Emerson-Gridley El Sch

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Emerson-Gridley El Sch

816 Park Ave N
Erie, PA 16502
(814)874-6450

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Fabienne Mir
Superintendent: Jay Badams

Planning Committee

Name	Role
Timothy Sabol	Administrator
Fabienne Mir	Building Principal : School Improvement Plan
Erika Ramalho	Business Representative : School Improvement Plan
AJ Noyes	Community Representative
Karyn Coughlin	Ed Specialist - Other
Kerry Phillips	Ed Specialist - Other
Kimberly Dahlkemper	Elementary School Teacher - Regular Education
Kylene Koper	Elementary School Teacher - Regular Education
Amy Lamm	Elementary School Teacher - Regular Education
Susan Norris	Elementary School Teacher - Special Education
Linda Lorei	Intermediate Unit Staff Member
Jennifer Lee	Parent

Assurances

Title I Schools

Title I Priority or Focus Schools

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

Assurances 1 through 12

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:

    o Clear and Shared Focus

    o High Standards and Expectations

    o Effective Leadership

    o High Levels of Collaboration and Communication

- o Curriculum, Instruction and Assessment Aligned with Standards

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

  - o Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  - o Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

  - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - o Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

  - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - o Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

  - o Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

No file has been uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

In Grade 4, Math showed growth by at least 10% according to PVAAS.

In Grade 4 Reading, the Below Basic group met standard for growth according to PVAAS.

In Grade 5 Math, evidence was shown for PA academic growth on PVAAS.

In Grade 5 Reading, Basic and Proficient met the standard for academic growth, and Below Basic exceeded the standard for academic growth according to PVAAS.

In Grade 6 Math, Below Basic met academic growth standard according to PVAAS.

In Grade 6 Reading, the Proficient group met the standard for academic growth, and the Below Basic and Basic exceeded the standard for PA growth according to PVAAS.

Accomplishment #2:

Regarding Attendance, our school's percentage has increased from 93.21 in 2012-13 to a current 95.36 for the 2013-14 school year.

School Concerns

Concern #1:

In Grade 4 Math, the Advanced group had significant evidence of not meeting the standard for growth according to PVAAS.

In Grade 4 Reading, the Basic and Proficient groups did not show growth according to PVAAS.

In Grade 5 Math, the Advanced, Proficient, and Basic groups did not show evidence of meeting growth standards on PVAAS.

In Grade 6 Math, the Advanced, Proficient, and Basic groups did not meet PA growth standards according to PVAAS.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

> **Aligned Concerns:**
>
> > In Grade 4 Math, the Advanced group had significant evidence of not meeting the standard for growth according to PVAAS.
> >
> > In Grade 4 Reading, the Basic and Proficient groups did not show growth according to PVAAS.
> >
> > In Grade 5 Math, the Advanced, Proficient, and Basic groups did not show evidence of meeting growth standards on PVAAS.
> >
> > In Grade 6 Math, the Advanced, Proficient, and Basic groups did not meet PA growth standards according to PVAAS.

Systemic Challenge #2 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

> **Aligned Concerns:**
>
> > In Grade 4 Math, the Advanced group had significant evidence of not meeting the standard for growth according to PVAAS.
> >
> > In Grade 4 Reading, the Basic and Proficient groups did not show growth according to PVAAS.
> >
> > In Grade 5 Math, the Advanced, Proficient, and Basic groups did not show evidence of meeting growth standards on PVAAS.
> >
> > In Grade 6 Math, the Advanced, Proficient, and Basic groups did not meet PA growth standards according to PVAAS.

Systemic Challenge #3 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Systemic Challenge #4 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

> **Indicators of Effectiveness:**
>
> Type: Interim
> Data Source: District Assessments: Math and ELA - Quarterly
> Specific Targets: Fall 2014, First Quarter: 50% Proficiency in Math and Reading in Grades 3, 4, 5, 6; show 5% growth each subsequent quarter
>
> Type: Annual
> Data Source: School Performance Profile
> Specific Targets: Increase Performance measures:
> 2014 - 15: 60%
> 2015 - 16: 70%
> 2016 - 17: 75%
>
> Type: Interim
> Data Source: DIBELS - September, January, May of 2014-2016 school years
> Specific Targets: 15% growth in Grades K, 1, 2
>
> Type: Annual
> Data Source: PSSA - March 2014
> Specific Targets: 10% growth in Math and Reading in Grades 4, 5, 6

Strategies:

Learning Targets will be implemented to set instructional outcomes.

> **Description:**
>
> Learning Targets have been proven to produce effective teaching and meaningful student learning when teachers design the right learning target for their daily lesson, and use it, along with their students, to aim for and assess understanding. They relay to the students what to learn, how deeply they will learn it, and how to demonstrate what they have learned.

Differing from an instructional objective, a learning target describes the intended learning outcome and the nature of the evidence to determine mastery - strictly from the student's perspective.

An objective includes *Content Outcome, Conditions,* and *Criteria; a learning target asks students 'What am I going to learn?', 'How will I show what I know?', and 'How will I know how well I am doing?'*

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Description:

"Student engagement is considered to be among the better predictors of learning and personal development. The more students study or practice a subject, the more they will tend to learn about it. The more feedback they receive, the more adept they should become." (*Student Engagement and Student Learning,* Carini, Kuh, Klein; 2006)

2016-17: The Student Engagement Pilot will be reviewed next year; currently we have seen progress in student engagement in leveled reading groups, self-selected reading, and use of the *pa-etep* tool.

SAS Alignment: Instruction

Instructional Coaches: The Principles of Partnership

Description:

Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development)

2016-2017: Due to loss of funding for the 2016-17 school year, the Instructional Coach position has been eliminated.

SAS Alignment: Instruction

Implementation Steps:

Initial Resource Commitments from District and Other Sources

Description:

As a Focus School, Federal Program monies will be provided to Emerson-Gridley to enable us to provide professional development opportunities. We will collaborate with the Superintendent and Federal Program Director to allocate funds needed to provide the professional development to instructional staff during the school day. If stipends are needed for teachers beyond their contracted responsibilities - depending on availability of PD - they will be provided.

E-mail from Federal Programs Director will indicate support of and implementation date of the plan.

Start Date: 2/28/2014   **End Date:** 7/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Purchase 'Learning Targets' by Connie Moss and Susan Brookhart

Description:

Once monies are obtained, complete purchase order for 50 copies of the 'Learning Targets' book to provide a copy for each instructional teacher, administrators, counselor, School-Wide Support Teacher, and Instructional Coach.

Indicator of Implementation will be the signed requisition for the book order.

Start Date: 3/3/2014   **End Date:** 3/28/2014

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Present school improvement plan to faculty in Spring of 2014 during Professional Learning Communities

Description:

PLCs are held every six days on Day 1; teachers meet with grade level teams. Agendas and sign-in sheets will provide the evidence.

Start Date: 5/6/2014   **End Date:** 6/6/2014

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Faculty Selects Representatives on the School Improvement Plan Leadership Team

Description:

A discussion will be held during the May faculty meeting to select teachers who will serve for one year on the SIP Leadership Team. Grades 3-6 will facilitate future PLCs. (Professional Learning Communities)

Agendas and sign-in sheets will provide evidence, and an e-mail will be sent to teachers to announce representatives to the faculty and staff.

Start Date: 5/6/2014   **End Date:** 6/12/2014

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Formation of School Improvement Team

Description:

The School Improvment Team will meet once a month beginning September 2014. Central Administration will be e-mailed the names of the members of the team.

Start Date: 10/20/2014   **End Date:** 6/5/2015

Program Area(s):

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Implement PLC (Professional Learning Community) sessions

Description:

SIP Leadership Team members will lead monthly meetings, focusing on Learning Target theory of action using framework model.

Agendas and Sign-ins will provide evidence.

2016-17: Due to loss of funding, the instructional coach position is eliminated for the 2016-17 school year.

Start Date: 9/15/2014   **End Date:** 6/3/2016

Program Area(s):

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Presentation to Faculty of Learning Targets expectations in classrooms

Description:

Faculty meeting, with agendas and sign-ins will present expectations - posting Learning Targets, sharing and illiciting responses from students, using exit slips, etc.

Walk-throughs, informal and formal observations will provide the data source.

Start Date: 10/6/2014   **End Date:** 6/5/2015

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Professional Learning Communities (PLCs) will discuss implementation and share best practices and concerns

Description:

PLCs will be held every six days on Day 1 of the schedule. Reading of chapters will be assigned prior to PLCs; one chapter will be discussed at each meeting(s). Agendas and sign-in sheet will provide evidence. SIP Team Leaders will facilitate meetings to allow teachers to share best practices and concerns based on the assigned readings.

2016-17: Due to loss of funding, the Instructional coach position is eliminated for the 2016-17 school year.

Start Date: 10/20/2014   **End Date:** 6/5/2016

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Leadership Team Meeting

Description:

The School Improvement Plan Leadership Team will go over meeting agendas and goals, and discuss expectations for the 2015-16 school year.

Start Date: 5/20/2015   **End Date:** 5/30/2015

Program Area(s):

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Celebration of Learning Targets Implementation

Description:

Faculty and Staff will meet to celebrate the growth achieved by utilizing Learning Targets in the classrooms. All faculty and staff will be invited to the school library to share in a celebration of achieving the expectations of implementing Learning Targets. Time will be allotted to congratulate, share positive reflections on growth, and encouragement for the following school year goals.

The invitation to the Celebration will be via e-mail to all faculty and staff; an agenda including goals and expectations from Leadership Meeting on 5/20/15 will be discussed, and all staff will provide feed back on sign-in sheets.

Start Date: 6/2/2015   **End Date:** 6/13/2015

Program Area(s):

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Teachers will be given a resource on Student Engagement.

Description:

Teachers will be given a resource to examine Student Engagement. During a PLC, they will discuss the resource and its ramifications on their present grade level and students.

A list of teacher's names and resources assigned will be documented. Agendas and sign-ins for PLCs will provide evidence.

Start Date: 1/26/2016   **End Date:** 2/6/2016

Program Area(s): Professional Education

Supported Strategies:

- Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Introduction to Student Engagement Pilot Program

Description:

During a scheduled PLC meeting, teachers will meet as grade level teams. The principal, instructional coach, and schoolwide support teachers will facilitate the meeting and introduce the process of collecting data on student engagement.

Agendas and sign-in sheets will provide the evidence.

Start Date: 2/9/2016   **End Date:** 2/20/2016

Program Area(s):

Supported Strategies:

- Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Student Engagement Team Building

Description:

Two grade levels will pilot the program. Each team in each of the two grade levels will observe each other in order to gather the data.

Teachers will document the observations on a form that will be utilized in subsequent meetings. Agendas and sign-ins will provide evidence.

Start Date: 2/23/2016   **End Date:** 3/11/2016

Program Area(s):

Supported Strategies:

- Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Creation of Student Engagement Observation Tool

Description:

A form, that will be mutually agreed upon, will be utilized to gather data on individual students in the classroom on levels of student engagement. This will align with Learning Targets.

A checklist of requirements for the form will be used to create this tool; a sign-in sheet will be used to provide evidence.

Start Date: 3/14/2016   **End Date:** 3/25/2016

Program Area(s):

Supported Strategies:

- Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Student Engagement Grade Level Team Meetings

Description:

Grade level pilot teams will be given common planning meeting time to discuss and compile results from observations. Improvement strategies will be offered to the grade level teams as needed by administrator, instructional coach and SWS teachers.

Agendas and sign-ins will provide evidence.

Start Date: 4/4/2016   **End Date:** 5/6/2016

Program Area(s): Professional Education

Supported Strategies:

- Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Teachers will present findings of Student Engagement Data Collection.

Description:

During a scheduled faculty meeting, the two grade level teams that piloted the data collection of student engagement will present their findings to the faculty.

Discussion will be centered on best practices the teams utilized in gathering the data and sharing with their team members. Positive instructional strategies will also be the focus of the discussion.

Agendas and sign-in sheets will be utilized to provide evidence.

Start Date: 5/16/2016   **End Date:** 5/16/2016

Program Area(s): Professional Education

Supported Strategies:

- Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Student Engagement Data Collection will be implemented at all grade levels.

Description:

Grade level teams will replicate the process of gathering data, discussing results and sharing positive instructional strategies for the 2015-16, 2016 -17 school years.

Data will be collected quarterly and shared out during Professional Learning Community meetings. Agendas and sign-ins will provide evidence.

Start Date: 9/19/2016   **End Date:** 5/26/2017

Program Area(s): Professional Education

Supported Strategies:

- Student Engagement will be observed and data will be collected to facilitate discussion in Professional Learning Communities.

Identify assessments/ data sources used throughout the building and their purpose for use.

Description:

At grade level meetings in Professional Learning Communities, teachers will discuss categories of assessments that are used for data sources. Categories will include summative, formative, benchmark and diagnostic assessments. A form will be provided to generate a list of the frequency and purpose of each assessment.

Agendas and sign-ins will provide evidence.

Start Date: 10/5/2015   **End Date:** 10/16/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Implement Grade Level Data Meetings.

Description:

Teachers will meet as grade level teams to discuss data derived from DIBELS, School Performance Profile, and district level assessments following each administration. SWS teachers and Instructional Coach will provide information on item analysis.

Agendas and sign-ins will provide evidence.

Start Date: 1/19/2015   **End Date:** 5/26/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Student Intervention Groups will be formed and scheduled for weekly meetings.

Description:

Using data from the first quarter District assessments and/or PSSA, SWS teachers and the Instructional Coach will form intervention groups of students in Grades 3, 4, 5, 6. These groups of no more than 6 students will be provided specific instruction weekly.

SWS teachers and Instructional Coach schedule and logs will provide evidence. They will meet with grade level teachers to share and update information on students.

2016-17: Due to loss of funding, the instructional coach position is eliminated for the 2016-17 school year.

Start Date: 1/26/2015   **End Date:** 5/19/2017

Program Area(s):

Supported Strategies: None selected

Student Level Meetings will be implemented.

Description:

Meetings will be held to determine student level goals and targets based on data; this information will be used for intervention groups.

Teacher sign-ins and agendas will provide evidence.

Start Date: 10/26/2015   **End Date:** 5/19/2017

Program Area(s):

Supported Strategies: None selected

Review and update assessments used during the school year.

Description:

Using the form of categories of assessment sources and their purpose from the fall of 2015, teachers will review and make changes as identified in previous meetings.

Agendas and sign-ins will provide evidence.

Start Date: 3/21/2016   **End Date:** 4/8/2016

Program Area(s):

Supported Strategies: None selected

Monitor and evaluate successes and/or challenges of Grade Level and Student Level data meetings.

Description:

During an end-of-year meeting, teachers and administrators will reflect on increases and/or challenges in student achievement and meeting goals.

Agendas and teacher sign-ins will provide evidence.

Start Date: 5/23/2016   **End Date:** 5/26/2017

Program Area(s):

Supported Strategies: None selected

Learning Targets will be required on teachers' lesson plans.

Description:

PLCs will offer training on writing learning targets in weekly lesson plans. Gr. K - 3 self-contained classroom teachers will begin with one subject area, adding a second subject by 3rd quarter of 2016 - all subjects to be done by 3rd quarter of 2017. Gr. 4 - 5 teachers will write learning targets for the one or two subjects with which they teach by 3rd quarter of 2016.

Lesson plans are due by 8:00 a.m. on Mondays; therefore evidence will be based on plans including the targets.

2016-17: Due to loss of funding, the instructional coach position will be eliminated for the 2016-17 school year.

Start Date: 9/21/2015   **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Level Guided Reading will be implemented in grades K - 3.

Description:

The Level Guided Reading materials (in the PLC room) were gathered and organized in bookcases and bins according to DRA levels.

School Improvement monies will be used to complete this project to ensure that all grade levels have adequate supplies and that they are always accessible to the teachers. Books will be purchased at K-3 levels, including planning guides aligned to CCSS.

Teachers have been introduced to small group guided reading, and will continue training during a PLC(s) to support them to fully implement the Level Guided Reading materials, including a sign-out/sign-in procedure to ensure accountability.

Evidence will be procured through agendas and sign-in/out sheets.

2016-17: Due to loss of funding, the instructional coach position is eliminated for the 2016-17 school year.

Start Date: 9/7/2015   **End Date:** 6/9/2017

Program Area(s):

Supported Strategies: None selected

The use of Learning Targets will be implemented across all grade levels and content areas.

Description:

Teachers will be notified in PLC meetings of the expectation of moving from the current practice of writing one learning target to: 1st Quarter: 2; 2nd Quarter: 4; 3rd Quarter: 6 thereby encompassing the entire curriculum by the end of the school year.

Agendas and walk-throughs will provide evidence.

2016-17: Due to loss of funding, the instructional coach position is eliminated for the 2016-17 school year.

Start Date: 9/7/2015   **End Date:** 6/10/2016

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

Leveled Literacy Instruction, a Tier II intervention, will be implemented in kindergarten through second grade.

Description:

SWS teachers, instructional coach, and classroom teachers will identify students in need of Tier II intervention based on DIBELS results, attendance, and teacher reccommendation. LLI is a nationally recognized intervention system for children who are struggling readers.

Data and lesson plans will provide evidence.

2016-17: Due to loss of funding, the instructional coach position is eliminated for the 2016-17 school year.

Start Date: 9/7/2015   **End Date:** 6/9/2017

Program Area(s):

Supported Strategies: None selected

Accelerated Reader Program will be implemented in Grades 3, 4, 5, and 6.

Description:

Accelerated Reader will be used in conjunction with the Self-Selected Reading block to monitor students' independent reading.   This is a three-year license.

Evidence will be through students' assessments.

2016-17: Due to loss of funding, the instructional coach position is eliminated for the 2016-17 school year.

Start Date: 9/14/2015   **End Date:** 6/9/2017

Program Area(s): Educational Technology

Supported Strategies: None selected

Data analysis will be utilized in PLC and faculty meetings in order to drive instruction and implement intervention groups.

Description:

PLC meetings and faculty meetings will provide time for grade level teams to discuss and use data for instruction and forming student intervention groups. Data will come from DIBELS, District Assessments, and PSSA testing.

Agendas, sign-in sheets, and walk-throughs will provide evidence.

2016-17: Due to loss of funding, the instructional coach position is eliminated for the 2016-17 school year.

Start Date: 9/14/2015   **End Date:** 6/9/2017

Program Area(s):

Supported Strategies: None selected

Professional Development will be provided to all instructional staff.

Description:

Professional development provides accountability for the program that is being introduced. All stakeholders will be involved all (within grade/subject levels) will receive the same information and expectations. The staff will be able to interact with an 'expert' in the field who can teach, model and answer questions and concerns. PD had begun with the implementation of Learning Targets and bringing Dr. Connie Moss to our staff. It has continued with additional sessions with Dr. Moss, and will continue into the following school year.

Additional PD has included Intermediate Unit 5 staff providing PD to Grades 4, 5, 6, teachers on Text Dependent Analysis. The school district provides PD on In-Service Days and in the summer months for curriculum and instruction.

Agendas, sign-in sheets, lesson plans, and walk-throughs will provide evidence.

Start Date: 9/23/2014   **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Learning Targets will be implemented to set instructional outcomes.

LETRS training will be offered to Gr. 1 and 2 classroom teachers.

Description:

LETRS training, Language Essentials for Teachers of Reading and Spelling, will offer the philosophy to help Gr. 1 and 2 teachers to assist students who are lacking in decoding skills.

Start Date: 10/10/2016   **End Date:** 10/31/2016

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Learning Targets will be implemented to set instructional outcomes.

Start	End	Title	Description
2/28/2014	7/1/2017	Initial Resource Commitments from District and Other Sources	As a Focus School, Federal Program monies will be provided to Emerson-Gridley to enable us to provide professional development opportunities. We will collaborate with the Superintendent and Federal Program Director to allocate funds needed to provide the professional development to instructional staff during the school day. If stipends are needed for teachers beyond their contracted responsibilities - depending on availability of PD - they will be provided. E-mail from Federal Programs Director will indicate support of and implementation date of the plan.

Person Responsible	SH	S	EP	Provider	Type	App.
Fabienne Mir, Principal	6.0	1	45	Federal Programs	School Entity	No

Knowledge	Overview of 'Learning Targets' book by Connie M. Moss and Susan M. Brookhart

Supportive Research

'Mastering a coherent series of challenges to lead to curricular standards' to raise student achievement and create evidence-based results-oriented practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

      Creating lessons to meet varied student learning styles

      Peer-to-peer lesson discussion

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

      Student PSSA data

      Classroom student assessment data

      Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title	Description
10/10/2016	10/31/2016	LETRS training will be offered to Gr. 1 and 2 classroom teachers.	LETRS training, Language Essentials for Teachers of Reading and Spelling, will offer the philosophy to help Gr. 1 and 2 teachers to assist students who are lacking in decoding skills.

Person Responsible	SH	S	EP	Provider	Type	App.
Fabienne Mir, Principal; Kerry Phillips, SWS Teacher; Karyn Coughlin, SWS Teacher	6	4	12	IU5	IU	Yes

Knowledge	Teachers will gain a basic understanding of letters/sounds philosophy and how this can improve students' decoding skills.

Supportive Research   Research-based/ PDE-approved

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format   Series of Workshops

Participant Roles	Classroom teachers Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Emerson-Gridley El Sch in the Erie City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESEA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Emerson-Gridley El Sch in the Erie City SD for the 2014-2017 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

'Learning Targets will be implemented to set instructional outcomes' - Our school provided Connie Moss' book, *Learning Targets,* to each teacher and many PLCs were centered around this topic: 9/4/14, 10/3/14, 10/9/14, 11/6/14, 12/9/14, 1/6/15, 2/10/15,2/18/15, 3/19/15. Added to the plan was having a target (bullseye) printed for each classroom, to ensure the visual use and consistency. Best practices were shared by teachers and concerns and questions were brought up at PLCs.
'Data analysis' - to drive instruction and form intervention groups - had never been discussed to the extent that it was in PLCs and ILT meetings this year.
'Instructional Coaching' - Student Intervention Groups were formed in January 2015. The SWS teachers, Instructional Coach, and Pre-K teacher (available in afternoons) devised a schedule to accommodate all grade levels.

Days 2 - 6

Grade 5: 8:30 - 9:15

Grade 1: 9:15 - 10:00

Grade 3: 11:15 - 12:00

Grade 6: 1:15 - 1:45

Grade 4: 1:45 - 2:15

Monday - Thursday (with classroom teachers)

Grade 2: 9:10 - 9:50 Monday - Thursday

'Professional Development' - Emerson-Gridley Act 80 Day on 9/23/15 with Connie Moss on Learning Targets

- District PD on 9/15/14, 11/4/14, 2/16/15

- On 2/16/15, Emerson-Gridley also provided DIBELS data analysis to Gr. K - 2, and CDT Introduction to Gr. 3 - 6

- On 1/14/15, IU5 provided PD on Text-Dependent Analysis to Gr. 4, 5, 6 ELA and Social Studies teachers, including Learning Support teachers

Describe the continuing areas of concerns from the first year plan

When completing walk-throughs and formal observations, evidence shows that not all teachers are using Learning Targets throughout their lessons. At times they are displayed and never referenced. Post Walk-through and Observation discussions need to include this evidence.
There are teachers who attend PLCs who still are not committed to the process and task at hand. PLC Norms need to be discussed and enforced: Have an open mind, Treat each other with respect, Let your voice be heard, Be mindful of start and end times, Monitor electronics.

Describe the initiatives that have been revised

'Learning Targets' - A revision to the implementation is to add Learning Targets to the teachers' lesson plans. Teachers will be given a template as an example and will be encouraged to add targets to their plans.
'Learning Targets will be implemented across entire curriculum by the completion of the 2016 school year.'
'Student Engagement will be observed and data will be collected to facilitate discussion in PLCs' - Due to the newer staff, time guidelines, intervention group success, and need for more work with Learning Targets, it was decided to move Student Engagement to the following school year.
'Instructional Coaching: Level Guided Reading' - With the addition of a new Instructional Coach and SWS teacher who have extensive experience with Level Guided Reading, PLCs were built on this topic and discussion led to the need to have a resource in our building: 10/20/14, 11/6/14, 1/29/15. Current materials were gathered and organized in the PLC room, accessible to all teachers. Plans are underway to utilize School Improvement monies to add additional resources and supplies to bookroom. Books and instruction guides are CCSS aligned to assist and support teachers with full implementation of small group guided reading. A
'Leveled Literacy Instruction, a Tier II intervention,' will also be purchased and used in conjunction with small group guided reading. SWS teachers will be trained to provide LLI instruction for at risk students.
'Accelerated Reader' - 3 year license will be purchased to monitor student engagement during SSR block.

Describe the success from the past year.

- With regards to Learning Targets, we have seen much growth with teacher implementation across all subject and grade level areas. Specifically, expectations include that learning targets are posted in the classrooms. PLCs have focused on teachers' professional development to include learnging targets in lesson plans, and referencing targets to drive instruction. Teachers in departmentalized grades have transitioned more smoothly; however, K-3 teachers have used the PLCs to also show strides they are making in incorporating more targets throughout the numerous contents they teach.

- Level Guided Reading Groups in Gr. 1-2 have been successful with the SWS teachers and Instructional Coach support through modelling, planning, implementing, and professional development in PLCs. Groups have been updated consistently as needed, and preliminary data shows an increase of 37% of students meeting grade level expectations from 2014-15. Gr. K has recently begun intervention groups and learning center work.

- The use of Accelerated Reader and Self-Selected Reading in the intermediate grades was possible due to scheduling blocks of time that were dedicated specifically to monitor students' independent reading. Evidence of implementation was collected in Walk-throughs and observations.

- Through the coordination of the SWS teachers and Instructional Coach, Emerson-Gridley initiated a Schoolwide Positive Behavior Support Plan, 'Leap into Good Behavior'. Students who exhibit behavior that is 'Responsible, Respectful, and Safe' are rewarded with an eagle. Accumulated eagles in each homeroom earn the students incentives at varioues levels.

- In the 2015-16 school year, PLCs and ILT meetings were scheduled and met consistently. Topics were always focused on the School Improvement Plan initiatives and teachers' needs in fulfilling these expectations. We are proud that our bi-monthly ILT meetings are more effective this year, and found that increasing the duration to one hour in length was a benefit in allowing us to have more productive discussions. The team has a strong representation of grade and subject levels, and they are vested in the process. Minutes of ILT meetings are disseminated to all staff.

Describe the continuing areas of concerns from the first two years.

- Learning Targets are not implemented with fidelity in grade and subject level areas. Teachers in self-contained classes express concern regarding the expectations of utilizing targets across all curriculums with which they teach. Professional Development has addressed these concerns; however, some teachers are still in the novice stage of using targets. Expectations of writing targets in lesson plans continues to be met with some resistance due to contractual limitations.

- With the loss of funding for Instructional Coaches, the steady progress we have had in PLCs and intervention groups will be greatly affected. Teachers who have relied on the coach's support will have to be more independent and work together to ensure that all of the students' needs are met. The majority of the teachers believe in the practice, and we hope that several will come forward to be teacher leaders to further our progress. Reduced classroom support could have an effect on students growth. PLCs will need to be planned and facilitated by lead teachers, SWS teachers, and administrators.

Describe the initiatives that have been revised.

- Due to improved instructional practice and students' independent levels being met, the Student Engagement Action Plan is removed as an action plan. The pa-etep tool also has been a benefit in that two components address student engagement, and elicit conversations with teachers to drive their instruction to increase engagement. The use of

federally-funded ELMOS and projectors will be expected to drive instruction and stimulate student engagemment. The new Schoolwide Positive Behavior Support Plan will continue to be used with fidelity and data will be collected to monitor discipline referrals and student engagement.

- Through the Leveled Guided Reading and DIBELS data, it became apparent that students lacked decoding skills necessary to accelerate. Having met with the IU5 representative, our team has decided to initiate LETRS - Language Essentials for Teachers of Reading and Spelling. First and Second grade teachers will receive training on this philosophy.