We have made some spectacular academic gains at Edison this year, and I plan to keep that trajectory going. I plan to actuate our vision and mission through conducting business in a way that is intentional, focused, and with an emphasis on checking for student understanding. We believe that all students can and will be successful, and our modality of thought this year will center on that belief along with a strategic action plan to set all students up for success.
GOAL: Decrease the percentage of Hispanic students scoring at Level 1 and Level 2 from 26% to 10%.

These students will be enrolled in a rigorous intervention system with targeted ELL supports as well as standards-based interventions relative to deficiencies in understanding. Standard Ri.2 will be an area of challenge to focus on.

Action Step
Hisp students will receive 30 min daily of intervention above/beyond core instruction. RI.3.2 instruction delivered to Hisp students level 1/2 by assigned staff. Progress monitoring using standards mastery RI.3.2 pre and post assess. Summative assess iReady diagnostic January 2019.

Action Step
Identified students will participate in guided reading groups targeting the identified skill for 15 minutes daily. Progress monitored using CFA, exit tickets, and iReady data.

Measurement
SBA-ELA (Smarter Balanced Assessment - English Language Arts)

Date 6/1/2019

Resources Available
professional development opportunities at district and school level, consultation resources purchased this year, time purchased for teachers to engage in PLC work with a focus on meeting the needs of individual students and student groups.

Resources Needed
Consultation from Sally Sundberg

Responsible
Henry Smith, Brett Sizemore, 4th grade teachers
GOAL: Decrease percentage of African American students performing at levels 1 and 2 in reading from 59% to 25%

These students will receive instruction to help them with comprehension and summarization of both fictional and non-fictional literary sources. Standard RI.9 will be the greatest challenge in meeting this goal, as it has shown to be difficult historically.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
<th>GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>Reading</td>
<td>African American</td>
</tr>
</tbody>
</table>

**Action Step**
Students will participate in guided reading groups and targeted intervention groups. These will occur daily. Each grade level is allotted 50 minutes daily of intervention time. Teacher stays with most struggling students in group.

**Action Step**
Identified students will participate in guided reading groups targeting the identified skill for 15 minutes daily. These groups will be led by our Title 1 teacher who will use para support to service students. Progress monitoring will occur in a 6-week rotation.

**Measurement**
SBA-ELA (Smarter Balanced Assessment - English Language Arts)

**Date**
6/1/2019

**Resources Available**
Computers, iready software, Title intervention system and staff

**Resources Needed**
0

**Responsible**
Brett Sizemore, Henry Smith
GOAL: Decrease the number of African American 5th grade students performing at level 1 in Reading from 30% to 15%

Students will advance from a minimal comprehension of text to a robust understanding of literature and a stronger sense of the difference between informational and fictional texts. These fall directly into standard RI.9, one of the more challenging standards to master.

Action Step
Teachers will use Engage NY curriculum to instruct concepts and procedures. PLCs will be utilized to identify student support necessary to help develop student ability to explain concepts and carry out procedures with precision and fluency. This will occur 30 minutes daily.

Action Step
Identified students will participate in guided reading groups targeting the identified skill for 15 minutes daily. These groups will be led by our Title 1 teacher who will use para support to service students. Progress monitoring will occur in a 6-week rotation using iready, CFA, etc.

Measurement
SBA-ELA (Smarter Balanced Assessment - English Language Arts)

Date
6/1/2019

Resources Available
Computers, Intervention schedule and staff, CIA curriculum

Resources Needed
0

Responsible
Brett Sizemore, Henry Smith, Grade Level Team
GOAL: The number of African American Students scoring in level 1 in problem solving will decrease from 41% to 20%

To address this goal, teachers will have to be able to fluidly balance fluency instruction with higher-order thinking tasks that connect the math to the students’ own experiences.

- **Action Step**

- **Action Step**
  Targeted intervention groups will meet daily for 25 minutes with a focus on fluency and problem solving math skills. Title 1 teacher will deploy paraeducators daily during intervention blocks in the master schedule to meet this goal. Progress monitored via iready, CFAs, etc. on 6-week basis

- **Measurement**
  SBA-Math (Smarter Balanced Assessment)

- **Date**
  6/1/2019

- **Resources Available**
  Computers, Intervention system, Engage NY curriculum, interventionist staff

- **Resources Needed**
  0

- **Responsible**
  Henry Smith, Brett Sizemore, Grade Level Team
GOAL: Decrease the number of African American students performing at level 1 in communication of reasoning from 41% to 20%

To reach this goal, students will have opportunities to verbally share their thinking with the class in small groups, partner settings, and whole class setting. This practice will allow teacher and peers to review and check reasoning.

Action Step
Teachers will collectively use Engage NY curriculum and incorporate engagement and check for understanding strategies frequently.

Action Step
Targeted intervention groups will meet daily for 25 minutes with a focus on and communication of reasoning. Title 1 teacher will deploy paraeducators daily during intervention blocks in the master schedule to meet this goal. Progress monitored via iready, CFAs. etc. on 6-week basis

Measurement
SBA-Math (Smarter Balanced Assessment)

Date 6/1/2019

Resources Available
Computers, Intervention system, Engage NY curriculum, interventionist staff

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, grade level teachers
GOAL: Reduce the number of African American students performing at level 2 in concepts and procedures from 63% to 30%

Teachers will need to focus students on concepulizing complex math ideas. Teachers will give students access to manipulatives and a range of tasks to reach the level and need of all students.

Action Step
By next quarter students will meet the goal by utilizing iReady lessons at an individual level, fluency practice, and teacher led small groups focusing on MD 1-5.

Action Step
Targeted intervention groups will meet daily for 25 minutes with a focus on concepts and procedures. Title 1 teacher will deploy paraeducators daily during intervention blocks in the master schedule to meet this goal. Progress monitored via iready, CFAs, etc. on 6-week basis

Measurement  
SBA-Math (Smarter Balanced Assessment)

Date  
6/1/2019

Resources Available
Computers, Intervention system, Engage NY curriculum, interventionist staff

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The number of hispanic kindergartners not meeting standard in speaking and listening will decrease from 55% to 0%

Action Step
During morning meetings students will be expected to answer using complete sentences. Teacher will use daily morning meeting planner to reflect and track speaking and listening skills.

Action Step
Students will participate in listening centers and Okapi daily by listening to audible text. Teacher will debrief with student individually, requiring a verbal response, a minimum of 3 times a week using formative assessment.

Measurement
CFA (Common Formative Assessment)

Date
6/1/2019

Resources Available
Teachers, interventionists, paraeducators, instructional coach

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The number of SPED students not performing to grade level in reading will decrease from 70% to 30%

Action Step
Teachers will be utilizing the First Grade Literacy program with fidelity to teach RF.1.4. Teachers will utilize transitions and a variety of settings and contexts for learning to keep all students engaged.

Action Step
Teachers will use whole child strategies to ensure comfort and encourage risk taking in the classroom. Teachers will monitor effectiveness with CFAs, anecdotal data, iReady lessons, and running records and/or DRA Progress Monitoring. Teachers will use PLC time monthly to calibrate efforts

Measurement  CFA (Common Formative Assessment)
Date  6/1/2019

Resources Available
iReady Toolkit and assessment, CFA training, PLC time

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The number of Special Ed students not meeting standard in ELA1 will decrease from 50% to 0%

**Action Step**
Teachers will utilize common phonics curriculum aligned to CCSS with fidelity introducing 2-3 letter sounds each week. Students will receive core instruction, small group and LRC instruction daily, focused on 2.RF.3 and will use letter and word cards for group & independent practice.

**Action Step**
Teachers will use a combination of whole group and individual instruction daily per the literacy framework. Teachers will monitor effectiveness with CFAs, anecdotal data, iReady lessons, and running records and/or DRA Progress Monitoring. Teachers will use PLC time monthly to calibrate efforts

**Measurement**
CFA (Common Formative Assessment)

**Date**
6/1/2019

**Resources Available**
Computers, iReady tools, intervention staff, Firsties literacy curriculum

**Resources Needed**
0

**Responsible**
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The number of Hispanic students not meeting standard in "describe the relationship...(8)" will decrease from 33% to 15%

Action Step
Teachers will utilize CIA curriculum and writing protocol, Read Naturally, iReady, DRA, Standards Mastery to aid students with RI.3.2 reading standard. Students will have regular weekly opportunities to confer 1:1 with regards to their work. This will be met by June 2019.

Action Step
Teachers will use a combination of whole group and individual instruction daily per the literacy framework. Teachers will focus on "Describe the relationship..." Teachers will monitor effectiveness with CFAs, anecdotal data, iReady lessons, etc. Teachers will use PLC time monthly to calibrate

Measurement
CFA (Common Formative Assessment)

Date
6/1/2019

Resources Available
CIA curriculum, instructional coach, literacy framework, time allocated for PLC, formative assessment training.

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The number of ELL students performing before grade level in reading "compare and contrast" will decrease from 90% to 40%

**Action Step**
Teachers will utilize CIA curriculum with an emphasis on this skill. Teachers will provide multiple opportunities in class to compare and contrast different texts with similar themes and topics. Teachers will provide opportunity for students to practice articulating their thinking.

**Action Step**
Students will receive targeted intervention daily based on data and the need existing relative to "compare and contrast." Teacher will remain as a small group leader for the most struggling students in the room. Teacher will provide weekly 1:1 confering opportunities with all students.

**Measurement**  CFA (Common Formative Assessment)
**Date**  6/1/2019
**Resources Available**
CIA curriculum, instructional coach, literacy framework, computers, interventionist staff.

**Resources Needed**
0

**Responsible**
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The percentage of Hispanic students not showing RC competency in Engaging effectively in collaborative discussions will decrease from 60% to 20%

Action Step
Teachers will utilize intentional partners/Socratic seminar/teacher modeling/student modeling focusing on the SL 1. This will happen 30 minutes daily. Students will use peer and self-evaluation rubrics. Students will meet this goal by next quarter.

Action Step
Sentence stems will be offered as a scaffold during small group and whole group instruction. Students will listen to varies sources to formulate opinions and ideas which they will respond to through discussions. Teacher will monitor through rubric and discussion analysis daily.

Measurement  CFA (Common Formative Assessment)
Date  6/1/2019
Resources Available
Literacy Framework, CIA Curriculum, ELL staff, Instructional Coach.

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The number of Hispanic students in level 2 will decrease from 45% to 22%

Action Step
Teachers will utilize Common Planning and PLC times to build and align measures of proficiency.

Action Step
Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in math fluency daily. Teachers will utilize small groups daily to help students develop conceptual understanding.

Measurement
CFA (Common Formative Assessment)

Date
6/1/2019

Resources Available
iReady tools, time for collaboration, matching curriculum.

Resources Needed
0

Responsible
Brett Sizemore, Henry Smith, Grade Level Team
GOAL: The number of Hispanic students not proficient in measurement and data will decrease from 48% to 20%.

Action Step
Teachers will utilize common curriculum as well as supplemental material to teach 1.MD.C.4. Teachers will use CFA’s, Exit Slips, and PLC time to calibrate their work.

Action Step
Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in measurement and data activities daily. Teachers will utilize small groups daily to help students develop conceptual understanding.

Measurement
CFA (Common Formative Assessment)

Date
6/1/2019

Resources Available
iReady tools, time for collaboration, matching curriculum.

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade level team
GOAL: Decrease the number of hispanic students below standard in measurement and data from 48% to 22%

Action Step
Teachers will use aligned curriculum, formative assessments and math tools daily to analyze and display measurement and data addressing 2.MD.9 to create and work with small groups.

Action Step
Teachers will use pre and post assessments to drive instruction as well as iReady lessons twice weekly, exit slips 3-4 times weekly and iReady assessments.

Measurement
CFA (Common Formative Assessment)

Date

Resources Available
iReady tools, time for collaboration, matching curriculum.

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Level Team
GOAL: The number of African American Students not meeting standard in measurement and data will decrease from 56% to 28%.

Action Step
Alignment of math curriculum and stay on track with the curriculum map. Team goal is to have measurement and data unit completed before our SBA state test in May of 2019. Progress monitoring is used though quick quizzes, unit tests, exit slips, iReady, and standards mastery.

Action Step
Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in measurement and data daily during this portion of the curriculum map. Teachers will utilize small groups daily to help students develop conceptual understanding.

Measurement
CFA (Common Formative Assessment)

Date
6/1/2019

Resources Available
iReady tools, time for collaboration, matching curriculum.

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade level team
GOAL: The number of hispanic students not meeting standard in solving word problems will decrease from 36% to 0%.

Action Step
Teachers will utilize small groups daily to help students develop conceptual understanding and do reduce any lack of understanding from struggling to read problems.

Action Step
Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in math fluency and problem solving daily.

Measurement
iReady-Math (iReady Universal Screener)

Date
6/1/2019

Resources Available
iReady tools, time for collaboration, matching curriculum.

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Team
GOAL: Decrease the number of African American 5th grade students performing at level 1 in Reading from 5/14 to 2/14

Action Step
Sentence stems will be offered as a scaffold. Students will listen to varies sources to formulate opinions and ideas which they will respond to through discussions. Teacher will monitor through rubric and discussion analysis.

Measurement
Date 6/15/2019
Resources Available
iReady tools, time for collaboration, matching curriculum, computers, time built into master schedule for common planning.

Resources Needed
0

Responsible
Henry Smith, Brett Sizemore, Grade Level Team