Striving to become a PLC Model School!

Planning and Design

- Community Circle every day
- School-wide positive behavior program
- Instructional design using backwards planning
  - Identifying the standards (Q1) and the products/assessments (Q2)
  - Practice strategies, discuss student work and data during PLC meetings
- Goal-setting with students, parents using data
- Differentiation for various learning styles (academic and social-emotional needs)
  - Small groups and stations
  - Technology integration
- Weekly communication with parents through home folders, conferences, positive notes, home visits, and family and parent night

Reflection and Adjustment

- During PLC meetings and conferences, teachers use curriculum, peer observations, PD and data to disaggregate, interpret, and analyze student learning to create instructional action steps. (Q3 & Q4)
- Students analyze their data to adjust learning goals.
- Parents discuss data and goal-setting with the teacher and/or student during conferences.
- Data resources include:
  - Master Data Tracker
  - Student data trackers
  - MAP
  - Assessments and performance tasks

- Weekly communication with parents through home folders, conferences, positive notes, home visits, and family and parent night

Edgewood Elementary

Our WHY

Staff and students are committed to creating unique masterpieces.

VISION

We aspire to develop critical thinkers with strong character who can contribute to the world.

MISSION

EWE is a professional learning community devoted to ensuring high levels of student achievement for every child.

BELIEF STATEMENTS

- ► Students cannot achieve academic success until their social-emotional needs are met.
- ► All students deserve authentic learning experiences that are rigorous, individualized, and collaborative.
- ► All students gifts and talents deserve to be discovered and nurtured.
- ► Engagement of parents, staff, students, community members is necessary for positive outcomes.

4 Critical Questions

Q1) What do we expect students to know and be able to learn?
Q2) How do we know they are learning it?
Q3) How do we respond when they do not learn it?
Q4) How do we respond when they have already learned it?

Teaching and Learning

- Positive Behavioral Intervention Supports (PBIS)
  - Consistent communication with parents
  - Positive, safe environment
  - Positive relationships between students, teachers, staff, and parents
    - Genuine effort is praised
    - 3:1 ratios of interactions
    - Routines and procedures in place with visuals to support learning (CHAMPS, Character Strong, Zones of Regulations)
    - Positive behavior plans with reinforcements
- TEKS-aligned content, language objectives posted
- Full lesson cycle
  - Objective led opening, mini-lesson, guided practice, independent work, checks for understanding throughout, closure by circling back to the objective
  - Students actively engaged in meaningful work
  - Flexible small groups, personalized learning, differentiated support, student/teacher conferences and hands-on learning
  - Students have access to their goals, data trackers, and any necessary support plans (behavior or academic)
  - OWDL classrooms will implement PVR
- Print-rich environment
  - CHAMPS
  - Anchor charts
  - Word walls
  - Student work
  - Expectations
  - Class goals

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MATH DATA

Gr 3 - Math	2019 STAAR	2021 STAAR	CA #1	CA #2	PSA 1	CA #3	PSA 2	PSA 2-Retest	PSTAAR
% Approaches	65	47.10%	26%	80%	41%	79%	68%	42%	36%
% Meets	32	17.20%	27%	74%	14%	47%	32%	35%	14%
% Masters	12	3.40%	0%	6%	7%	16%	4%	3%	0%

Gr 4 - Math	STAAR	STAAR	CA #1	PSA 1	CA #3	CA #4	PSA 2	PSA 2 -Retake	PSTAAR
% Approaches - 50%	75	45.10%	32%	65%	77%	81%	66%	74%	47%
% Meets - 71%	49	22%	21%	44%	37%	61%	46%	49%	23%
% Masters - 82%	28	12.10%	28%	31%	41%	35%	34%	34%	1%

Gr 5 - Math	STAAR	STAAR	CA #1	PSA1	CA # 2	CA #3	CA #4	PSA2	PSA2-Retest	PSTAAR
% Approaches 50%	86	54.70%	4.10%	74%	86%	73.40%	83%	72%	49%	50%
% Meets - 72%	52	25.30%	37%	40%	70%	50.70%	45.40%	35%	13%	17%
% Masters - 83%	31	10.70%	12%	28%	45%	30.70%	31.30%	22%	3%	

Gr 5 - SCI	STAAR	STAAR	PSA 1	UNIT3	PSA 2	PSTAAR
% Approaches	63	29%	63%	66%	61%	34%
% Meets	26	7%	28%	43%	17%	7%
% Masters	6	1%	9%	22%	5%	3%

PSTAAR 2021

Gr 3: 19/4/2

Gr 4: 27/8/1

Gr 5: 41/16/9

Level Tested	Raw Score	% Correct	Overall RS (32)	Overall % Correct	Content Taught RS (24)	Content Taught % Correct
Campus Average →	14	44%	14	44%	11	46%
District Average →	16	49%	16	49%	13	53%

Level Tested	Raw Score	% Correct	Overall RS (34)	Overall % Correct	Content Taught RS (22)	Content Taught % Correct
Campus Average →	17	49%	17	49%	13	59%
District Average →	17	49%	17	49%	13	58%

Level Tested	Raw Score	% Correct	Overall RS (36)	Overall % Correct	Content Taught RS (26)	Content Taught % Correct
Campus Average →	17	47%	17	47%	13	51%
District Average →	19	54%	19	54%	15	57%

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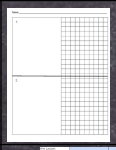
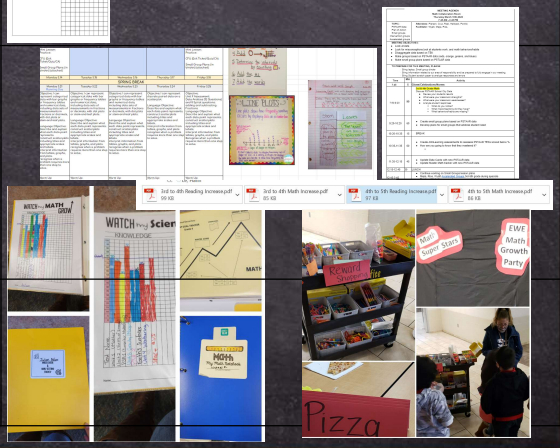
What are you doing to move math achievement?

Math Trend	Math Action Step	Evidence
We are still working through the technology piece of assessing students.	Created sheet with blank space and grid paper to use to show work. Teachers are actively monitoring students working on devices.	
Small groups and sharing of students to provide reteach and intervention of math standards.	PLT for data digs, weekly extended planning and time for small group data driven instruction with district and campus reading specialists. Sharing of ideas during sessions and regrouping students for after PSTAAR teach time.	
Students are working on their goals and trackers. Celebrations are planned to provide incentives for both class instructional behaviors (effort) and checkpoint results.	Our counselor and CIS staff are meeting with students to help them with working all the way on the assessments and helping through social skill groups and assemblies.	

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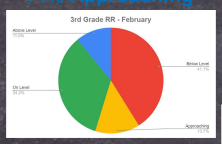
Reading Data

PSTAAR 2021

Gr 3 Reading	2019 STAAR	2021 STAAR	CA	PSA 1	CA	CA	PSA 2	CA	CA:	Mini PSTAAR	Character Studies	PSTAAR
% Approaches	52%	43.70%	82%	23%	65%	75%	38%	75%	59%	44%	41%	47%
% Meets	26%	15%	62%	6%	39%	53%	14%	34%	30%	11%	9%	11%
% Masters	15%	3%	35%	3%	11%	20%	7%	9%	7%	4%	9%	4%

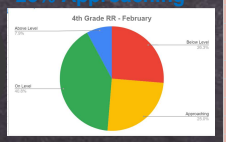
49% at or above
14% Approaching



Gr 3: 34/11/3

Gr 4 Reading	STAAR	STAAR	CA	PSA 1	CA	CA	PSA 2	CA	CA	Mini PSTAAR	Biography	PSTAAR
% Approaches	59%	42%	39%	46%	53%	70%	38%	46%	36%	41%	63%	51%
% Meets	31%	8%	20%	14%	22%	36%	10%	25%	12%	10%	47%	24%
% Masters	10%	0%	7%	4%	13%	13%	4%	7%	3%	3%	23%	11%

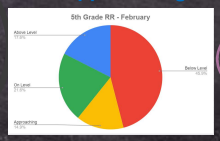
49% at or above
25% Approaching



Gr 4: 33/8/2

Gr 5 Reading	STAAR	STAAR	CA	PSA 1	CA	CA	PSA 2	CA	CA	Mini PSTAAR	Argument and Advocac	PSTAAR
% Approaches	75%	54%	70%	36%	66%	45%	27%	66%	55%	47%	66%	45%
% Meets	36%	23%	27%	5%	43%	15%	7%	43%	8%	13%	15%	19%
% Masters	17%	15%	18%	1%	15%	4%	2%	13%	8%	7%	15%	5%

40% at or above
17% Approaching



Gr 5: 38/18/9

Emergent	0
A	0
B	2
C	0
D	0
E	0
F	2
G	0
H	1
I	1
J	0
K	0
L	2
M	1
N	2
O	3
P	2
Q	2
R	14
S	8
T	5
U	16
V	9
W	3
X	2

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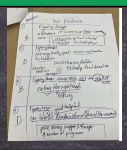
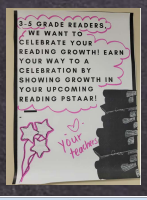
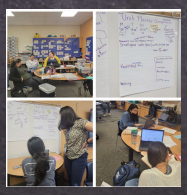
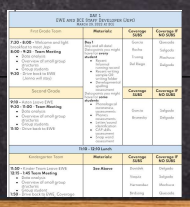
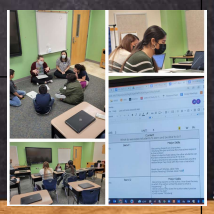
What are you doing to move reading achievement?

Reading Trend	Reading Action Step	Evidence
Working on students staying focused all the way through the reading assessment. Students are not transferring skills learned into independent time.	Created sheets for students to provide text evidence. Staff Developer modeled ways to increase critically thinking skills	
Students are having difficulty using the skills being taught with the teacher in their independent reading time. Increase need to build more reading stamina too.	Teachers preparing individual baggies for students with text complexity cards. Provided teachers with planning to work on their read alouds using STAAR stems and using text complexity cards during small group. Increase student celebration for showing work and increase performance.	   
Students staying too long in the lower level readers.	We are an affiliate school with staff developers for K-5. We will continue to focus on small group instruction and text band work.	

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3-2-1: Edgewood Elementary

Intervention focus areas:

Small Group Instruction and Intervention time for math and literacy

Weekly extended collaborative planning for teachers with district and campus supports.

We are in need of a contined support with our MIS, LIS, SIS and CAIS, MCL and Systems of Care coach. We would like to continue to be an Affiliate School in 2022-23..

Thank you for all of your support. We appreciate the support with Reading Academies, dedicated subs and the early release days.

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