Indiana School Improvement Plan

2023-2026

Edgewood Elementary School

Michigan City Area Schools Corp

Leadership Team
Kristin Smith, Principal
Teresa Pavloff, Kindergarten Teacher
Jen Buchanan, 1st Grade Teacher
Jeni Conrad, 2nd Grade Teacher
Michelle Sickles, 3rd Grade Teacher
Kimberly Logwood, 4th GradeTeacher
Holly Stanisci, 5th Grade Teacher
Sheri Tuesbug, 5th Grade Teacher
Jamie Buchanan, Special Education
Patrice Huley, Instructional Coach
Renne Richardson-Palmieri, Parent
Jaymi Sewell, Parent

Kristin Smith
502 Boyd Circle
Michigan City, IN
46360-7025

Introduction

Edgewood Elementary School is a kindergarten through sixth grade building. Currently, Edgewood has a total enrollment of 363 students. Edgewood has a diverse student population. Students attending Edgewood are from various religious backgrounds, cultures, and socio-economic groups.

80% of our student body receives free or reduced lunch. In addition, all students are offered free breakfast and lunch each day. About 60% of our students, which includes special education students, are transported to Edgewood on corporation-owned buses. The corporation's student mobility rate fluctuates between 10%-15% annually. We have three large apartment complexes within our boundaries.

Edgewood currently includes 17 instructional classrooms, a large gymnasium and stage, a library media center, a kitchen and lunchroom facility, conference room, and administrative offices. The instructional coach, counselor, nurse, speech/language, ENL teacher, Deaf and Hard of Hearing Specialists, Student Success Coach, and Safe Harbor personnel also have offices. Edgewood has a Safe Harbor coordinator. Edgewood also has psychologists that are shared with other elementary schools. Of the 17 classrooms, one is a Special Education classroom for students with a range of disabilities. For the 2023-2024 school year, we have two full time special education teachers who are supporting the general education teachers and implementing a resource room.

In addition, we have a full-time principal and secretary, two full-time custodians (one dayshift and one nightshift), a full-time EAP person, three full-time special education paraprofessionals, and three food service employees. For the 2023-2024 school year, Edgewood has six instructional assistants. The full-time staff includes teachers and assistants with years of experience varying from 0 to 30+ years.

Statement of Vision

The successful Edgewood graduate is a socially responsible lifelong learner who has a mindset of perseverance, embraces equity, and expresses ideas with fluent communication using critical thinking skills.

Continuous School Improvement Process

Using the Process for Continuous School improvement, the School Wide Improvement Plan and the PL221 Plan are reviewed and updated annually by all stakeholders including a system-wide peer review.

Edgewood's Building Leadership Team consists of representatives from each grade level, the instructional coach, and parents. The Building Leadership team is responsible for making school-wide decisions. Edgewood also has an Instructional Leadership team that includes a kindergarten, first, second, third, fourth, and fifth grade teachers, as well as one instructional coach. This team analyzes student data, presents professional development, and completes feedback cycles based on a problem of practice. A comprehensive needs assessment examines data from EL Benchmark literacy assessments, ILearn, common formative assessments, short-cycle assessments, and effect data such as surveys, attendance, behavior referrals, expulsions, and suspensions. In addition, the district level strategic plan supports our building level strategic plan for EL Education and Illustrative Math.

Our Building Leadership and Instructional Leadership teams are dedicated to analyzing school-wide data to determine the instructional needs of all our students. The Edgewood School process for improving instruction examines assessment-based results against grade-level specific standards (i-Ready, EL Education module and Benchmark assessments, and Illustrative Math assessments) in the context of a Professional Learning Community and/or data team meetings. The team analyzes data and disseminates observations from our analysis to each grade level team. Grade level and cross grade level meetings have provided an effective way to analyze data and develop instructional strategies to address specific areas of concern and better meet the needs of our students. This is completed through Results Meeting Protocols with high leverage action plans which address specific, high-priority standards. A problem of practice is determined and professional development is implemented to improve instruction. The leadership teams are an integral part of the collaborative process for grade level teams.

Professional Learning Communities and grade level teams meet routinely to analyze data from ILearn, i-Ready, EL Education assessments, dyslexia screeners, district-wide

common formative assessments, student work, attendance, and behavior. This data is then used to formulate needs groups, monitor progress, and determine tier two and three interventions. Teachers dialogue with instructional assistants through Google Docs and Sheets about the progress of students identified for tier two interventions. We are continually monitoring how we use our instructional assistants and providing them with professional development to ensure effective instruction.

Assessments drive our instruction. Each grade level has a calendar in place to identify times for administering and analyzing data, and monitoring the effectiveness of interventions and instruction. We meet with parents to share assessment results, progress students have made, and ways that they can support their child at home.

The ten components of schoolwide programs are supported through our process for improving instruction which includes developing a plan in conjunction with staff, community, and family members. Parents, community members, teachers, and administrators continue to participate in reviewing and updating the plan with Building Leadership and Instructional Leadership meetings and grade level collaboration. The process for improving instruction and lesson study, team articulation, and cross grade level meetings are used to routinely analyze student data, modify units and lessons based on student work, and update needs assessments, as well as review current research and best practices to guide instruction. Subgroups (tiers aligned to dyslexia, i-Ready, EL Education microphases, and the state and federal report cards) are analyzed and specific interventions and strategies aligned to student needs are addressed by providing additional differentiated instruction during All Block and Skills Block, providing increased learning time during and after school, and conducting ongoing assessments to determine student growth and needs. Small groups of targeted students receive after school acceleration in addition to during the school day interventions.

We use a Multi-Tiered Systems of Support (MTSS) to meet the achievement and behavioral needs of all learners. It is an integrated, multi-tiered system of instruction, assessment, and intervention. It is a framework designed to ensure high-quality instruction. The MTSS framework aligns to the Continuous School Improvement Process. The essential components to MTSS include: Instruction and Intervention, Data and Assessment, Implementation of Evidence-Based Practices, Problem-Solving, and Stakeholder/Family Involvement.

Description and Location of the Curriculum for Public Inspection

Our curriculum is available for public inspection. Parents can schedule a day and time to come in and meet with the Principal and Instructional Coach to review and ask questions. In addition, parent learning opportunities are sent home which include parent tutorials, letters, and/or videos to better understand the learning that is taking place in their child's classroom. When parents give twenty-four hour notice, they are invited to join the learning opportunities taking place through our curriculums, when visiting our classrooms. If there are concerns from the parent about the curriculum adjustments are made collaboratively to support the success of the student on Indiana state academic standards.

Peer Review Process

Peer review process of the SWP/PL221 is conducted annually to align with the SWP/SIP components per ESSA. The District provides support to the school in revising the plan and responding to the feedback from the outside review process. Both the District and outside review process/revisions ensures the ESSA statutory components are included and all components are identified. Documentation of meetings, such as sign-in sheets, agendas, notes on the plan, feedback information, etc. are kept as evidence in preparation for an IDOE monitoring visit.

Summary of Enrollment Data

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
2019-2020	50	61	51	50	29	48	41	350
2020-2021	46	47	58	54	46	47	54	361
2021-2022	69	54	52	61	57	44	47	384
2022-2023	46	57	49	48	60	52	49	361
2023-2024	46	54	59	41	56	52	55	363

Growth:
In the 2023-2024 school year, there is an increase in student enrollment.

Conclusion about Student Achievement based on ILearn

ILearn Percentage Passing by Grade Levels
English Language Arts

	3rd Grade	4th Grade	5th Grade	6th Grade
2018-2019	41%	26%	32%	38%
2020-2021	35%	19%	29%	21%
2021-2022	26%	38%	16%	24%
2022-2023	6%	30%	25%	22%

Growth:
    Students demonstrated a 4% increase in ELA proficiency from grade 3 to grade 4.
    Students demonstrated a 6% increase in ELA proficiency from grade 5 to grade 6.
Opportunities:
    The grade 4 to grade 5 cohort showed a decrease of 13% in ELA proficiency.

Edgewood ILearn Percentage Passing by Subgroups ELA

	3rd 2021	3rd 2022	3rd 2023	4th 2021	4th 2022	4th 2023	5th 2021	5th 2022	5th 2023	6th 2021	6th 2022	6th 2023
American Indian Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0%	N/A	N/A	N/A	N/A
Asian	N/A	0%	50%	0%	N/A	100%	N/A	0%	0%	0%	N/A	0%
Black/African American	26%	12%	0%	0%	19%	14%	0%	4%	20%	11%	15%	13%
Hispanic	40%	33%	0%	50%	75%	0%	60%	40%	0%	50%	33%	16%
Multiracial	67%	50%	0%	0%	33%	40%	20%	0%	25%	20%	0%	50%
Native Hawaiian/Other Pacific Islander	N/A	0%	N/A	0%	N/A	N/A	0%	0%	N/A	N/A	0%	0%
White	36%	45%	13%	43%	50%	52%	43%	31%	38%	31%	32%	35%

Growth:

In 5th grade, the Black/African American subgroup had a 1% gain in ELA proficiency.

Opportunities:

From 2021-2022, Black students in third grade went down 14%.

From 2021-2022, Hispanic students in third grade went down 7%, in 5th grade they went down 20%, and in 6th grade down 17%.

From 2021-2022, Multiracial students in third grade went down 17%, in 5th grade they went down 20%, and in 6th grade down 20%.

In 2023, we saw the trend continue within cohorts. The Multiracial subgroup showed an 8% decrease in proficiency in ELA, from 4th to 5th grade. The White subgroup showed a 12% decrease in proficiency from 4th to 5th grade.

	3rd 2021	3rd 2022	3rd 2023	4th 2021	4th 2022	4th 2023	5th 2021	5th 2022	5th 2023	6th 2021	6th 2022	6th 2023
ELL	50%	0%	16%	0%	67%	50%	33%	0%	0%	0%	33%	0%
Non ELL	34%	27%	4%	20%	37%	29%	29%	17%	26%	22%	23%	23%
Free/Reduced	33%	21%		9%	40%		26%	11%		20%	15%	
Paid	38%	39%	6%	63%	33%	30%	44%	38%	25%	22%	50%	22%
Gen. Ed.	40%	33%	8%	23%	46%	41%	38%	17%	30%	23%	31%	29%
Sp. Ed.	0%	6%	0%	9%	9%	10%	0%	11%	0%	10%	0%	0%
Males	35%	25%	7%	23%	30%	17%	27%	16%	20%	13%	19%	16%
Females	34%	27%	4%	15%	48%	44%	32%	15%	29%	32%	28%	29%

Growth:

There is a consistent increase in student achievement data from 3rd to 4th in the cohort subgroup data.

Opportunities:

From 2021-2022, there was a decrease in the overall achievement in ELA in a majority of subgroups.

The 5th grade special education cohort group fluctuates from Gr 3 to Gr 4 and shows a decrease in Gr 5 over a three-year period.

General Education data fluctuates from grade 3 (2021) to grade 5 (2023). Additional analysis will allow us to identify the root cause.

Trend data for male cohort students indicates a decrease in proficiency year to year. Female students show less of a decrease.

Edgewood 3rd Grade IREAD 2017-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Pass	85%	88.7%	No Data	83%	72%	60%
DNP	15%	11.3%	No Data	17%	28%	40%

Second Grade IREAD

		Overall	Black	White	Hispanic	Multiracial	Special Education
	Pass	18%	21%	11%	50%	0%	0%
2022-2023	On Track	23%	5%	33%	50%	100%	0%
	DNP	60%	74%	56%	0%	0%	100%

Growth:

72% of third graders passed IREAD in 2021-2022.

Opportunities:

28% of third grade students did not show proficiency on IREAD in 2021-2022.

Foundational literacy skills are an area of focus to close the achievement gap for black students.

In 2023, there was a decrease in grade 3 IREAD proficiency of 12%.

Strengthening K-2 foundational skills will support all Edgewood students.

ILearn Percentage Passing by Grade Levels
Math

	3rd Grade	4th Grade	5th Grade	6th Grade
2020-2021	36%	26%	27%	13%
2021-2022	49%	48%	11%	18%
2022-2023	28%	43%	29%	32%

Growth:

There was a 12% gain as a cohort group from 3rd in 2020-2021 to 4th in 2021-2022.

There was a 21% increase as a cohort from G5-G6 in 2022-2023.

Opportunities:

There was a 15% decrease as a cohort group from 4th in 2020-2021 to 5th in 2021-2022.

There was a 9% decrease as a cohort group from 5th in 2020-2021 to 6th in 2021-2022.

We see a decline in 5th grade across multiple cohort groups.

Edgewood ILearn Percentage Passing by Subgroups Math

	3rd 2021	3rd 2022	3rd 2023	4th 2021	4th 2022	4th 2023	5th 2021	5th 2022	5th 2023	6th 2021	6th 2022	6th 2023
American Indian/ Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	0%	100%	0%	N/A	100%	N/A	0%	0%	100%	N/A	100%
Black/ African American	32%	24%	8%	11%	33%	25%	7%	0%	16%	4%	8%	26%
Hispanic	40%	33%	33%	25%	75%	0%	40%	20%	75%	0%	11%	16%
Multiracial	0%	75%	33%	25%	67%	40%	0%	0%	25%	20%	0%	50%
Native Hawaiian/ Other Pacific Islander	N/A	N/A	N/A	0%	N/A	N/A	0%	0%	N/A	N/A	0%	0%
White	43%	90%	46%	50%	54%	76%	43%	31%	38%	31%	32%	42%

Growth:

White students in grades 3,4, and 6 increased overall proficiency in Math.

Opportunities:

From 2021-2022, there was a decrease in the overall achievement in Math in a majority of subgroups.

Black students plateau in grades 3 and 4.

Edgewood ILearn Percentage Passing by Subgroups Math

	3rd 2021	3rd 2022	3rd 2023	4th 2021	4th 2022	4th 2023	5th 2021	5th 2022	5th 2023	6th 2021	6th 2022	6th 2023
ELL	50%	0%	33%	0%	33%	50%	33%	33%	0%	50%	33%	66%
Non ELL	36%	51%	27%	28%	49%	43%	27%	10%	30%	12%	17%	30%
Free/Reduced	38%	42%		21%	51%		26%	5%		9%	15%	
Paid	31%	67%	28%	50%	33%	43%	33%	38%	29%	33%	25%	32%
Gen. Ed.	40%	53%	32%	32%	59%	50%	35%	14%	34%	14%	23%	43%
Sp. Ed.	13%	38%	15%	9%	9%	31%	0%	0%	0%	10%	0%	0%
Males	38%	50%	23%	36%	37%	39%	19%	16%	20%	13%	8%	40%
Females	34%	48%	33%	15%	60%	48%	36%	5%	37%	14%	28%	25%

Growth:

From 2021-2022, a majority of subgroups in third and fourth grade increased overall proficiency in Math.

Opportunities:

From 2021-2022, there was a decrease in the overall achievement in Math in a majority of subgroups.

Female students are out scoring male students across multiple years.

Special Education students decline after leaving G3.

ILearn Percentage Passing by Grade Levels
Both ELA and Math

	3rd Grade	4th Grade	5th Grade	6th Grade
2018-2019	40%	22%	28%	21%
2020-2021	22%	17%	19%	9%
2021-2022	26%	36%	4%	15%
2022-2023	6%	17%	20%	12%

Growth:
Students who passed both ELA and Math in 3rd grade increased 4% from 2020-2021.
Students who passed both ELA and Math in 4th grade increased 19% from 2020-2021.
Students who passed both ELA and Math in 6th grade increased 6% from 2020-2021.
Students who passed both ELA and Math from 5th grade to 6th grade had an increase in proficiency of 8%.

Opportunities:
Students who passed both ELA and Math in 5th grade decreased 15% from 2020-2021.

Edgewood Attendance 2018-2023

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
95%	94%	91%	93%	91%

Growth:
Attendance increased 2% from 2020-2021 to 2021-2022.

Opportunities:
Attendance is below 95% in 2020-2021, 2021-2022, and 2022-2023..

A system is in place to monitor the absenteeism and discipline of our students. All absences not reported by a parent are followed up with a phone call from our EAP person. Letters are sent to parents of students who miss five days and then again for seven days. Students who have nine absences are referred to Project Attend. Project Attend meets on a monthly basis. Project Attend parents meet with representatives from the Department of Child Services, Juvenile Justice, and district officials. There are follow up meetings every thirty days to ensure that absenteeism is not excessive. We monitor and track referrals to the office to determine the effectiveness of our behavior management system.

Transitions

Prior to the end of the school year, Edgewood invites Pre-K students along with their parents to visit the elementary school learning environment. In addition, kindergarten students and their parents are invited to the building before the new year begins. Parents are provided information to support students in their transition. Students meet teachers, spend time in the library and cafeteria, and participate in building tours. Head Start visits each year with incoming kindergarten students. Each family is provided with information to enlighten parents on what they can expect as their Pre-K child enters KDG. We continue to explore avenues that will allow parents to partner with Edgewood's learning community so the transition from Pre-K to KDG is a successful milestone in the family's life.

Edgewood's 6th grade students will transition to middle school via a transitioning visit at the middle school. Students visit the middle school and spend time speaking with counselors and advisors. The visit includes a brief tour and information on academic options found in the middle school learning environment. An evening event is held for the parents as well, allowing them to remain informed of the expectations and

responsibilities that accompany middle school promotion

Parental Participation

Edgewood has programs that engage families in meaningful ways in their children's education.

Parents are welcomed to the building during the instructional day to celebrate students' Performance Tasks within the EL Modules.

Open house

Parent groups focused on increasing parental involvement in academic success

Study trips

Award ceremonies

Families have multiple ways of staying informed about their children's learning process and are updated regularly.

Edgewood school website

2nd/3rd Grade IREAD parent informational meeting

Powerschool parent access--access to student grades and assignments

Teacher websites

Facebook

Weekly All Calls from the Principal

Student-Led Conferences

ALL Pro Dads

We meet the first Tuesday of each month with our parent group (ESA--Edgewood School Association) to map out our plans for the current and upcoming year. The principal and the instructional coaches meet with the parent group to explain and solicit ideas to improve their children's education. We have parent representatives on our Building Leadership Team who are involved in writing our improvement plan. The parents were chosen because they are actively involved in the ESA, and we keep them informed on the improvement plan.

Community Involvement

The Edgewood School Association has formed a partnership with the community, as well as New Hope Church, Faith City/Forerunner Youth, to support the FBI (Families Being Involved). The FBI group will mentor students at lunch and recess as well as coordinate after school activities for families. We also have a partnership with the local fire department and department heads from the Michigan City municipality who help support students during lunch time.

Edgewood has multiple community collaborations: Safe Harbor (a district wide after school program) provides tutoring, homework assistance, snacks, supervised recreation, and enrichment activities. We are a partner school with Valparaiso and

Purdue Northwest Universities. Their education students have practicum placements at Edgewood for reading and math. Our building is also used for student teaching placements through other universities.

Barker Middle School students regularly provide support for students and teachers after their school day ends. We also have a National Junior Honor Society that provides service learning projects for our school and the community.

We have community volunteers that provide support to our students, such as: Junior Achievement and the Lubeznik Arts Center. We also have High Dosage Tutors that provide Tier two interventions for students in need of acceleration.

Technology Initiatives

The city of Michigan City has made a one million dollar contribution to the district to enhance technology access as part of a one to one ChromeBook initiative. The technology infrastructure has been updated. Professional development has been provided to support increased use of technology through Google, Illuminate, and Schoology training courses led by an onsite, trained staff member. Technology is being used to create "live" documents for instructional purposes and monitoring.

At Edgewood every student in grades 1-6 has a chromebook. Students in Kindergarten have a tablet. Promethean Boards, within all classrooms, enable students to manipulate information in a manner that accelerates understanding. Students will become authors, designers, and publishers of their own work. Technology expands the resources teachers offer their students. Rather than remaining textbook dependent, technology provides access to real-time information. Resources are utilized in a more dynamic way when students can interact with content on a Promethean Board or through other technologies, such as Schoology, Seesaw, Illuminate, and Google Classroom. In order to address the Computer Science standards, we will be providing resources and professional development for all staff. Students will participate in technology activities addressing the Computer Science standard bands.

Safe Environment/Bullying

All Edgewood staff and personnel strive to provide a safe, nurturing learning environment. At Edgewood, we endeavor to determine the physical, social and emotional needs of students, and to determine the counseling, assessment, referral, educational, and career planning needs of students. A variety of programs are in place to address college and career readiness, suicide prevention, and other programs through the use of school counselors to provide MTSS.

Edgewood implements Responsive Classroom, mindfulness, and school wide rules in order to support appropriate behavior and procedures. We also have CREW each morning and afternoon to set intentions and reflect on the school day within classrooms. Edgewood also has targeted Habits of Character supporting students' and staffs' purpose, agency, and belonging with a focus on growth mindset for all.

Edgewood implements the Second Step Curriculum in grades K-5, Botvin in grade six, and various other resources in order to teach mindfulness. The programs use brain science, breathing, meditation, and movement as a toolbox of resources that allow students to relieve anxiety, stress, or anger. It will also help students to hold attention and focus. We use socio-emotional learning as part of whole group instruction in the classroom in addition to smaller pull out groups so all students will have a common experience.

Our counselor, EAP teacher, and Student Success Coach implement Minute Meetings with students. These staff members work to support students who are new to the building or struggling to adjust to a new school year. The purpose of the meeting is to provide a safety net for these children. As the students begin to show success they are released from the daily meeting routine, and new students are added with the understanding that students can join in on the one-on-one meetings again later, if needed.

We have a partnership with Meridian Health Services. They provide age appropriate, culturally relevant, evidenced based, and trauma focused behavioral health services to students at Edgewood.

In addition, Edgewood is continuing the New Beginnings initiative for students who are being sent out of class for behavioral reasons too frequently. This program is designed to not only address coursework that is missed when students are sent out of class but to also teach students appropriate behavior. With the help of the web based curriculum Overcoming Obstacles, students will learn how to change their behavior instead of just being disciplined for their choices.

We provide a comprehensive and multi-tiered behavioral framework for addressing bullying behavior. Students are taught the definition of bullying and how to identify when they are being bullied. During the school year, the counselor goes into every room, does anti-bullying lessons, and students sign a pledge to not bully. Students are taught the ten steps of conflict resolution and how to make "I" statements. Students learn how to appropriately respond to any bullying that occurs.

School-wide Initiatives include:

Focus on PBS procedures that support good choices and behavior

Read-aloud stories with an anti-bully theme and follow-up role play and activities in K-2

Anti-bullying scenarios from Bully Free Zone and NED website

Anti-bullying pledge (individual, classroom, and school-wide banner)

Pre and post-test bullying survey (counselor)

Coordination/Integration of Federal, State, and Local Funds:

Edgewood Elementary School understands that funding sources can be consolidated; our school has chosen to coordinate our program efforts.

Coordinated funds include, but are not limited to the following:

Title I funds are used to provide instructional coaches with time to provide job embedded professional development in our building throughout the instructional day.

Michigan City Education Foundation grants are used to support individual teachers with funding to support various projects and programs within classrooms.

ESSER funds provide a full-time success coach, instructional resources, and professional development. In addition, these funds support afterschool acceleration and High Dosage Tutors.

In-Kind

Indiana Department of Education

Valparaiso University

Safe Harbor After-school Program

Mobile Dentist

Joann Fabrics

Kohl's

Waiver

Michigan City Area Schools has not been granted any waivers for the 2023-2024 school year.

Edgewood Elementary Schools

MCAS School Level Work Plan Template 2023-24

MASTERY OF KNOWLEDGE & SKILLS ELA

3-Year MKS District Impact Goal (same as above): ELA: By June 2025, MCAS will make 24% gains across subgroups according to the iReady assessment.

2023-24 MKS District & School Performance Benchmarks:
- ELA #1 (Modules): ELA #1 (Module): At least 75% of K - 8 students, across all subgroups, will demonstrate 75% + proficiency on module mid unit assessments.
- ELA #2: (Skills):
    - 75% or more of Kindergartners will meet EOY benchmark microphase proficiency.
    - 60% or more of First Graders will meet EOY benchmark microphase proficiency.
    - 40% or more of Second Graders will meet EOY benchmark microphase proficiency.
    - At least 75% of K - 2 students, across all subgroups, who have not met EoY benchmark microphase proficiency will have grown at least 4 microphase levels.
- ELA #3 (iReady): At least 80% of K-8 students, across all subgroups, will attain at or above grade level proficiency on the iReady EOY assessment.

-K-8 students who have not reached at or above grade level proficiency will increase 15% from EOY to EOY within their cohort groups.

Equity Focus: If 75% of black , IEP, and free and reduced lunch students achieve 75% proficiency on the unit assessments, we will have made significant progress towards closing gaps in subgroup data.

Implementation Priorities: Core Practice: 30, 33, 36, 37

School Level Faculty Learning Targets	School Level EL Support and Services
ILT will analyze student data from grades 2 ,3, and 4 to ensure Tier 2 and 3 interventions are driving skill-specific student achievement.

ILT will review grade level Results Meeting Protocols and action plans.

The instructional coach and/or principal will provide all historical data (Skills, Modules/Units, IREAD, i-Ready EOY from previous year, and ILEARN) for classroom teachers to prioritize student groupings and determine action plans based on student need.

The instructional coach and principal will co-create action plans based on Results Meeting Protocols (RMPs).

The principal will meet with individual teachers to review action plans and their success on student achievement.

Teachers will review the historical provided data and create action plans for students based on EOY data.

Teachers will open their classrooms to allow their peers to visit and learn from best practices.

Teachers will analyze student data in order to drive differentiated | |

instruction in order to measure growth for all students. Teachers will model conversation cues. Teachers will administer assessments following the curriculum maps and score all assessments in the correct platform within three school days. Teachers will increase opportunities to make connections to student's personal lives. Teachers will increase the wait time for students to think through responses before sharing with the whole group. Teachers will backwards plan from Unit Assessments to effectively utilize ALL Block/Skills Block small group instruction. Teachers will provide instructional time five days per week in classrooms for Skills/ALL Block. Teachers will Implement all pieces of the read, think, talk, write cycle.	

MKS MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
Module Benchmark   - By MOY, 65% of 3-8 students across all subgroups will achieve 75% proficiency on the mid-unit assessment.   - By MOY, 65% of K-2 students across all subgroups will achieve 75% proficiency on the end-of unit assessment.   **i-Ready**   - Leadership teams will complete a RMP in collaboration with their EL Coach based on MOY to EOY data from 2022-2023.   - At MOY, Leadership teams will collaborate with the EL Coaches to align module data with projected proficiency.

- ○ **Skills Benchmark**
  - ■ By MOY,   60% or more of Kindergartners will meet EOY benchmark microphase proficiency.
  - ■ By MOY,   27% or more of First Graders will meet EOY benchmark microphase proficiency.
  - ■ By MOY,   20% or more of Second Graders will meet EOY benchmark microphase proficiency.
  - ■ At least 75% of K - 2 students, across all subgroups, who have not met EoY benchmark microphase proficiency will have grown at least 4 microphase levels.
  - ■ By MOY, all schools will have a system in place to monitor student growth and proficiency between benchmarks.

MASTERY OF KNOWLEDGE & SKILLS MATH

3-Year MKS District Impact Goal (same as above)K-11: By June 2025, MCAS will make 20% gains across groups of students scoring 75% higher according to Illustrative Math End of Unit Assessments.

2023-24 District & School MKS Performance Benchmarks (copy from above):

- MATH #0 (IM, Jars, iReady): 100% of students are assessed on the platform with validity and within a reasonable timeframe of assessing.

- MATH #1 (Math Identity): Increase the number of students in each grade that are Black, female, have a disability, or come from a low income background that have strong math identities (ie. possibly measured through surveys, empathy interviews, learning walk indicators).

- MATH #2 (IM): By June 2024, K-11th grade students will make 10% gains across groups of students scoring 75% or higher according to Illustrative Math End of Unit Assessments.
  - MATH #2a (Priority Cohorts IM): School teams will have identified a focus cohort (either of particular student groups or a particular grade level/s: ex: 2nd, 5th, 8th, 9th grade that are currently underperforming and high yield) that will grow at an increased rate, hitting 15% gains by June 2024 (and will have been given additional supports).

- MATH #3 (iReady): At least 40% (up from an average of 25%) of K-8 students, across all groups, will have met their stretch goal.

- MATH #4 (Jars K-3): At least 90% of K- 2 students, across all groups, will hit attainment goals (proficient in K, exemplary in 1st, Money Jar 3) by end of year 2024.

- MATH #5 (SAT 9-11): At the end of the 2023-2024 school year, the high school will increase the SAT mean total score by 40 points.

Equity Focus: The goal supports equity because the goals for identified subgroups support movement toward grade level proficiency. The goals aren't only about student performance, but also focus on math identity using a variety of measuring tools.

Implementation Priorities: Core Practice: 15

School Faculty Learning Targets	School LEL Support and Services
ILT will analyze student data from grades 2 and 5 to ensure Tier 2 and 3 interventions are driving skill-specific student achievement. ILT will review grade level Results Meeting Protocols and action plans.	

The instructional coach and/or principal will provide all historical data (Unit Assessments, i-Ready EOY from previous year, and ILEARN) for classroom teachers to prioritize student groupings and determine action plans based on student need.

The instructional coach and principal will co-create action plans based on Results Meeting Protocols (RMPs).

The principal will meet with individual teachers to review action plans and their success on student achievement.

Teachers will open their classrooms to allow their peers to visit and learn from best practices.

Teachers will analyze student data (Historical, CFA, Checkpoints, Cool Downs, Unit Assessments, Grade Level Spiral) in order to drive differentiated instruction in order to measure growth for all students.

Teachers will model conversation cues.

Teachers will administer assessments following the curriculum maps and score all assessments in the correct platform within three school days.

Teachers will increase opportunities to make connections to student's personal lives.

Teachers will increase the wait time for students to think through responses before sharing with the whole group.

Teachers will backwards plan from Unit Assessments to effectively utilize

small group instruction. Teachers will provide instructional time five days per week in classrooms for small groups. Teachers will ensure proficiency of Essential Skills standards.	

MKS MOY Math PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
 ○ **Module Benchmark** ■ By MOY, 65% of 3-8 students across all subgroups will achieve 75% proficiency on the mid-unit assessment. ■ By MOY, 65% of K-2 students across all subgroups will achieve 75% proficiency on the end-of unit assessment. ○ **i-Ready** ■ By MOY, ○ **Skills Benchmark** ■ By MOY, 65% of K-2 students across all subgroups

CHARACTER

3-Year District Character Impact Goal: By June 2025, 95% of students will report an increased sense of purpose, agency, and belonging via survey data. They will contribute to a Better World as free thinkers who are Leaders of Their Own Learning and engage in self-advocacy and advocacy for others to ensure purpose, agency, and belonging for ALL at school.

2023-24 District Character Performance Benchmarks:

Character Goal #1: [K-3 MEASURE in process]
By May 2024, at **least 75%** of K-8 MCAS students will:
- report a positive sense of belonging within their crew.
    - reduced number of disciplinary referrals
    - report a connection to at least one adult in the school

By May 2024, 85% of students will be able to identify the MCAS Habits.
By May 2024, 85% of students will be able to demonstrate through daily interactions progress toward the mastery of at least one MCAS Habit.

Character Goal #2: STAFF CREW
- 100% of all school leaders will focus on staff learning about the new MCAS Habits
- 100% of all schools will use the MCAS Habits to create a set of staff norms
- 100% of all schools will use the staff norms …

- **75%** of all staff surveyed will report a deeper understanding of MCAS Habits

Equity Focus: This goal supports equity among students by focusing on subgroups that need the most support as identified by behavior referral data.

SCHOOL CHARACTER GOAL: 100% of teachers will provide time to debrief each Crew meeting. At the beginning of the year, teachers will initiate the connection to the HOC during the debrief. By MOY, students will make the connection without teacher input (gradual release structure). By EOY, students can lead Crew and provide a debrief with through-line to HoC.

SCHOOL Rationale (Theory of Action): If students actively engage in Crew, then they will grow into ethical individuals.

SCHOOL Student Impact Statement: If Edgewood's school culture is centered on the Hoc, we will see an increase in students reporting a sense of agency, purpose, and belonging within their Crew while decreasing the number of discipline referrals.

Implementation Priorities: Core Practices 22 & 23

MCAS Faculty Learning Targets	EL Support and Services
Teachers: I can ensure that there is a through-line in the debriefing of Crew aligned to the HoC.	EL: I can continue to provide professional learning about Crew, Culture, and Equity.

I can promote student voice in the debrief process by guiding them, but not making the connection for them. I can build capacity by providing students with opportunities to lead various components of Crew. Instructional Coach and Principal: I can provide ongoing recognition for students modeling the HoC. Leadership Team: I can host Crew staff meetings monthly providing time for debrief and having a through line to our HoC. Building: Each grade level will host grade level Crew meetings aligned to HoCs and/or High Quality Work one time per quarter,	I can scaffold the creation of a staff survey.

CHARACTER PROGRESS MONITORING

Data Points/Evidence for Monitoring Progress

Evidence of Student Growth

Baseline	Mid-Year	End-of-Year
Culture Goal # 1: In September 2023: Baseline student focus group data will be established. In September students will be acknowledged at the building level for modeling HoC.	By January 2024: Through school level student focus groups and individual student reflections, at least 65% of students will report a sense of belonging within their crew, indicating a meaningful connection with: - fellow students	By May 2024: Through school level student focus groups and individual student reflections, at least 85% of students will report a sense of belonging within their crew, indicating a meaningful connection with: - fellow students

	- at least one adult member of the school	- at least one adult member of the school
Culture Goal # 2: By November, teachers will complete a staff survey.	Via staff survey or focus group, 50% of MCAS K-8 staff will report an increasing confidence of their pedagogical competencies using MCAS Habits with students. By January, the Instructional Coach and Mentor Teacher Leader will host staff focus groups to reflect upon solutions based on the staff survey.	In May 2024: Via staff survey or focus group, 75% of MCAS K-8 staff will report an increasing confidence of their pedagogical competencies using MCAS Habits with students.

HIGH-QUALITY WORK

3-Year District High-Quality Student Work Impact Goal: By 2026, students/teachers will participate in HQW protocols across multiple content areas.

2023-24 District Quality Work Performance Benchmarks: By October 2023, <u>all Teachers</u> will engage in a HQW protocol prior to Student-Led Conferences with at least one piece of student work that results from multiple revisions. By October 2023, <u>all Students</u> will have a selected piece of student work with multiple revisions that they will use to speak to their progress during Student-Led Conferences.

Equity Focus: This goal supports equity among students by providing equitable opportunities and supports, and by centering what is possible for all students.

SCHOOL HQW GOAL: By September 2023, all teachers will have collected an example of HQW to participate in the HQW protocol. By October 2023, all grade levels will have developed a common definition of craftsmanship. Teachers will have exemplars for students to utilize as models when crafting the definition. Students will select a piece of their work that meets the common definition to share at SLCs. By February 2024, all grade levels will have developed a common definition of complexity and authenticity. Teachers will have exemplars for students to utilize as models when crafting the definition. Students will select a piece of their work that meets the common definitions to share at SLCs.

SCHOOL Rationale: If all teachers engage in the HQW protocol then students will have an increased sense of purpose, agency, and belonging.

Implementation Priorities: Core Practice…
- Core Practice 12 D- Developing a Culture of Excellence
- Core Practice 12 E- Using Models, Critique, and Descriptive Feedback to Produce High Quality Work
- Core Practice 24 Engaging Families and Communities in the Life of the School
- Core Practices 30B-31F

School Faculty Learning Targets	School Support and Services
Teachers: -I can provide students with feedback to improve their work. -I can provide students with time for peer review/critique. -I can model and encourage kind, specific, helpful feedback. -I can define and show examples of craftsmanship, complexity, and authenticity.	EL Coach: -I can support drafting the agenda for the HQW protocol.

| -I can display HQW. Instructional Coach and Principal: -I can facilitate a HQW protocol with staff. -I can support teachers in understanding each attribute of HQW. | |

HIGH QUALITY WORK MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
School Progress Monitoring: By December 2023, all staff and students will have taken part in the HQW protocol. HQW (craftsmanship and complexity) will be displayed on bulletin boards to celebrate student learning.

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Leadership

3-Year District Leadership Impact Goal (copy from above): By June 2025, we will normalize conversations about culturally responsive teaching and bias as it relates to data across subgroups. All staff will become fluent in practices to best support students living in poverty, students of color, and students with special needs.

2023-24 District Leadership Performance Benchmarks:
- **1) Leaders will regularly engage in cycles of improvement by identifying the subgroups of students that most need support and designing action plans that will accelerate student growth while closing the grade level gap toward proficiency.**
- **2) By September 2023, leadership teams will have written a school specific shared leadership goal based on Core Practice 35 to be progress monitored throughout the 2023-24 school year.**

Equity Focus: This goal supports equity among students by focusing on subgroups that need the most support as identified by Benchmark data.

School Leadership Goal: By May 2024, 80% of ILT meetings will focus on grade-level subgroup data, RMP Action Plans, and evidence-based student work.
School Rationale (Theory of Action): If teachers create effective Action Plans that list steps (strategies) for increasing student achievement, then students will show academic growth with the standards.
School Student Impact Statement:
Implementation Priorities: Core Practice **35, 32, 33, 36**

School Leadership Learning Targets	School Support and Services
● Teachers will open their classrooms to allow teachers/students to observe/participate in best practices to improve student learning. ● Teachers will follow through with integrity to meet their RMP goals (utilizing action steps).	

LEADERSHIP MOY PROGRESS MONITORING

Data Points/Evidence for MOY Monitoring Progress
1. By December 2023, schools will share data meeting agendas as evidence of work toward continuous improvement.   2. By December 2023, schools will progress monitor toward their shared leadership goals.   School Progress Monitoring:

2023-24 Cross Content Sample Instructional Targets
- I can empower students to grapple with meaningful tasks (*deciding which part of the lesson is the meat to focus on*).
- I can discover, conjecture about, and connect big literary and mathematical ideas and target(s) to daily lessons.
  - *Unpacking connections*
  - *Connections Standards progressions opportunities in ELA & math*
  - *Anchor chart engagement*

- I can assess and advance student thinking and discourse through purposeful questioning (*deciding which part of the lesson is the meat*) and writing opportunities.
- I can foster rich literary and mathematical discourse by strategically selecting, sequencing, connecting and making visual students' own thinking and arguments.
    - *Anchor chart engagement*
- I can construct viable arguments, justify their reasoning, and appreciate and critique the reasoning of others (including a meaningful lesson debrief) through discussion and writing.
- I can promote flexibility in mathematical and literary thinking by celebrating and connecting diverse models and strategies (High Quality Work).
- I can believe deeply in all students as great mathematicians and literary thinkers who have valuable ideas to contribute to my classroom through a variety of engaging and inclusive protocols and speaking opportunities.
- I can strategically develop fluent and flexible foundational literacy and math skills with students.
- I can differentiate to meet the math and literacy needs of all students through data analysis and the use of strategies such as targeted and varied models, supported routines, small group rotations, and opportunities for student choice.
    - *JARS*
    - *Skills rotations*
    - *ALL Block*