

Edison Elementary 2022-2023 Title I School Plan

| | |
|---------------------|---|
| Vision | Edison Elementary School will be a community of activists who work together to demand children's needs always come first. |
| Goals | <p><u>PLC Planning</u>: 80% of Edison's PLC time (in any given quarter) will be spent on focused, intentional planning using CKLA adopted resources.</p> <p><u>CKLA Unit Assessments</u>: 50% of all Edison students will score 80% or more on CKLA end of unit assessments. Student scores will reflect equitable distribution of outcomes across lines of races and ethnicity, with an intentional focus on EL.</p> <p><u>DIBELS</u>: Fewer than 50% of students will score below benchmark on the DIBELS assessment.</p> <p><u>Professional Development</u>: 50% of the time allowed for building level professional development will be spent on topics related to the science of reading (components of Scarborough's Rope) and building a culture of high expectations.</p> |
| Action Steps | <p>1. Teachers gather on a regular basis to back-map curricular expectations. Admin creates a schedule/coverage for consistent meeting times focusing on curricular planning. (Lead Person: Katy Kloss/Diane Sutton) (Materials: All Title I funds directed to Edison Elementary School are used for staffing. Those teachers, paid through Title I funds, participate in PLC's and back-map curricular expectations. Schedule for meeting.) (Anticipated Start/Completion: Aug. 8, 2022 to Aug. 12, 2022.)</p> <p>2. Teachers use CKLA resources to plan standards-based intentional core instruction. (Lead Person: Katy Kloss/Diane Sutton) (Materials: Title I School Wide Support teachers co-plan CKLA lessons alongside classroom teachers.) (Anticipated Start/Completion: Sept. 12, 2022 to May 30, 2023.)</p> <p>3. As a result of intentional planning, teachers will use CKLA resources for core instruction and intervention. (Lead Person: Katy Kloss/Diane Sutton, classroom teachers) (Materials: Teachers paid through Title I funds, including School Wide Support Teachers, will use the CKLA resources to work with intervention groups.) (Anticipated Start/Completion: Aug. 8, 2021 to Aug. 23, 2021.)</p> |

| | |
|--|---|
| | <p>4.Children have access to grade-level assignments and assessments with effective intervention as needed. (Lead Person: classroom teachers) (Materials:Teachers paid through Title I funds, including School Wide Support Teachers, will use the CKLA resources to work with intervention groups.) (Anticipated Start/Completion: Aug. 29, 2022 to June 7, 2023.)</p> <p>Edison will use time allotted for building-level PD to focus on the components of Scarborough’s Rope. (Lead Person: Katy Kloss/Diane Sutton) (Materials: Teachers paid through Title I funds, including School Wide Support teachers, will participate in building-level PD focusing on the components of Scarborough’s Rope to best support early literacy needs) (Anticipated Start/Completion: Aug. 22, 2022 to Jan. 20, 2023.)</p> <p>Edison will use time allotted for building-level PD to focus on building a culture of high expectations. (Lead Person: Katy Kloss/Diane Sutton) (Materials: Teachers paid through Title I funds, including School Wide Support teachers, will participate in PIVOT trainings and workshops. They will use this new professional knowledge to work with intervention groups of students.) (Anticipated Start/Completion: Sept. 26, 2022 to May 30, 2023.)</p> <p>Students in need of support (based on DIBELS evidence) will receive targeted intervention using BURST. (Lead Person: Admin team, classroom teachers, SWS) (Materials: Teachers paid through Title I funds, including School Wide Support teachers, will work with targeted intervention (BURST) groups.) (Anticipated Start/Completion: Sept. 26, 2022 to May 30, 2023.)</p> |
| <p>Anticipated Outcomes/ Monitoring/ Evaluation</p> | <p>Teachers attend regularly scheduled PLC meetings with a focus on planning, Walkthrough data demonstrates only CKLA materials are being used for core instruction, Student data on CKLA end of unit assessments reflects 50% of students at benchmark.</p> <p>PLC agendas will be created by admin, to reflect a focus on intentional CKLA planning 80% of the time. 100% of walkthroughs completed by the admin team will reflect CKLA materials used during ELA core instruction. Student data on CKLA unit assessments will be collected and analyzed (quarterly) to inform necessary intervention. All teachers, including those paid through Title I funds, will fully participate in analyzing data to create/revise intervention groups.</p> |

| | |
|---------------------------------------|--|
| | <p>Sign-in sheets reflect teacher attendance in PD settings regarding Scarborough's Rope and building a culture of high expectations. Teachers will administer DIBELS in the district-assigned assessment window, student data reflects a decrease in students needing intervention over time.</p> <p>Admin will create building-level PD agendas (including faculty meeting times) with at least 50% of time allotted devoted to topics of Scarborough's Rope and building a culture of high expectations. Admin will regularly monitor DIBELS completion rate during the assessment window and will monitor student progress in BURST (Progress monitoring action of Amplify) DIBELS data will be collected and analyzed at BOY, MOY, and EOY.</p> |
| <p>Professional Development Steps</p> | <p>Fewer than 50% of students will score below benchmark on the DIBELS assessment. (DIBELS)</p> <p>50% of the time allotted for building level professional development will be spent on topics related to the science of reading (components of Scarborough's Rope) and building a culture of high expectations.(Professional Development)</p> <p>(9-26-2022 to 5-30-2023)</p> |