Profile and Plan Essentials

School	AUN/Branch
Edison Elementary	105252602

Address 1	
1921 East Lake Road	

Address 2	

City	State	Zip Code
Erie	PA	16511

Chief School Administrator	Chief School Administrator Email
Brian Polito	bpolito@eriesd.org

Principal Name	
Diane Sutton	

Principal Email	
dsutton@eriesd.org	

Principal Phone Number	Principal Extension
814-874-6470	

School Improvement Facilitator Name	School Improvement Facilitator Email
Lisa Berlin	lberlin@eriesd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Diane Sutton	Principal	Edison/EPS	dsutton@eriesd.org
Katy Kloss	Principal	Edison/EPS	kkloss@eriesd.org
Tami Krzeszewski-Conway	Other	Community School Director/United Way	tkrzeszweski-conway@eriesd.org
DeAnna Kedzierski	Teacher	Title I/Edison/EPS	dkedzierski@eriesd.org
Sara Ulrich	Teacher	Teacher/Edison/EPS	sulrich@eriesd.org
Christine Breski	Community Member	Community School Corporate Partner Coordinator/Wabtec	christine.breski@wabtec.com
Melanie Miller	District Level Leaders	Curriculum Department/EPS	mmiller@eriesd.org
Amanda Ulrich	Teacher	Teacher/Edison/EPS	aulrich@eriesd.org
Brian Polito	Chief School Administrator	Erie's Public Schools	bpolito@eriesd.org
Felicitia Andino	Parent	Edison/EPS	felicitaandino10@yahoo.com
Daria Devlin	Board Member	Erie's Public Schools	ddevlin@eriesd.org
Teresa Szumigala	District Level Leaders	EPS Assistant Superintendent	tszumigala@eriesd.org
Eric Evans	Paraprofessional	Erie's Public Schools	eevans@eriesd.org

Vision for Learning

Vision for Learning

Edison will be a community of activists who work together to demand children's needs always come first.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature (PVAAS) SY 22-23	Students at Edison outperformed their peers (statewide) in the Academic Growth Score (Edison 79, Statewide average 75) and exceeded the statewide growth standard (70)
Mathematics and Algebra (PVAAS)SY 22-23	Students at Edison outperformed their peers (statewide) in the Academic Growth Score (Edison 85, Statewide average 75.3) and exceeded the statewide growth standard ((70)
Career Standards Benchmark SY 22-23	Students at Edison outperformed their peers in reaching the Career Standards Benchmark Goal for 2033 (Edison 98.4, Statewide average 89.6, Goal for 2033 - 98)

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on State Assessments - ELA SY 22-23	Despite an increase from the previous year, we have too few students meeting proficiency expectations in ELA (14.6%). There is a disconnect between DIBELS and PSSA proficiency.
Proficient or Advanced on State Assessments - Math SY 22-23	Despite an increase from the previous year, we have too few students meeting proficiency expectations in math (9.4%). There is a disconnect between iReady Diagnostic and PSSA proficiency.
Proficient or Advanced on State Assessments - Science SY 22-23	Despite an increase from the previous year, we have too few students meeting proficiency expectations in Science (42.9%)
Attendance SY21-22	Our overall attendance decreased from the previous year (62.1%).
English Language Growth and Attainment SY 22-23	Our English Language Growth and Attainment score decreased from the previous year and remains significantly lower than the statewide average (Edison 15.%, statewide 29%).

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
Indicator PSSA ELA SY 22-23 **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged	**Comments/Notable Observations** The Black (9.8), 2 or More Races (24.2), and Economically Disadvantaged (14.6) groups increased their academic performance from the previous year
Indicator PSSA Math SY 22-23 **ESSA Student Subgroups** African-American/Black, White, Economically	**Comments/Notable Observations** The Black (7.8), White (7.3), Economically Disadvantaged (8.5), and Students with Disabilities (6.7) groups increased their academic performance from the previous year

Indicator	
Disadvantaged, Students with Disabilities	
Indicator ELA (PVAAS) SY 22-23 **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged	**Comments/Notable Observations** The Black (71), White (77), and Economically Disadvantaged (79) subgroups increased their performance from the previous year, and met or exceeded the interim target for Academic Growth Score
Indicator Math (PVAAS) SY 22-23 **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged	**Comments/Notable Observations** The Black (82), White (75), and Economically Disadvantaged (87) subgroups increased their performance from the previous year, and met or exceeded the interim target for Academic Growth Score
Indicator Career Standards Benchmark SY 22-23 **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged	**Comments/Notable Observations** The Black (100) White (95) and Economically Disadvantaged subgroups all met or exceeded the targets for growth and also outperformed their peers at the state level Statewide average (89.6)
Indicator Science (PVAAS) SY 22-23 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The Economically Disadvantaged (59) subgroup increased their performance from the previous year.
Indicator Regular attendance SY 21-22 **ESSA Student Subgroups** Asian (not Hispanic)	**Comments/Notable Observations** The Asian subgroup (90.5) met or exceeded the statewide interim target.

Challenges

Indicator	Comments/Notable Observations
Indicator Regular Attendance SY 21-22 **ESSA Student Subgroups** African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners	**Comments/Notable Observations** Black (51.3), Hispanic (78.6), White (63.2). 2 or More Races (65.2), Economically Disadvantaged (61.6), and English Learner (75.6) subgroups all decreased in attendance from the previous year.
Indicator PSSA ELA SY 22-23 **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Black (9.8), White (11.6) 2 or More Races (24.2), Economically Disadvantaged (14.6) and Students with Disabilities (3.3) subgroups are not meeting statewide goal/interim target.
Indicator PSSA Math SY 22-23 **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Black (7.8), White (7.3) 2 or More Races (12.1), Economically Disadvantaged (8.5) and Students with Disabilities (6.7) subgroups are not meeting statewide goal/interim target.
Indicator Science/Biology SY 22-23 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The Economically Disadvantaged (41.7) subgroup is not meeting the statewide goal/interim target.
Indicator	**Comments/Notable Observations**

Science/Biology (PVAAS) SY 22-23 **ESSA Student Subgroups** Economically Disadvantaged	The Economically Disadvantaged (59) subgroup is not meeting Statewide Average Growth Score (75.1).
Indicator English Language Growth and Attainment SY 22-23 **ESSA Student Subgroups** Economically Disadvantaged, English Learners	**Comments/Notable Observations** The Economically Disadvantaged (15) and English Learner (15) subgroups decreased in performance from the previous year and did not meet the Interim Goal/Improvement Target.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA growth SY 22-23 - Students at Edison outperformed their peers (statewide) in the Academic Growth Score (Edison 79, Statewide average 75)
Math growth SY 22-23 - Students at Edison outperformed their peers (statewide) in the Academic Growth Score (Edison 85, Statewide average 75.3)

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance SY 21-22- Black (51.3), Hispanic (78.6), White (63.2). 2 or More Races (65.2), Economically Disadvantaged (61.6), and English Learner (75.6) subgroups all decreased in attendance from the previous year.
Too few students are meeting proficiency expectations in ELA (14.6%). There is a disconnect between DIBELS and PSSA proficiency.
Too few students are meeting proficiency expectations in math (9.4%). There is a disconnect between iReady Diagnostic and PSSA proficiency.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Student data indicates the following percentages of students met the goal of 74% proficient on curriculum assessments- Quarter 1 (43%) and Quarter 2 (44%),.	We are 6 percentage points away from reaching our end of year goal.
34% of children scored above/at benchmark on MOY DIBELS.	Performance on DIBELS and curriculum assessments show a 10% difference in proficiency.

English Language Arts Summary

Strengths

We are 6 percentage points away from making our annual goal of proficiency on our curriculum assessments.

Challenges

56% of students are not reaching expected proficiency on curriculum assessments.
66% of students are not reaching benchmark on DIBELS assessments.

Mathematics

Data	Comments/Notable Observations
On average, students participated on their iReady classroom electronic pathway for 41 minutes per week.	Electronic pathway is being used as prescribed to support student growth in math.
iReady classroom diagnostic 11% of students scored at grade level on the January diagnostic 50% of students scored one grade level below expectation.	There is a disconnect between the iReady classroom results and the curriculum based assessments.
Student data indicates the following percentages of students met the goal of 74% proficient on curriculum assessments - Quarter 1 (37%) and Quarter 2 (45%).	Student scores on curriculum assessments reflect a different level of student performance than scores on the iReady classroom diagnostic.

Mathematics Summary

Strengths

We are 5 percentage points away from meeting our annual goal of proficiency on curriculum assessments.
Students completed the recommended minutes on their iReady classroom electronic pathway.

Challenges

89% of students are not scoring at grade level on the MOY diagnostic.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
33% of CKLA domains address science topics.	The importance of following the scope and sequence of the district adopted curriculum was noted.
44.5% of students are currently scoring 74% or more on CKLA domains assessments addressing science topics.	CKLA domain assessment data is similar to PSSA percentage of 42.9% proficient in SY 22-23.

Science, Technology, and Engineering Education Summary

Strengths

Science topics are addressed within CKLA. It is important to following the scope and sequence of the district adopted curriculum.

Challenges

Comprehensive science curriculum is not available to teachers and students.
44.5% of students are currently scoring 74% or more on CKLA domains assessments addressing science topics.

Related Academics

Career Readiness

Data	Comments/Notable Observations
SmartFutures	Currently, 86% of students in grades 3, 4, 5 have met the expectation for the Career Standards Benchmark. The group asked if children understand the connection between today's learning and possible future career paths.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

86% of students in grades 3, 4, 5 have reached the performance standard by the end of the third quarter. 4/9 classes have 100% of students who met the annual goal. District wide, students have access to the technology platform at school and at home.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Not all of our students have completed the required number of career experiences.
Not all of our EL students have access to the career platform (Smart Futures) in their native language.

Equity Considerations

English Learners
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
DIBELS - MOY (SY 23-24)	Compared to 34% overall, 12% of EL students scored at or above benchmark on the MOY DIBELS.
iReady diagnostic MOY (SY 23-24)	Compared to 10% overall, 0% of EL students scored at or above grade level on the MOY iReady diagnostic.

Students with Disabilities
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
DIBELS - MOY (SY 23-24)	Compared to 34% overall, 33% of students with disabilities scored at or above benchmark on the MOY DIBELS.
iReady diagnostic MOY (SY 23-24)	Compared to 10% overall, 4% of students with disabilities scored at or above grade level on the MOY iReady diagnostic.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
DIBELS - MOY (SY 23-24)	Compared to 34% overall, 38% of Economically Disadvantaged students scored at or above benchmark on the MOY DIBELS.
iReady diagnostic MOY (SY 23-24)	Compared to 10% overall, 10% of Economically Disadvantaged students scored at or above grade level on the MOY iReady diagnostic.

Student Groups by Race/Ethnicity
False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	Compared to 34% overall, 29% of Hispanic students scored at or above benchmark on the MOY DIBELS.
Black	Compared to 34% overall, 30% of Black students scored at or above benchmark on the MOY DIBELS.
White	Compared to 34% overall, 36% of White students scored at or above benchmark on the MOY DIBELS.
2 or More Races	Compared to 34% overall, 43% of students in the 2 or More Races subgroup scored at or above benchmark on the MOY DIBELS.
Asian	Compared to 34% overall, 32% of Asian students scored at or above benchmark on the MOY DIBELS.

Summary

Strengths
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Compared to 34% overall, 43% of students in the 2 or More Races subgroup scored at or above benchmark on the MOY DIBELS (SY 23-24).
Compared to 34% overall, 38% of Economically Disadvantaged students scored at or above benchmark on the MOY DIBELS (SY 23-24).
Compared to 34% overall, 33% of students with disabilities scored at or above benchmark on the MOY DIBELS (SY 23-24).

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Compared to 10% overall, 0% of EL students scored at or above grade level on the MOY iReady diagnostic (SY 23-24).
Compared to 34% overall, 12% of EL students scored at or above benchmark on the MOY DIBELS (SY 23-24).
29% of Hispanic Students and 30% of Black Students, compared 43% of students in the 2 or More Races subgroup scored at or above benchmark on the MOY DIBELS (SY 23-24).

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
Align curricular materials and lesson plans to the PA Standards
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Provide frequent, timely, and systematic feedback and support on instructional practices

Challenges
Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ELA growth SY 22-23 - Students at Edison outperformed their peers (statewide) in the Academic Growth Score (Edison 79, Statewide average 75)	True
Math growth SY 22-23 - Students at Edison outperformed their peers (statewide) in the Academic Growth Score (Edison 85, Statewide average 75.3)	False
We are 6 percentage points away from making our annual goal of proficiency on our curriculum assessments.	False
Compared to 34% overall, 38% of Economically Disadvantaged students scored at or above benchmark on the MOY DIBELS (SY 23-24).	False
Science topics are addressed within CKLA. It is important to following the scope and sequence of the district adopted curriculum.	False
86% of students in grades 3, 4, 5 have reached the performance standard by the end of the third quarter. 4/9 classes have 100% of students who met the annual goal. District wide, students have access to the technology platform at school and at home.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Compared to 34% overall, 43% of students in the 2 or More Races subgroup scored at or above benchmark on the MOY DIBELS (SY 23-24).	False
	False
We are 5 percentage points away from meeting our annual goal of proficiency on curriculum assessments.	False
Students completed the recommended minutes on their iReady classroom electronic pathway.	False
Compared to 34% overall, 33% of students with disabilities scored at or above benchmark on the MOY DIBELS (SY 23-24).	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Align curricular materials and lesson plans to the PA Standards	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular Attendance SY 21-22- Black (51.3), Hispanic (78.6), White (63.2). 2 or More Races (65.2), Economically Disadvantaged (61.6), and English Learner (75.6) subgroups all decreased in attendance from the previous year.	True
Too few students are meeting proficiency expectations in ELA (14.6%). There is a disconnect between DIBELS and PSSA proficiency.	True
Too few students are meeting proficiency expectations in math (9.4%). There is a disconnect between iReady Diagnostic and PSSA proficiency.	True
56% of students are not reaching expected proficiency on curriculum assessments.	False
66% of students are not reaching benchmark on DIBELS assessments.	False
89% of students are not scoring at grade level on the MOY diagnostic.	False
Compared to 10% overall, 0% of EL students scored at or above grade level on the MOY iReady diagnostic (SY 23-24).	True
Compared to 34% overall, 12% of EL students scored at or above benchmark on the MOY DIBELS (SY 23-24).	True
29% of Hispanic Students and 30% of Black Students, compared 43% of students in the 2 or More Races subgroup scored at or above benchmark on the MOY DIBELS (SY 23-24).	False
Comprehensive science curriculum is not available to teachers and students.	False
Not all of our students have completed the required number of career experiences.	True

Not all of our EL students have access to the career platform (Smart Futures) in their native language.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement a multi-tiered system of supports for academics and behavior	True
Identify and address individual student learning needs	False
44.5% of students are currently scoring 74% or more on CKLA domains assessments addressing science topics.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Health, emotional and basic needs are met to support the well being of all members of the school community (ex. Community Closet, Vision to Learn). We offer support to teachers regularly throughout the school year to improve understanding and implementation of the curriculum. Building relationships with students and families is a priority. We design schedules and working agendas to allow teachers the opportunity to know the curriculum and be well planned.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance SY 21-22- Black (51.3), Hispanic (78.6), White (63.2). 2 or More Races (65.2), Economically Disadvantaged (61.6), and English Learner (75.6) subgroups all decreased in attendance from the previous year.		False
Too few students are meeting proficiency expectations in ELA (14.6%). There is a disconnect between DIBELS and PSSA proficiency.		False
Too few students are meeting proficiency expectations in math (9.4%). There is a disconnect between iReady Diagnostic and PSSA proficiency.		False
Compared to 10% overall, 0% of EL students scored at or above grade level on the MOY iReady diagnostic (SY 23-24).		False
Compared to 34% overall, 12% of EL students scored at or above benchmark on the MOY DIBELS (SY 23-24).		False
Not all of our students have completed the required number of career experiences.		False
Not all of our EL students have access to the career platform (Smart Futures) in their native language.		False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	We lack consistency in teacher responses to student behavior/perceptions of misbehavior.	True
Implement a multi-tiered system of supports for academics and behavior	We currently have a gap in teacher knowledge of pedagogy and implementation of district approved resources. Continuing to build knowledge and consistency in teaching practices will impact our Tier 1 supports for all children.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA growth SY 22-23 - Students at Edison outperformed their peers (statewide) in the Academic Growth Score (Edison 79, Statewide average 75)	Continued work in lesson internalization will support continued student growth.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we continue to build our collective knowledge of age-appropriate behaviors and trauma informed practices, then we will proactively impact the climate/culture/response of each of our academic classroom spaces.
	If we continue to build our collective understanding of effective teaching practices, then we will positively shift our core instruction for all students.

Goal Setting

Priority: If we continue to build our collective knowledge of age-appropriate behaviors and trauma informed practices, then we will proactively impact the climate/culture/response of each of our academic classroom spaces.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
By year's end, fewer than 20% of our total student population will display a behavior/behaviors that warrants a referral in Infinite Campus. Additionally, our incidents of K-8 disruptive behavior will decrease by 25%, from over 585 to fewer than 440.

Measurable Goal Nickname (35 Character Max)
behavior referrals

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Fewer than 35% of our total student population will display a behavior/behaviors that warrants a referral in Infinite Campus this quarter	Fewer than 30% of our total student population will display a behavior/behaviors that warrants a referral in Infinite Campus in the first semester	Fewer than 25% of our total student population will display a behavior/behaviors that warrants a referral in Infinite Campus this quarter	Fewer than 20% of our total student population will display a behavior/behaviors that warrants a referral in Infinite Campus, by year's end

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
By years end, student behavior will warrant fewer than 165 referrals occurring in the classroom as recorded in Infinite Campus (280 referrals as reported on 4/19/24).

Measurable Goal Nickname (35 Character Max)
classroom behavior referrals

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 40 instances of student behavior occurring in the classroom will warrant in referral in Infinite Campus, during this quarter	No more than 80 instances of student behavior occurring in the classroom will warrant in referral in Infinite Campus, during the first semester	No more than 120 instances of student behavior occurring in the classroom will warrant in referral in Infinite Campus, during this quarter	No more than 165 instances of student behavior occurring in the classroom will warrant in referral in Infinite Campus, by year's end

Priority: If we continue to build our collective understanding of effective teaching practices, then we will positively shift our core instruction for all students.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
50% of all students will score 74% or higher on CKLA (Skills only in grade K, 1, 2) end of unit/domain assessments

Measurable Goal Nickname (35 Character Max)
Curriculum assessments

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
30% of all students will score 74% or higher on CKLA (Skills only in grade K, 1, 2) end of unit/domain assessments given in this quarter	40% of all students will score 74% or higher on CKLA (Skills only in grade K, 1, 2) end of unit/domain assessments given in this quarter	45% of all students will score 74% or higher on CKLA (Skills only in grade K, 1, 2) end of unit/domain assessments given in this quarter	50% of all students will score 74% or higher on CKLA (Skills only in grade K, 1, 2) end of unit/domain assessments

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
50% of all students will score 74% or higher on iReady end of unit assessments			
Measurable Goal Nickname (35 Character Max)			
Curriculum assessments			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of all students will score 74% or higher on iReady end of unit assessments given in this quarter	40% of all students will score 74% or higher on iReady end of unit assessments given in this quarter	45% of all students will score 74% or higher on iReady end of unit assessments given in this quarter	50% of all students will score 74% or higher on iReady end of unit assessments

Action Plan

Measurable Goals

behavior referrals	classroom behavior referrals
Curriculum assessments	Curriculum assessments

Action Plan For: Science of Reading and Intentional lesson planning

Measurable Goals:
- 50% of all students will score 74% or higher on iReady end of unit assessments
- 50% of all students will score 74% or higher on CKLA (Skills only in grade K, 1, 2) end of unit/domain assessments

Action Step		Anticipated Start/Completion Date	
Year long PLC schedule (grade levels and coverage support) created and shared with the faculty		2024-08-05	2024-08-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Edison Admin team	District calendar of days off	No	
Action Step		**Anticipated Start/Completion Date**	
Templates for lesson internalization are created and used during PLCs to support a deeper understanding of the content in both CKLA and iReady		2024-09-03	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	none	No	
Action Step		**Anticipated Start/Completion Date**	
Walkthroughs will occur in general education classes at the same frequency for quarter one and will be differentiated in frequency, based on student academic performance, in quarters two, three, and four		2024-09-09	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Edison Admin	PA ETEP and cores posted on assessment spreadsheets	No	
Action Step		**Anticipated Start/Completion Date**	
Participate in Science of Reading (SOR) training as scheduled and provided by PATTAN		2024-08-20	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Edison Admin and ILT	Resources provided by PATTAN	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Building our SOR knowledge and Intentional planning of lessons/sessions will allow teachers to deeply engage with content prior to teaching the content, thus providing the opportunity to be flexible to meet student needs while teaching.	50% of PLC agendas will reflect time for lesson internalization, CKLA and iReady classroom assessment scores will demonstrate student learning based on effective teaching. ILT members and admin will monitor action steps listed on a monthly basis for completion and success.

Action Plan For: Intentional focus on social and emotional learning

Measurable Goals:
- By year's end, fewer than 20% of our total student population will display a behavior/behaviors that warrants a referral in Infinite Campus. Additionally, our incidents of K-8 disruptive behavior will decrease by 25%, from over 585 to fewer than 440.

Action Step	Anticipated Start/Completion Date	
Year long PLC schedule (grade levels and coverage support) created and shared with the faculty	2024-08-05	2024-08-20

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Edison Admin	District calendar of days off	No	
Action Step		**Anticipated Start/Completion Date**	
Consistent implementation of SEL curriculum (Respectful Ways) in all classrooms on the assigned day (T, W, TH) and reinforce with PBIS rewards weekly		2024-09-09	2025-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teachers and Admin	Respectful Ways/PBIS rewards	No	
Action Step		**Anticipated Start/Completion Date**	
Engage in professional development based on areas of greatest need as determined by SWPBIS team based on IC referrals and anecdotal notes from RW walkthroughs		2024-11-04	2024-11-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Edison Admin/SWPBIS	Edison support team expertise, current articles/research, partnerships with EPS approved community supports	Yes	
Action Step		**Anticipated Start/Completion Date**	
Provide explicit instruction on entering behaviors in Infinite Campus based on SWPBIS matrix which defines our 3 positively stated school wide behavioral expectations		2024-08-20	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
ILT and SWPBIS teams	Matrix, IC examples of behavior referrals	Yes	
Action Step		**Anticipated Start/Completion Date**	
Define instances of disruptive behavior, proactive strategies for addressing disruptive behavior, and reporting disruptive behavior in IC (minors in RTI tab majors as behavior referral)		2024-07-08	2024-08-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
ILT	discipline policy handbook, matrix	Yes	
Action Step		**Anticipated Start/Completion Date**	
Schedule and develop schoolwide teaching of expectations as defined in the SWPBIS matrix		2024-08-01	2024-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS team	Matrix and personnel	No	
Action Step		**Anticipated Start/Completion Date**	
Book study utilizing "The Five Love Language of Children," to support adult-student, adult-adult, and student-student interactions are positive caring and respectful		2024-08-20	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Admin	"The Five Love Language of Children"	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will differently identify and respond to root causes of student behavior. Therefore, our overall student behavioral referrals will decrease. Behavioral referrals will align with SWPBIS matrix expectations. Survey data will reflect increased teacher confidence when supporting student behavior.	Edison ILT, partnering with SWPBIS, will monitor referrals in IC (monthly) to ensure referrals are being entered correctly. Admin, during regularly scheduled walkthroughs, will monitor the impact of PD as recorded with notes in Domain 2 of the Danielson Framework. ILT and SWPBIS team will review data points (behavior referrals in IC and anecdotal notes in PA-ETEP with names redacted) to continue on or adjust course.

Expenditure Tables

School Improvement Set Aside Grant
True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation
False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Science of Reading and Intentional lesson planning • Intentional focus on social and emotional learning	Salary and benefits for schoolwide instructional staff to meet the goals of the School Improvement Plan.	603920.12
Total Expenditures			603920.12

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Science of Reading and Intentional lesson planning	Participate in Science of Reading (SOR) training as scheduled and provided by PATTAN
Intentional focus on social and emotional learning	Engage in professional development based on areas of greatest need as determined by SWPBIS team based on IC referrals and anecdotal notes from RW walkthroughs
Intentional focus on social and emotional learning	Provide explicit instruction on entering behaviors in Infinite Campus based on SWPBIS matrix which defines our 3 positively stated school wide behavioral expectations
Intentional focus on social and emotional learning	Define instances of disruptive behavior, proactive strategies for addressing disruptive behavior, and reporting disruptive behavior in IC (minors in RTI tab majors as behavior referral)

Evidence-based effective practices to address student behaviors

Action Step		
• Engage in professional development based on areas of greatest need as determined by SWPBIS team based on IC referrals and anecdotal notes from RW walkthroughs		
Audience		
All teachers		
Topics to be Included		
Will be determined by results of universal screener (we anticipate topics like supporting students with attention-seeking behaviors, de-escalation techniques for the classroom, etc.)		
Evidence of Learning		
Change in teacher responses will decrease the need for additional universal supports and behavior referrals in Infinite Campus will decrease.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Edison Admin with EPS approved community supports	2024-10-01	2024-12-23

Learning Format

Type of Activities	Frequency
Inservice day	One time in quarter 2 and one time in quarter 3
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Consistent reporting to ensure clean data collection

Action Step		
• Provide explicit instruction on entering behaviors in Infinite Campus based on SWPBIS matrix which defines our 3 positively stated school wide behavioral expectations		
Audience		
All Edison faculty		
Topics to be Included		
Using consistent, observable language when making a student behavioral referral		
Evidence of Learning		
Referrals in Infinite Campus will match SWPBIS matrix expectations and definitions of referable behaviors		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Admin and PBIS team	2024-08-20	2024-09-20

Learning Format

Type of Activities	Frequency
Other	Initial training on opening in-service day, with follow up during PLCs and/or Related Arts classes
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Science of Reading training

Action Step		
• Participate in Science of Reading (SOR) training as scheduled and provided by PATTAN		
Audience		
All Edison faculty		
Topics to be Included		
Six modules/sessions included in PATTAN SOR training		
Evidence of Learning		
Teachers successfully complete modules and quizzes for each session with final survey at the end of the training		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Edison admin and supervisor of curriculum	2024-08-20	2025-01-31

Learning Format

Type of Activities	Frequency
Other	In-service days available through EPS and PLCs designated at the building level
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files
• Edison TSI Board Minutes 24-25.pdf

Chief School Administrator	Date
Brian Polito	2024-08-15
Building Principal Signature	**Date**
Diane B Sutton	2024-08-15
School Improvement Facilitator Signature	**Date**