Edison El Sch

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Edison El Sch

1921 E Lake Rd
Erie, PA 16511
(814)874-6470

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Kevin Harper
Superintendent: Brian Polito

Stakeholder Involvement

Name	Role
Bea Habursky	Administrator
Gina Rullo	Administrator : School Improvement Plan
Kevin Harper	Building Principal : School Improvement Plan Schoolwide Plan
Jennifer Baker	Ed Specialist - Other : School Improvement Plan Schoolwide Plan
Tami Krzeszewski-Conway	Ed Specialist - Other : School Improvement Plan Schoolwide Plan
Karen Stoops	Ed Specialist - Other : School Improvement Plan Schoolwide Plan
William Basile	Elementary School Teacher - Regular Education : School Improvement Plan
Jeffery Bonniger	Elementary School Teacher - Regular Education : School Improvement Plan
Amy Miehl	Elementary School Teacher - Regular Education : School Improvement Plan
Nicole Potosnak	Elementary School Teacher - Regular Education : School Improvement Plan
Sara Ulrich	Elementary School Teacher - Regular Education : School Improvement Plan
Ashliegh Sontheimer	Elementary School Teacher - Special Education :

	School Improvement Plan
Dr. Susan Miller	Intermediate Unit Staff Member : School Improvement Plan
Destiny Ganzer	Parent : School Improvement Plan
Dawn Keith	Parent : School Improvement Plan

Federal Programs

School Improvement

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

- Frequent Monitoring of Teaching and Learning

- Focused Professional Development

- Supportive Learning Environment

- 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:

  - 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.

  - 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.

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

  - 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.

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

  - 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.

  - 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

- School newsletter

- District web page

- WikiSpaces, Yahoo, Facebook, etc.

- Board meeting presentations

- Town hall meetings

- District's annual report

- District report card

- Press releases to local media

- Yearly letter to parents

- Periodic mailings/letters, postcards, etc.

- Short Message Systems (phone blasts)

- Short Message Systems (email blasts)

- Invitations to planning (etc.) meetings

- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- Special all-school evening event to present improvement plan

- Regular Title 1 meetings

- Parent advisory committee meetings

- Parent-Teacher Conferences

- Home-school visits

- Student Handbook

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:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Day #	Topic	Objectives	Poss.
1 (first half of day PD/second half optional Q&A)	BOY data review Big picture reports District School Curricular Effectiveness of instruction (last year)	Identify trends in the data at district level. Identify trends in school level data Identify trends in Grade level data. Historical analysis Subskills data strengths and weaknesses… Identify what does each	Nov. 8

		assessment measure Q and A session- Consultation in PM.	
2	Goal setting/Identifying students who need progress monitoring	What does progress monitoring look like? Looking at the Class progress graph data to set Goals of instruction Identify group to have intervention based off of needs Review the class progress monitoring using DIBELS next tools. Determine schedules for Progress Monitoring… What tools to use for progress monitoring.	Nov 14
3	DIBELS test dissection DORF Passage Effectiveness of Instruction Report Progress Monitoring Sheets	Skill analysis of the DORF- Skill analysis in PSF/ NWF How does the instruction address the skills Evaluate the DIBELS Effectiveness of Instruction Report Look at Progress monitoring charts- evaluate interventions Looking at the Student History Reports	Dec 5
4	Individual/small group data review Error analysis Need: student booklets	Grade/ Classroom level data Reviewing the Instructional Grouping reports Comparing the instructional grouping report to the Class Progress	Dec 13

		Graph	
		Digging Deeper into the student history report	
		Evaluating fluency and accuracy- If this than what charts	
5	MOY data review Big picture reports District School Curricular Effectiveness of instruction Growth/gains since BOY	Evaluating the Effectiveness of Instruction Report Working through the Class Progress charts- Evaluating progress Generating new goals Evaluate Instructional groupings	Jan 31
6	Goal setting revisit and progress monitoring	Reviewing the students that have been progress monitored Working through the intervention effectiveness What are some of the options in intervention	Feb 7
7+	Team consultations at schools	Team up with SW Offer support in Grade level meetings Help them work through Grouping reports Class Progress charts Student history data	Feb- May... As needed-
8	EOY data review Next year scheduling	Evaluate the effectiveness of instruction Looking at the class progress charts Looking to the Growth charts Reviewing the goals attained and exceeded Evaluating Intervention/ Progress monitoring	May 29

2017 - 2018 Dibels Plan - IU and Erie School District
2017 - 2018 School Plan
Edison Elementary School
Professional Development based on School Improvement Plan 2017-2018

Dates:	Topics:	PD delivered by:	Location:
September 11 (8:40-9:20) Faculty meeting	Adopt an area of school Fall celebrations	KH/GR/TKC	Basille's room
September 15 (1:30-3:50) Early dismissal	Giving tree (GE); Food pantry; Grit; classroom jobs-lunch helpers designated	KH/TKC	
September 18 (8:00-3:10) Act 80 day inservice	Open Court/Wonders 3-5 math & science	McMillan Jimmy Strand	library
October 2 (8:40-9:20) Faculty meeting			
October 9 (1:30-3:50) Early dismissal	DoK model	IU-Jimmy Strand	
November 6 (8:40-9:20) Faculty meeting	Student-led parent conferences	GR	
November 7 (8:00-3:10) Act 80 day	Trauma informed 9-11:30 Goal setting revisited (1:00-2:00/2:00-3:00) Self-care (1:00-2:00/2:00-3:00)	Bob Gulick (AC) KH Cassie (AC)	(small groups-PM):
November 20 (1:30-3:50) Early dismissal	Preparations for parent conferences	-	-
November 21 & 22 Parent Conferences	Parent Conferences	-	-
December 4 (8:40-9:20) Faculty meeting	Career Day plans	KH and Shanna	
December 14 (1:30-3:50) Early dismissal	MH strategies/supports (1:30-2:30/ 2:35-3:35) Self-care (part II) (1:30-2:30/ 2:35-3:35)	Bob Gulick (AC) Cassie (AC)	(small groups):
January 8 (8:40-9:20) Faculty meeting	After school activities	Tami	

January 24 (1:30-3:50) Early dismissal	MH strategies/supports (1:30-2:30/ 2:35-3:35) Self-care (part III) (1:30-2:30/ 2:35-3:35)	Bob Gulick (AC) Cassie (AC)	(small groups):
February 12 (8:40-9:20) Faculty meeting			
February 14 (1:30-3:50) Early dismissal	MH strategies/supports (1:30-2:30/ 2:35-3:35) Self-care (part IV) (1:30-2:30/ 2:35-3:35)		
February 19 (8:00-3:10) Act 80 day	Open Court/Wonders?		
March 5 (8:40-9:20) Faculty meeting			
March 20 (1:30-3:50) Early dismissal	PSSA training for all staff (1:30-2:30) Ts ready rooms/read info for administering PSSA	Jillian Stegan	
April 9 (8:40-9:20) Faculty meeting			
May 7 (8:40-9:20) Faculty meeting			
May 7 (1:30-3:50) Early dismissal			
June 4 (8:40-9:20) Faculty meeting	End of year procedures Thank you to staff		

These meetings were considered technical assistance as Mr. Dahlstrand and Mrs. Olszewski are the directors of Federal and State Programs. During these meetings they reviewed:
Parent Involvement
Intervention
Title I Budgeting

Requirements of ESSA (Every Student Succeeds Act)
Reviewed the PA Federal Monitoring Tool

Participants	Workshop Title	Start Date	End Date	School Year	Location
6	Focus School Instructional Leadership Team (ILT) Meeting	4/6/2017 2:30:00 PM	4/6/2017 3:30:00 PM	2016-2017	Edison El Sch
1	Focus School Plan Meeting	1/19/2017 10:30:00 AM	1/19/2017 11:30:00 AM	2016-2017	Edison El Sch
1	Focus School Plan meeting	2/22/2017 10:30:00 AM	2/22/2017 12:00:00 PM	2016-2017	Edison El Sch
2	Focus School Plan Review	10/19/2016 11:00:00 AM	10/19/2016 12:00:00 PM	2016-2017	Edison El Sch

2018 Meeting with the IU Dr. Miller
January 11th, April 9th, May 10th

Provider	Meeting Date	Type of Assistance
Achievement Center	1/20/2017	Inservice on Behavior plans and working with BSC and TSS
Danny Jones - District level support	10/3/2016	OWELUS Bullying Prevention Training
Erie School District	5/16/2017	Plan - Technical Assistance
Erie School District - John Dahlstrand Kim Olszewski	9/20/2016	School Wide/ Title I Support
Erie School District - John Dahlstrand Kim Olszewski	1/17/2017	School Wide/ Title I Support
Heineman Company	9/14/2016	Leveled Literacy Intervention
IU # 5	5/9/2017	Plan - Technical Assistance
IU # 5	5/10/2018	Plan Review
IU #5	3/20/2017	Plan Review
IU#5	4/26/2017	Technical - Comprehensive Plan overview
IU#5	5/9/2017	SIP assistance and data review
IU#5	9/8/2017	Plan Meeting

McGraw Hill	9/22/2016	reading curriculum
Nora Dolak	9/27/2016	Piot Review - Curriculum Director
NY Engage	1/10/2017	Community Schools Support

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers are a vital and integral part of our Instructional Leadership Team. Teachers selected "targeted students" for our afterschool GAPS (Gaining Achievement and Proficiency for Students). Based on PVASS/PSSA data and course grades, students were invited to participate in the intervention program. Teachers felt that intervention opportunities during the school year would prove to be of greater value to our students rather than summer programming. This decision was made collaboratively with teachers, administrators, and parents.
Teachers on the Instructional Leadership Team also provided input regarding the assessments they would administer to their grade levels.
As far as the instructional program, teachers were the driving force in the selection of our new reading program. We sought out a program that would help our students develop foundational reading skills that the data continues to show they are lacking.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	Yes
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant

State/Local Grant Program	Amount of Grant
United Way Grant - Community School	$100000.00

Needs Assessment

School Accomplishments

Accomplishment #1:

+ PVAAS data shows that 5th grade has shown more than 1 year worth of growth of all students in math and Language Arts.

+ All quintiles have shown at least one years worth of growth with the exception of the 4th quintile for ELA.

Accomplishment #2:

Attendance rate was 93.98% last year.

School: EDISON Calendar: EDISON 16-17 Grade Student Count Membership Days Absent Days Present Days ADM ADA Unexcused Absences Percent In AttendanceDays Avg. Daily PKF 20 3459 216.00 3243.00 19.99 18.74 78.00 0.47 93.76% K5F 87 13079 967.00 12112.00 75.62 69.99 297.00 1.79 92.61% 01 117 17569 1058.50 16510.50 101.56 95.42 356.50 2.20 93.98% 02 89 13421 824.00 12597.00 77.58 72.83 273.00 1.62 93.86% 03 96 13673 773.00 12900.00 79.03 74.57 249.00 1.50 94.35% 04 94 14557 792.00 13765.00 84.13 79.55 269.00 1.64 94.56% 05 80 11649 630.00 11019.00 67.34 63.72 174.00 1.07 94.59% Total 7 583 87407 5260.50 82146.50 505.25 474.82 1696.50 10.29 93.98%

Accomplishment #3:

by School, Grade, Offense		Am. Ind	Black	Hisp.	White	Multi	Asian	
	EDISON	1	798	120	96	1	21	1037

Total 2016 - 2017 data. 5.9 Referrals per day

Accomplishment #4:

by School, Grade, Offense		Am. Ind	Black	Hisp.	White	Multi	Asian	
	EDISON	1	556	127	153	25	24	885

Total 2016 - 2017 data - Slight reduction of offenses for this year. Average per day 5.4 referrals per day.

School Concerns

Concern #1:

- PVAAS shows that 4th grade is not growing by a year in all subjects compared to last year.

- There has been a decrease in the number of students in 4th grade who have shown improvement throughout the year on the CDT testing. (Only 20% of the students in LA were proficient and 26% in mathematics)

Concern #2:

26% of the students were proficient or advanced in mathematics based on the CDT predictor for 2017-18.

Concern #3:

4th grade PVAAS indicates that there is signifcant evidence that the school did not meet the standard for PA academic growth (red - 55) in mathematics and in science.

Concern #4:

Even though we had a reduction of overall behavior referrals and disciplin events, we still have a disproportional amount of students who are african american being suspended as relative to the population in the school.

African American Population in Edison School - 183/508 = 36%

African American Discipline Referrals - 556/889 = 64% of the incidents at Edison

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:

- PVAAS shows that 4th grade is not growing by a year in all subjects compared to last year.

- There has been a decrease in the number of students in 4th grade who have shown improvement throughout the year on the CDT testing. (Only 20% of the students in LA were proficient and 26% in mathematics)

26% of the students were proficient or advanced in mathematics based on the CDT predictor for 2017-18.

4th grade PVAAS indicates that there is signifcant evidence that the school did not meet the standard for PA academic growth (red - 55) in mathematics and in science.

Systemic Challenge #2 *(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.

   Aligned Concerns:

   - PVAAS shows that 4th grade is not growing by a year in all subjects compared to last year.

   - There has been a decrease in the number of students in 4th grade who have shown improvement throughout the year on the CDT testing. (Only 20% of the students in LA were proficient and 26% in mathematics)

Systemic Challenge #3 *(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:

   - PVAAS shows that 4th grade is not growing by a year in all subjects compared to last year.

   - There has been a decrease in the number of students in 4th grade who have shown improvement throughout the year on the CDT testing. (Only 20% of the students in LA were proficient and 26% in mathematics)

Even though we had a reduction of overall behavior referrals and disciplin events, we still have a disproportional amount of students who are african american being suspended as relative to the population in the school.

African American Population in Edison School - 183/508 = 36%

African American Discipline Referrals - 556/889 = 64% of the incidents at Edison

Systemic Challenge #4 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

> **Aligned Concerns:**
>
> - PVAAS shows that 4th grade is not growing by a year in all subjects compared to last year.
>
> - There has been a decrease in the number of students in 4th grade who have shown improvement throughout the year on the CDT testing. (Only 20% of the students in LA were proficient and 26% in mathematics)

> Even though we had a reduction of overall behavior referrals and disciplin events, we still have a disproportional amount of students who are african american being suspended as relative to the population in the school.
>
> African American Population in Edison School - 183/508 = 36%
>
> African American Discipline Referrals - 556/889 = 64% of the incidents at Edison

Systemic Challenge #5 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

> **Aligned Concerns:**
>
> Even though we had a reduction of overall behavior referrals and disciplin events, we still have a disproportional amount of students who are african american being suspended as relative to the population in the school.
>
> African American Population in Edison School - 183/508 = 36%
>
> African American Discipline Referrals - 556/889 = 64% of the incidents at Edison

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: Annual
Data Source: PVAAS growth data based on 2015 PSSA ELA results
Specific Targets: 55% of the students at Edison Elementary will show growth on PVAAS

Type: Annual
Data Source: PVAAS growth data based on 2016 PSSA ELA results
Specific Targets: 60% of the students at Edison Elementary will show growth on PVAAS

Type: Annual
Data Source: PVAAS growth data based on 2017 PSSA ELA results
Specific Targets: 65% of the students at Edison Elementary will show growth on PVAAS

Type: Annual
Data Source: PVAAS growth based on 2015 PSSA Math results
Specific Targets: 60% of the students at Edison Elementary will show growth on PVAAS

Type: Annual
Data Source: PVAAS growth based on 2016 PSSA Math results
Specific Targets: 65% of the students at Edison Elementary will show growth on PVAAS

Type: Annual
Data Source: PVAAS growth based on 2017 PSSA Math results
Specific Targets: 80% of the students at Edison Elementary will show growth on PVAAS

Type: Annual
Data Source: PSSA 3rd grade ELA Scores 2015
Specific Targets: 55% of students at Edison Elementary will score advanced or proficient in Reading

Type: Annual
Data Source: PSSA 3rd grade ELA Scores 2016
Specific Targets: 58% of students at Edison Elementary will score advanced or proficient in Reading

Type: Annual
Data Source: PSSA 3rd grade ELA Scores 2017
Specific Targets: 62% of students at Edison Elementary will score advanced or proficient in Reading

Type: Interim
Data Source: STAR Reader 2015
Specific Targets: Grades 3-5 will be assessed four times during a school year. Educators will target a proficient rating of 40%

Type: Interim
Data Source: STAR Reader 2016
Specific Targets: Grades 3-5 will be assessed three times during a school year. Educators will target a proficient rating of 45%

Type: Interim
Data Source: STAR Reader 2017
Specific Targets: Grades 3-5 will be assessed three times during a school year. Educators will target a proficient rating of 50%

Type: Interim
Data Source: STAR Math 2015
Specific Targets: Grades 3-5 will be assessed four times during a school year. Educators will target a proficient rating of 45%

Type: Interim
Data Source: STAR Math 2016
Specific Targets: Grades 3-5 will be assessed three times during a school year. Educators will target a proficient rating of 50%

Type: Interim
Data Source: STAR Math 2017
Specific Targets: Grades 3-5 will be assessed three times during a school year. Educators will target a proficient rating of 55%

Type: Interim
Data Source: DIBELS Reading 2015
Specific Targets: Grades K-2 will be assessed three times during a school year. Educators will target a rating of 40% at or above benchmark.

Type: Interim

Data Source: DIBELS Reading 2016
Specific Targets: Grades K-2 will be assessed three times during a school year.
Educators will target a rating of 45% at or above benchmark.

Type: Interim
Data Source: DIBELS Reading 2017
Specific Targets: Grades K-2 will be assessed three times during a school year.
Educators will target a rating of 50% at or above benchmark.

Type: Interim
Data Source: STAR Math 2015
Specific Targets: Grades 2 will be assessed three times during a school year.
Educators will target a rating of at or above benchmark for 45% for the students.

Type: Interim
Data Source: STAR Math 2016
Specific Targets: Grades 2 will be assessed three times during a school year.
Educators will target a rating of at or above benchmark for 50% of the students.

Type: Interim
Data Source: STAR Math 2017
Specific Targets: Grades 2 will be assessed three times during a school year.
Educators will target a rating of at or above benchmark for 55% of the students.

Type: Interim
Data Source: District Assessment Math (K - 5) - 2014 - 2017
Specific Targets: 45% at or above 66% as a score on the Chapter Review (2015)
50% at or above 66% as a score on the Chapter Review (2016)
55% at or above 66% as a score on the Chapter Review (2017)

Type: Interim
Data Source: District Assessment Reading (K-5) 2014 - 2017
Specific Targets: 40% at or above 66% as a score on the District Assessment(2015)
45% at or above 66% as a score on the District Assessment(2016)
50% at or above 66% as a score on the District Assessment(2017)

Strategies:

Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.

Description:

Description: Using the model to support students in the areas where it is deemed they have a need for the students. We will use after school programming and summer programming to address the gaps in students learning and support growth of the students. We are using community members and parents to help provide opportunities for students to grow.

SAS Alignment: Instruction, Assessment, Materials & Resources

Implementation of Learning Targets

Description:

A shared learning target unpacks a "lesson-sized" amount of learning—the precise "chunk" of the particular content students are to master (Leahy, Lyon, Thompson, & Wiliam, 2005). It describes exactly how well we expect them to learn it and how we will ask them to demonstrate that learning. And although teachers derive them from instructional objectives, learning targets differ from instructional objectives in both design and function.

Instructional objectives are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons. They are not designed for students but for the teacher. A shared learning target, on the other hand, frames the lesson from the students' point of view. A shared learning target helps students grasp the lesson's purpose—why it is crucial to learn this chunk of information, on this day, and in this way.

Students can't see, recognize, and understand what they need to learn until we translate the learning intention into developmentally appropriate, student-friendly, and culturally respectful language. One way to do that is to answer the following three questions from the student's point of view:

1. What will I be able to do when I've finished this lesson?
2. What idea, topic, or subject is important for me to learn and understand so that I can do this?
3. How will I show that I can do this, and how well will I have to do it?

   http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx

Description: Professional development (PD) will be planned and designed by the building administrator to ensure that identified, effective instructional practices are clearly communicated to staff. The delivery of the PD will be done by the building administrator and the Instructional Leadership Team and will focus on identified instructional strategies identified by the Edison Elementary planning team.

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:

Team member identification (planning)

Description:

Description: Edison Elementary Staff, in addition to IU5 consultation will be selected and included in planning meetings to piece the comprehensive plan together. This team is called the Instructional leadershp team (ILT)

Start Date: 12/23/2013   **End Date:** 4/1/2014

Program Area(s): Professional Education

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.

Meet with Learning Target team during exit interview - Group improvement (Planning)

Description:

Description: Principal meet with LT team and review the summer plan of reading the text and applying the concepts to their instruction in literacy (in group guided reading, math, and writing) for the 14-15 school year. Principal will have copies of the book present. Principal has backup people planned for those not interested. Books will be purchased for the teachers and distributed in the last faculty meeting of the year. Teachers leaders will have the book read by our first meeting in July to review possible implementation steps.

Teachers will be given a responsibility within the group to better communicate the school improvement plan to the school.

Indicator of Implementation: Individual team meeting (Sign-in sheet)

Start Date: 6/11/2014   **End Date:** 6/11/2014

Program Area(s): Teacher Induction

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Instructional Leadership Team (ILT) planning

Description:

Description: Team members will meet and identify instructional practices that they identify as effective as related to learning targets.

Indicator of Implementation: Sign-in sheets, PVAAS and STAR Reader Data, list of practices

Start Date: 12/23/2013   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Data review and analysis with all staff members (Planning and Evaluate)

Description:

Description: Data will be evaluated by the Instructional Leadership Team and a plan will be developed for the 2015-16 school year within the Learning Target strategy.

Indicator of Implementation: School Performance Profile, PVAAS data, STAR Reader Data

Start Date: 2/3/2014   **End Date:** 6/9/2017

Program Area(s):

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Learning target book study – selected group (Professional Development)

Description:

Description: Throughout the summer, a team consisting of a teacher from each grade level will read a text regarding learning targets. "Learning Targets – Helping Students Aim for Understanding Learning". These teachers will be expected to utilize the practices and concepts of learning targets during the 14-15 school year.

Indicator of Implementation: Walkthrough forms and Observation forms

Start Date: 6/16/2014   **End Date:** 7/16/2014

Program Area(s): Professional Education

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Meet with Learning Target team (planning)

Description:

Description: Principal meet with LT team during the summer and discuss book and implementation barriers and potential for the 14-15 school year. A list of goals of what we feel teachers can accomplish will be discussed and possible barriers that PD could help alleviate confusion.

Indicator of Implementation: Individual team meeting (Sign-in sheet)

Start Date: 7/16/2014   **End Date:** 7/16/2014

Program Area(s): Professional Education

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

In-service review of walkthrough template/procedure and explain the In-Service days focus. (Professional Development)

Description:

Description: Principal will make it clear that he or she will be utilizing a walkthrough form to ensure that effective instructional practices that were discussed/reviewed at each In-Service day are being implemented.

Indicator of Implementation: Walkthrough sheet

Start Date: 8/14/2014   **End Date:** 8/22/2014

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

In-service review of concept of learning targets and goals. (Professional Development)

Description:

Description: Is your goal for the lesson aligned to standards and easily understood by students. Make it visible!

Indicator of Implementation: Learning target posted in classroom and addressed with the student; Completion of evaluation and consultation with staff who are doing this with fidelity and support fot those who are not; Student data review to look at the impact of the implementation (Completed student growth sheets from STAR program.)

Start Date: 8/18/2014   **End Date:** 8/22/2014

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Learning target PLC (Implementation)

Description:

Description: Teachers from each grade will be expected to share their Learning Target and Engagement practices as related to literacy and concepts of learning targets at their grade level PLC meeting. 1 out of every 6 instructional days, the PLC group meets.   Teachers will be asked to bring data from STAR Reader and Math as well as DIBELS to show the correlation to student growth. Teachers will then explain the practice they used to improve the student performance.

Indicator of Implementation: Principal will check lesson plans for learning target statements as well as the implementation and effect they are having on students by walkthrough conversations.

Start Date: 8/18/2014   **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Implement Learning Targets in the classroom

Description:

Teachers will provide a student friendly statement that students read and understand what their target would be for the day. The teacher will then get the students to know what their performance of understanding would be from their learning from the lesson. The students will then be asked to work independently to see if they understand the process. Next the teacher will check the work of the students to see if they understand or the students will self monitor their success. Finally, the teacher will give the students an opportunity to practice what they learned for a second time to see how much they understand. Administrator will monitor this process.

Indecators of effectiveness: Teacher reflections, PLC data, and lesson plans,

Start Date: 9/30/2014   **End Date:** 7/14/2017

Program Area(s):

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Walkthrough focused on learning targets (Monitoring)

Description:

Description: Principal will focus on the LT team for the 14-15 school year using the LT walkthrough form. The entire staff will be checked via walkthrough form from the 15-16 school year and ongoing through 2017. I will be looking for the cycle of learning from the explination of the learning target, model and explination of the concept, guided practice, the performance of understanding of what each student should be looking for, formatve feedback while the lesson is going on, and looking for improved performance from the students.

Indicator of Implementation: Walkthrough documents

Start Date: 10/14/2014   **End Date:** 6/9/2017

Program Area(s):

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Review of Year's Focus (Evaluation)

Description:

Description: Principal will explain the year's focus of data review and using it to drive instructional practices that are effective. Learning Targets components will be reviewed and discussed to see what is the next step of implementation.

Indicator of Implementation: Sign-in Sheets

Start Date: 7/18/2016   **End Date:** 8/19/2016

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

In-service review of concept of learning targets and goals. (Professional Development)

Description:

Description: Are students able to quality of understanding their performance and self monitor their progress? The Instructional Leadership Team will be trained by Connie Moss as to how this part of the process will take place in the learning target process. Teachers will then feed forward this information to the PLC teams so the whole school is informed of the process that needs to take place.

Indicator of Implementation: PLC Feedback forms and student test scores

Start Date: 8/17/2015   **End Date:** 8/21/2016

Program Area(s):

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.
- Implementation of Learning Targets

Exploration of Professional Development (Evaluating and Planning)

Description:

Description: Principal will will evaluate what the next steps are and explore PD opportunities which focus on using data to drive effective instructional practice.

Indicator of Implementation: List of potential PDs

Start Date: 3/1/2017   **End Date:** 3/1/2017

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.

Grade level Professional Learning Committee meetings (Planning and PD)

Description:

Description: During the PLC time, lesson plans and PLC meeting summary is completed. PLC teams will be asked to show evidence of targeting a data driven area of need and developing effective instructional practices around the need. PLC teams meet every six instructional days.

Indicator of Implementation: PLC Lesson Plan and PLC Meeting Summary

Start Date: 8/15/2016   **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Teacher groups, supported by the principal, will implement the Community Schools model along with the Community School Director to support the whole student with a focus on the instructional growth of each individual child.

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Infinite Campus Data Reports

Specific Targets: Disproportional of behavior referrals for African American students compared to their peers. 37% of the district students are African American and they make up 57% if the behavioral referrals. We would like to have a proportional

relationship between African American referrals to be closer to the numbers we currently have in the district of this population. (Currently a decrease of 20% behavioral referrals of African American Students.

Strategies:

Morning Meeting in every classroom

Description:

Teachers will use this strategy to build relationships with students to create an environment of learning and create a safe environment for all students to speak and share their learning everyday.

SAS Alignment: Curriculum Framework, Materials & Resources, Safe and Supportive Schools

Restorative Justice used as a part of the Morning Meeting cycle to resolve conflict between all students and teachers.

Description:

Center for Safe Schools has trainers who know the best practices for teachers to use with restorative practices. We will also talk about re-entry for students into the classroom and how we all need to participate in the discussions and norms of the classroom throughout the year. This will look different at each grade level.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Edison El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Edison 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 Edison El Sch in the Erie City SD for the 2014-2019 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

2017-2018 Improvement Evaluation

Describe the success from the past year.

This narrative is empty.

Describe the continuing areas of concern from past the year.

This narrative is empty.

Describe the initiatives that have been revised.

This narrative is empty.

2016-2017 Improvement Evaluation

Describe the success from the past year.

Successes for 2016 – 17
Completed kindergarten screening- Students were screened at the beginning of the year. We had 71% of the students who needed intensive support, 15% who needed some support, and 14% who were at grade level. We then looked at ways to support Kindergarten for the school year with the McGraw Hill program (Open Court) working on phonemic awareness. Our data was showing that we had a deficiency in this area on our DIBELS scores in 1st grade and our students were not improving.
GAPS Program - After School program was developed to give students support in 3rd through 5th grades. The ILT looked at PVAAS data to see which students needed support in the areas of math and reading. We were able to target 20 students in 3rd grade, 20 students in 4th grade, and 12 students in 5th grade for the program.
3rd Grade data for math increase (success)
Easy CBM –
Beginning

- 2nd Grade 2015 – 2016

o (BB) – 34% (B) – 29% (AG) – 37%

- 3rd Grade 2016 – 2017

o (BB) – 22% (B) – 10% (AG) – 68%

Middle

- 2nd Grade 2015 – 2016

o (BB) – 30% (B) – 31% (AG) – 39%

- 3rd Grade 2016 – 2017

o (BB) – 16% (B) – 20% (AG) – 64%

End

- 2nd Grade 2015 – 2016 (End)

o (BB) – 53% (B) – 26% (AG) – 21%

- 3rd   Grade 2016 – 2017 (End)

o (BB) – 25% (B) – 30% (AG) -35%

Mentorship Draft – Started a mentorship through a 'fantasy draft'. Each teacher drafted 3 students for one of the major factors for student's success (Attendance, Behavior, and Course Failures). Teams earn points for various team activities such as a secret handshake, Check in daily, and giving shout-outs. Initially we saw a reduction across behaviors and attendance for the students who were involved. It has not impacted course failures at this time.

ILT Meetings 2016 – 17
The ILT meetings were held every other Thursday from 2:30pm – 3:30pm. The topics were around the following areas:
Professional development for Reading Series Wonders and Open Court – McGraw Hill Company provided some PD along with teachers. Moving to a more phonics based instruction for grades K – 2.
Data review for after school program. Curriculum choices for the GAPS program: Teachers looked at the PSSA data to determine who attended the program. Data in 3rd grade showed an improvement in the cohort from 2nd grade to 3rd grade.   (see above data)
Data walks through the CDT data in 4th and 5th grade. The ILT looked at needs and possible re-teaching opportunities for students who had gaps in their learning. (math and reading)
Learning Target monitoring was done in all grades in reading. Teachers all chose one student reflection monitoring tool to use with the students this year and looked at the improvement over the past year. More students showed improvement when they were able to graph and monitor their growth in their reading. Students were also more likely to work towards goals they set for themselves with the teachers. (3 -5 use Accelerated Reader to have students monitor and reflect on their reading growth.
Learning Target discussion and PD was given through our Professional Learning Committee's for teachers with a focus on Language Arts instruction and monitoring of student progress. Observations and walkthroughs were focused on these discussions and what we wanted to see the teachers doing instructionally with the targets and how their students were using the Learning Target cycle.

Describe the continuing areas of concern from the past year.

We continue to have areas of concern with the end of the year DIBELS and Easy CBM for all other grades with the exception of 3rd grade.

We have used the Easy CBM, DIBELS, and STAR reading data to show growth over the past 2 and 3 years respectively. Below is the current data we have through May 11th. We are looking at ways we can use this data next year to improve in math as that seems like the area that we are not showing consistant growth. Here is the data for the past two years in these areas:

End Easy CBM

*   Kindergarten 2015 – 2016 (End)

*   (BB) – 28% (B) – 40% (AG) – 32%

*   1st Grade 2016 – 2017 (End)

*   (BB) – 55% (B) – 24% (AG) – 22%

*   1st Grade 2015 – 2016 (End)

*   (BB) – 45% (B) – 35% (AG) – 20%

*   2nd Grade 2016 – 2017 (End)

*   (BB) – 56% (B) – 30% (AG) – 14%

*   2nd Grade 2015 – 2016 (End)

*   (BB) – 53% (B) – 26% (AG) – 21%

*   3rd   Grade 2016 – 2017 (End)

*   (BB) -25% (B) -29% (AG) - 45%

*   3rd Grade 2015 – 2016 (End)

*   (BB) – 36% (B) 21% (AG) 43%

*   4th Grade 2016 – 2017 (End)

*   (BB) -36% (B) - 34% (AG) - 30%

*   4th Grade 2015 – 2016 (End)

*   (BB) – 43% (B) – 33% (AG) – 24%

*   5th Grade 2016 – 2017 (End)

*   (BB) – 51% (B) – 26% (AG) – 23%
DIBELS data 2016-17
Beginning
2015-16
K – 79% - 5% - 16%

2016 - 17
1st – 78% - 10% - 12%
Middle
2015 - 16
K – 70% - 14% - 16%
2016-17
1st – 69% - 14% - 17%
End
2015-16
K – 66% - 11% - 24%
2016-17
1st – ND
Beginning
2015-16
1st – 84% - 9% - 8%
2016 - 17
2nd – 83% - 13% - 4%
Middle
2015 - 16
1st – 83% - 9% - 8%
2016-17
2nd – 85% - 14% - 1%
End
2015-16
1st – 76% - 19% - 6%
2016-17
2nd – ND
STAR reading data Trend for 3rd – 5th * See PowerPoint (simple data below)
3Rd Grade – 67 Students tested – 21 Proficient/Advanced Students (32%) – 46 Basic/Below Basic Students (68%)
4th Grade – 79 students tested – 27 Proficient/Advanced Students (33%) – 52 Basic/Below Basic Students (67%)
5th Grade – 63 students tested - 21 Proficient/Advanced Students (34%) – 42 Basic/Below Basic Students (66%)

After reviewing PVAAS math data and the data above, we asked the following questions:
      While progress in math is noted from kindergarten to grade 3; why is math performance in grade 4 declining?
      What specific math areas are our students doing well?
      What specific math areas are our students struggling?

Describe the initiatives that have been revised.

Here are the revised initiatives for next year:
1.   We are looking to work with the IU to improve instruction using the DoK instruction

model in mathematics. We are scheduling with Jimmy Strand to see when he can come in next year to give our teachers PD. Administration will monitor this progress and follow up by looking at the data below.

2.   Teachers will progress monitor below basic students using DIBELS and the Easy CBM. One challenge will be establishing enough technology to complete the Easy CBM progress monitoring.

3.   Reteach the Leaning Target Model for new teachers and complete the training for any teachers who do not feel comfortable with this model.

2015-2016 Improvement Evaluation

Describe the success from the past year.

We have met using the TIPS problem solving model during our ILT meeting this year. We meet biweekly for the school year. Our Leadership team has made decisions about the professional development for the use of the data and a few programs that we are using in our school this year.

1.   We had professional development on how to use the STAR reading and Accelerated Reading program appropriately with our students. Our students set goals and try to reach them throughout the year using some of the tips we learned through this professional development this year.

2.   We have had data conversations in our professional learning communities where teachers had the opportunity to share what they were doing to get the results they had with their students this year.

3.   Our Instructional Leadership Team also planned training for teachers through the IU to come in and assist us in one of our grade levels that we observed, when looking at the data, that they were not making appropriate growth on their DIBELS assessment. The IU#5 is currently working with these teachers on phonemic awareness for our students and planning how to move the students forward from where they are currently.

4.   Our School Wide Positive Behavior Support program was rebooted in our school and we will be working with other schools to make plans on how we can teach students the desired behaviors of what we would like to see in our school.

5.   Our School Wide Positive Behavior Support team is working closely with the IU#5 to provide training for our teachers and students about what we could do with our current behavior system to make it better.

Describe the continuing areas of concern from the past year.

The data of the students who are entering our school is still very low and we have a high number of students who are not at the baseline at the end of Kindergarten. As these students are moved on to the next grade, the problem seems to grow and we have about 80% of students who are not at benchmark at the end of kindergarten and 1st grade. Here is our data for our K - 5 Easy CBM and for our K - 2 DIBELS and 2 - 5 STAR reading data:

Math easy CBM	(% at benchmark)	Beginning:
Middle:		
Kindergarten –	35%	38%
1st Grade-	35%	31%
2nd Grade -	37%	39%
3rd Grade-	40%	53%
4th Grade-	35%	32%
5th Grade-	10%	20%

School wide Math Scores – Bottom percentile (42% - 35%) Middle Percentile (24%-28%)
Top Percentile (33% - 37%)

Reading Dibels (% at benchmark)	Beginning:	Middle:
Kindergarten –	14%	14%
1st Grade-	7%	7%
2nd Grade -	7%	3%

School Wide Dibels Score by section improvement- at risk (81% - 78%); Some risk (8% - 12%); At benchmark – (10% - 9%)

STAR Reading Results: Based on PSSA Pennsylvania Benchmark (Last year, district benchmark was used)

Grade 2
Beginning of the year -21%
Winter – 20%
Spring – 23%

Grade 3
Beginning of the year- 23%
Winter- 22%
Spring – 21%

Grade 4
Beginning of the year- 22%
Winter- 30%
Spring – 19%

Grade 5
Beginning of the year- 12%
Winter- 23%
Spring – 16%

Describe the initiatives that have been revised.

Here are the revised initiatives we have done throughout the year:
1.   We are working with the IU to improve our reading instruction in 1st grade. We are moving to more phonics based instruction and building continuity in the 1st grades to all teach the same thing.
2.   We are giving the teachers more training on how to look at the CDT data and grouping students across all grade levels to make sure they have the information they need to reteach lessons that the students have not mastered according to our data.
3.   The leadership team has looked at the data for all of the grade levels and has looked at the possibility of adding an extended time to the end of the school year to continue to teach skills that the students did not master during the school year in grades K – 2.
4.   We are working with Belle Valley Elementary School on a grant that would allow us to do more with our School Wide Positive Behavior Support team in our school and assist our teachers with strategies and training on how to teach students the behavior we desire for them while they are in school.
5. We are looking at the part of the Learning Target implementation where the students are the data evaluators and monitor their growth. We are even thinking about putting up a

board with the students data on it. We also saw that classrooms that were already doing some type of monitoring of growth, saw students grow over a year using the STAR reading data. (AR is used by students to monitor their reading growth.)

6. We are looking at the Learning Target Cycle to see that it is being done with fidelity. Primarily the part where the students are self- regulating and monitoring their progress.

7. Ways to help maintain test validity by keeping the students focused on improving their learning every time they take a test.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

We have met on 9/25/14, 11/6/14, 11/20/14, 12/4/14, 12/18/14, 1/15/15, 1/22/15, 2/12/15, 2/26/2015, 3/12/15, 4/9/15 with our Instructional Leadership Team. The team was developed to look at the implementation of strategies that work with students in the classroom and on Learning Targets. Agendas are available upon request.

We had our professional development with Connie Moss to discuss Learning Targets. We successfully trained all teachers to use these strategies with their students during professional learning committee meetings. We met on to dates below:

10/3
10/14
10/22
10/30
11/10
11/18
12/3
12/11
12/19
1/8
1/20
1/28
2/5
2/13
2/24
3/4
3/13

 3/23
4/8

Our coach conducted our professional learning committee meetings. Teachers brought their lesson plans and developed a trajectory of learning to plan for their students learning. These teachers met on every day 3 according to the related arts schedule. (Dates and agendas available upon request). They also met to discuss what strategies are working with the students proven through the data

Met with the Learning Target team during the exit interview to develop an implementation

of Learning Targets for the 2014-15 school year.

Describe the continuing areas of concern from the first year plan.

Year one we had more implementation steps and could not effectively monitor all and evaluation all of them. We have found a way to streamline all of the strategies into one focus strategy and use the 5 step plan to effectively implement learning targets.
Below is the student data that is still a concern that we need to focus on improving.

DIBELS results by grade level
- Would like to have each reading area at 40%
Kindergarten

Beginning of the year – 35%
December results – 32%
1st Grade

Beginning of the year – 22%
December results – 28%
2nd grade

Beginning of the year – 36%
December results – 33%

STAR reading results (%Proficient students) - Target is 40%

4th Grade

Beginning of the year – 28%
Winter Results – 26%
5th Grade

Beginning of the year – 24%
Winter Results – 26%
STAR math results (%Proficient students)

5th Grade

Beginning of the year – 42%
Winter Results – 27%
STAR math results (%Proficient students)

2nd Grade (Proficient Students)
At or above proficiency – 29%
On Watch – 18%

All of E Data Math

We determined success criteria at achieving 67% or greater on each individual assessment.

Grade 1 is averaging 81% of its students reaching 67% or greater (based on two unit tests)
Grade 2 is averaging 48% of its students reaching 67% or greater (based on one unit test)
Grade 3 is averaging 63% of its students reaching 67% or greater (based on 5 unit tests)
Grade 4 is averaging 49% of its students reaching 67% or greater (based on 3 unit tests)
Grade 5 is averaging 35.5% of its students reaching 67% or greater (based on 4 unit tests)
All of E Data ELA

Grade 1 had 60.5% of its students reaching 67% or greater on these assessments.
Grade 2 had 43% of its students reaching 67% or greater on these assessments.
Grade 3 had 16% of its students reaching 67% or greater on these assessments.
Grade 4 had 11.5% of its students reaching 67% or greater on these assessments.
Grade 5 had 9% of its students reaching 67% or greater on these assessments.

Describe the initiatives that have been revised.

Instructional Leadership Team - Meeting structure has been revised to give more responsibilities to the group. We are using the Team Initiated Problem Solving (TIPS) model to improve our involvement of the members and to add a communication aspect to inform all of the teachers of the new initiatives in our school.
We now have two focused strategies (Learning Targets and using best practices to improve teaching and learning) and we rolled the other strategy (having administration monitor those as implementation steps) into the others. The previous strategy of principal monitoring will be embedded within the action steps of the learning target strategies.
Some of the action items were adjusted to show where we are in our process to date. I added a meeting with Connie Moss and the information was disseminated to the teachers during our 5/5 PLC meeting.
A section was added to the PLC principal response form for teachers to add what the action plan will be and how it will be monitored or measured at the next meeting.