

ECC School Improvement Plan 2023-24

**Data Analysis** Our Building Leadership Team reviewed the following data and identified our celebrations, as well as our opportunities for improvement.

Data Sources: COR baseline data collected by teachers & PBIS Walk Through Data

**Celebrations:**

- Targeted professional development and implementation of the Pyramid Model. A framework of *evidence-based* practices for promoting young children’s healthy social and emotional development.
- Individualized professional development on the Pre-K version of Foundations for students who will be entering kindergarten in the fall.
- Piloting a Dual language program for Pre-K students going to kindergarten in the fall. Early bilingualism can lead to improved academic outcomes in school, increased problem solving abilities, better working memory and improved capacity for abstract thinking.
- Increased learning opportunities for students and families around phonological awareness and early childhood literacy (*Pre-K Foundations, Heggerty, Fall Literacy Night, 100 Book Challenge, local library partnerships, mystery readers, weekly library checkout*).
- Baseline data 2022-2023: Trimester one data for three and four year olds averaged 26% of students can explain the reason behind an emotion. Compared to this year's baseline data that indicates 46% of three and four year olds can explain the reason behind an emotion.
- Baseline data 2022-2023: Trimester one data for pre-k students averaged 16% of students were able to spontaneously say real or made up rhymes. Compared to this year's baseline data for pre-k students which indicates 39% of pre-k students are able to spontaneously say real or made up rhymes.

**Opportunities for Improvement: 6 week data**

1. Currently 46% of our students can explain the reason behind an emotion, however only 15% of those students can control the expression of his or her feelings.
2. Currently 96% of our students can repeat or join in simple rhymes, however only 39% of those students are able to spontaneously say real or made up rhymes.

**Student Performance Target Goals:**

1. By May 2024, 84% of students going to Kindergarten in the fall will increase their individual phonological awareness COR rating by one level.
2. By May 2024, 84% three and four year olds will increase their individual emotions COR rating by one level.

**Current Status and Next steps**

1. We have completed:
  - a. Baseline data analysis,
  - b. Identification of the 2 foundational key concepts (Emotions & Phonological Awareness) to target
  - c. Root cause analysis for both goals:
    - **Emotions**-Students haven't had explicit instruction on how to identify/label their feelings and use strategies.
    - **Phonological Awareness**- One of the best predictors of how well children will learn to read during the first two years of school instruction.
  
2. We are in the process of developing our action plan, which will include:
  - a. Target:
    - Differentiated instruction using Classroom Practice 6
    - COR Growth-Student versus student
  - b. Strategies:
    - Small group instruction
    - Trimester COR Reports
  - c. Timeline
    - Daily implementation
    - Weekly planning
    - Monthly PD
    - Trimester assessment and family reports