

John L. Edwards Primary School



*We Listen, We Learn,
We Share, We Care*

2016-17 Schoolwide Improvement Plan

1. Comprehensive Needs Assessment

John L. Edwards is currently designated a School In Good Standing, but did undergo a 2015/16 District Led Review. This School-Wide Plan is written by the JLE School Improvement Team to address the needs identified in the JLE 2015/16 District Led Diagnostic Review.

2. Schoolwide Reform Strategies

- I. JLE will continue to improve data sharing and home/school communications with our parents. The school leader will share kindergarten-screening data, 2016/17 RtI reading benchmarking results, JLE vision & mission statements with our parents.
- II. The 2016/17 JLE schedule will include common planning times for teachers and RtI periods allowing teachers to share data, collaborate and differentiate instruction to meet the needs of all students.
- III. The JLE PBIS and RtI Committees will compile a menu of additional Tier II and III interventions to meet the social/emotional needs of students.
- IV. The JLE School Leader and teachers will develop and pilot Pre-K-2 triannual benchmarks and student rubrics to increase students' participation in their learning plan.
- V. School Leader, Faculty and Community Stakeholders will develop and implement procedures to improve student attendance rate by 2% and employ standardized retention protocols.

3. Instruction by Highly Qualified Teachers

John L. Edwards works closely with the Human Resources department at the District level to ensure that all teachers in the building are properly certified and meet the criteria of Highly Qualified. We do not have any teachers in the building who are uncertified or who teach outside their certification area.

4. High Quality and Ongoing Professional Development

Teaching and Learning Coaches/Specialists are currently available for ELA and Math instruction. Best practices are also shared and modeled during monthly faculty meetings and at monthly Grade Level Meetings. Teachers who attend professional development are expected to return and share their findings with their colleagues.

5. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools

All buildings in the District are Title I buildings so no one building has a greater need for High Quality Highly Qualified teachers over the others. Building administrators discuss teacher placement, across the District, regularly with each other and with the Superintendent. Teachers are reassigned as the administrative unit deems necessary. The OLAS website for hiring new staff has been reinstated as well as utilizing various social media sites to share postings. Teaching assistants, who also possess teacher certification, are also recruited to assist in classes with the greatest need.

6. Strategies to Increase Parental Involvement

- I. Promote the importance of being a member of the PTA
- II. Invite more parents to be part of the School Leadership Team
- III. Invite parents to more academic awareness events hosted by the building other than Open House and Parent/Teacher conferences.
- IV. Encourage more teachers to ask for parent volunteers in the classroom.
- V. Employ language interpreters for Open Houses and Parent/Teacher conferences.

7. Transition plans to assist preschool children from early childhood programs to the elementary school program

JLE has a TPK & UPK program in the building. The Pre-K teacher participates in the same professional development as the rest of the teachers in the building. JLE is also offering a Kindergarten Preview Academy during the month of August to give incoming Kindergarteners the opportunity to be exposed to the daily routines and expectations of Kindergarten before the first day of school in September.

8. Measures to include teachers in decisions regarding the use of academic assessments and the use of assessment data to inform instruction

- I. The JLE School Leader and teachers will develop and pilot Pre-K-2 triannual benchmarks and student rubrics to increase students' participation in their learning plan.
- II. School Leader, Faculty and Community Stakeholders will develop and implement procedures to improve student attendance rate by 2% and employ standardized retention protocols.
- III. JLE teachers will be using the FastBridge assessments to identify specific areas in need of remediation to support targeted differentiated instruction.

9. Activities that ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance

John L. Edwards is currently undergoing the implementation of a district-wide RtI Program, which includes trainings to enable our teachers to use specific data to address the academic challenges of our children. The RtI program also enables our teachers to make recommendations for intervention programs like AIS, ESL and Special Ed. services if needed.

10. Coordination and integration of Federal, State and Local Services and Programs

The building principal coordinates with the Office of School Improvement on the needs of the teachers to improve their instructional practices, familiarity with implementing the Common Core State Standards, and how to use data to drive instruction. The Destination Graduation goals set by the Board of Education also serve as a direction to meet the NYSED goal of graduating a higher percentage of college and career ready students. By having our School Improvement Team create annual goals that are aligned to the HCSD Vision 2020 Goals, John L. Edwards integrates mandates created at the Federal and State level because the district goals took these mandates into consideration when adopting them. The Destination Graduation goals can be found on the District website at www.hudsoncityschooldistrict.com.