	61%	67%	-6%	53%	8%
Same Grade Comparison		3%				
Cohort Comparison		43%				
08	2018	60%	43%	17%	45%	15%
	2017	0%	44%	-44%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		60%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	22%	58%	-36%	55%	-33%
	2017					
Cohort Comparison						
08	2018	47%	56%	-9%	50%	-3%
	2017					
Cohort Comparison		47%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	72%	-72%	65%	-65%
2017	83%	67%	16%	63%	20%
Compare		-83%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	70%	-3%	71%	-4%
2017	56%	71%	-15%	69%	-13%
Compare		11%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	72%	10%	68%	14%
2017	60%	67%	-7%	67%	-7%
Compare		22%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	32%	67%	-35%	62%	-30%
2017	53%	65%	-12%	60%	-7%
Compare		-21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	67%	-17%	56%	-6%
2017	0%	65%	-65%	53%	-53%
Compare		50%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	47	45	22	60						
HSP	41			32							
WHT	45	53	41	53	63	50	49	81	18	92	18
FRL	41	54	47	51	68	63	45	74	27		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	40	40	24	47						
HSP	36										
WHT	40	43	44	45	55	46	63	62			
FRL	38	41	42	44	56	58	67	53			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Teachers will analyze and interpret ongoing student assessment data to plan for instruction, interventions, and enrichment as needed to increase student reading and math proficiency by 2%.
Rationale	Identifying the specific needs of students will allow teachers to provide targeted and focused instruction to meet the needs of every student.
Intended Outcome	Student proficiency in reading and math will increase and support the goal of students reaching their academic potential.
Point Person	James Ragusa (ragusaja@collierschools.com)

Action Step

Description	<ol style="list-style-type: none">1. Meet with staff to develop process for monitoring student performance on assessments.2. Develop a data collection form for students to record and monitor their individual progress.3. Review data at bi-weekly PLC meetings. (iReady, Read 180/System 44 and ALEKS)4. Based on the analysis of assessment data, provide students with targeted support to meet their individual needs and to provide interventions as warranted by the conducted analysis.5. Continue this process and adjust the allocation of resources as dictated by student needs.
Person Responsible	James Ragusa (ragusaja@collierschools.com)

Plan to Monitor Effectiveness

Description	Principal and assistant principal will meet with teachers during PLC's to assist in the analysis of data and create SSP's for identified students so interventions are provided and monitored for effectiveness.
Person Responsible	James Ragusa (ragusaja@collierschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our school is a neighborhood school with long established ties to the community.

Melissa Owen, our media specialist, has fostered great connections within the community and has consistent donors who donate money towards the school library as well as donations to

help build classroom libraries.

The school's Activities Director has also fostered great connections with the booster club. The

Principal and the Activities Director, along with some coaches, attend every booster club meeting to

discuss ways to help athletes and teams.

The principal attends the Reach Out Everglades/COPS meetings, is the co-chair of the Communities of the Everglades Disaster Recovery group, as well as serving on the Disaster Alliance of Collier County Committee. These are local and county-wide organizations that work collaboratively to support community members in need along with addressing the needs of members of our school community who were devastated by Hurricane Irma. Meetings provide enhanced understanding of what is going on in the community, such as local business information.

The school is proud to work with the organization "The Joy of Giving" to provide holiday gifts at Christmas for every student in our school as well as their young siblings who may not be old enough to attend school. The Joy of Giving has been in existence for many years.

In an effort to keep the community in the know about what is going on at our school, the principal works

monthly with the editor of The Mullet Rapper, the local newspaper to write the school page of the paper.

Articles include a "Principal's Note," articles from students, and a calendar of events that is featured in each issue. The editor is an active supporter of our school and she donates all local sales of the publication to our school's athletic department.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The unique nature of our school gives us a tremendous ability to understand and identify the social-emotional needs of our students. Training for staff was provided last year to support their ability to address the needs of students who have experienced trauma. A professor at Florida International University provided bi-weekly professional development and support for four months as we worked to address the needs of students. This was greatly needed as a result of the trauma inflicted upon many families due to the flooding caused by Hurricane Irma. These sessions were successful in developing the capacity of all staff members to meet the needs of the students and families we serve.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Everglades City Schools (EVC) houses students in pre-kindergarten through twelfth grade and

teachers work together to make the transition easier on the students.

EVC houses its own Headstart program which services all of our incoming students. These students

get 5 full days of instruction each week by a certified teacher. . EVC

implements a minimum of two transition activities for incoming kindergarten students and their

families each year. Before school begins in mid-August, the school holds an Open House for all students and

parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

5th graders receive a tour of the Middle School wing at the end of the year to see what Middle School looks like and review what their Middle School classes will entail. 8th graders get to tour the high school area and get to ask current 9th graders questions on moving up into 9th grade. 12th graders get the opportunity to visit with colleges and universities on college night. Students in grades 10-12 also have an opportunity to visit local technical colleges, Florida Gulf Coast University, and Florida Southwestern College. Students with disabilities are supported when transitioning to high school, by being provided a case manager. The case manager will work collaboratively with students to build skills for self-advocacy and monitoring their own progress. The students with disabilities also work with their case manager to focus on post-secondary needs/goals and what actions are needed to successfully meet their needs. The students with disabilities at the high school level are supported by advocating for their needs and working with their case manager to meet their school and post-school needs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

expectations using the Gradual Release and / or Five E model. Teachers also include Kagan structures within their lessons to increase student engagement of all students. Core instruction is on grade level and teachers differentiate lessons based on data. Based on data, teachers reteach, remediate, and/or enrich. The ESE inclusion teachers support the teacher and students within the classroom. The ESE teacher also supports with remediation and tiered support. The leadership team assists teachers with the intervention/ enrichment process. The administration and leadership team meets with academic coaches bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers, push-in support, instructional coaches, and resources to best meet the needs of students achieving at various levels. Teachers use several research-based interventions. School leadership team and teachers from the school-based MTSS team participate in grade level

PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Teachers post their learning expectations and goals for students, and students are aware of their progress due to quarterly data chats. At the elementary level, data discussions and goal setting are completed with students on a weekly basis. Based on data and observations, the leadership team plan professional development and implementation so teachers can effectively implement lessons that are aligned to state standards and meet the needs of all students. Due to the size of the school, the administration and leadership team are able to observe in every classroom every week and provide feedback.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The counselor meets regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available online on the District website, IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student. EVG works with high school students to ensure all requirements will be met at each grade and give them a plan to ensure graduation. Students are scheduled in remediation/intensive classes in order to improve their state assessment scores to Achievement Level 3 or higher. Assistance with registration for college entrance exams are provided to all 11th and 12th grade students. In October of each year, the guidance counselor coordinates transportation to the administration of the ACT. The guidance counselor also works with Seniors (academic advising and career planning) to transition into college and successfully complete their first semester of college math or English. The counselor works with area technical schools, colleges, and universities to come and visit EVG and encourage students to apply to a post-secondary schooling. Career Education students are offered the opportunity to earn an industry certification in Microsoft Office, which is designed to demonstrate to potential employers the technical skills and abilities for the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. EVG also offers Agriscience, Aquaculture 2 and 3. A career fairs is held on campus which serve to inform students of career and training opportunities in the county.

Part V: Budget

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Total:	\$78,066.00
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