

East Heights Elementary was designated as a TSI school. We have embedded our subgroup of concern into our CSIP with the involvement of local school personnel and other stakeholders, including the principal and other school leaders, teachers, and parents. We have addressed components of a turnaround leadership development and support, identified critical resource inequities, added evidence-based interventions, and additional actions that address the causes of consistently underperforming subgroups of students.

Turnaround Leadership Development and Support:

We have addressed turnaround leadership development and support by prioritizing improvement and communicating its urgency. Staff is clear about the need improve our core instruction. This was accomplished through looking at our data and completing the Classroom Level Core Diagnostic provided to us by our Continuous Improvement Coach, J’Nora Anderson. We have noted within our CSIP the many ways we are going to utilize culturally responsive, engaging, high-yield, and high effect size strategies with our students. Through our work with the Professional Learning Communities (PLC) model, we are using effective practices of collaborative groups of teachers working together to develop standards-based lessons, common assessments, examine student data and adjust the instructional program to meet individual student learning needs. This adaptive model will improve student achievement. Administration, Continuous Improvement Coach, Instructional Coach will provide guidance and support to ensure PLCs are implemented with fidelity. There is an ongoing effort to target professional learning opportunities that are differentiated to meet the needs of our staff. Teachers are provided with job embedded professional development aligned with the instructional program. Teachers have release time during the school day for extended planning and learning time for PLCs. The district’s content specialists are available to consult with school leaders as well.

Critical Resource Inequities:

In working with stakeholder to examine possible inequities, one areas that will be addressed is the involvement of special education teachers in grade level planning. Our two special education teachers who either collaborate or teach resource to students in the general education population have the opportunity to attend grade level planning each day with at least one grade level; however, there is currently no plan in place to ensure that they can meet with every grade level group from which there students come. To remedy this, they will attend every grade level in which they have students at least twice a month. To ensure inequity of personnel is appropriated to those Gap Groups who need them most, several specials teachers (STEM, Music, Guidance) are assigned to be a KG teacher during the reading block in classrooms were GAP group students are plentiful. One of these teachers works in special education strand classroom in first grade, one in a third grade classroom with a high number of African-American students, and the third in a second grade classroom with African-American and ELL students. Special attention is given to the needs of students with disabilities and other Gap areas when making decisions about how to utilize financial resources as well.

Evidence-Based Interventions:

SEE DOCUMENTING EVIDENCE-BASED TEACHING PRACTICES ATTACHMENT

Additional Actions:

SEE CSIP Strategies and Activities under the Gap Goal.