

This WSIP is a continuation of the work the Edison K8 began during our initial year as a school in 2009-2010. At the beginning of our WSIP design process the ILT made a very conscious decision to use a collaborative process to create the Whole School Improvement Plan, one that included input from every teacher involved in the daily instruction of our students. We did this because of 2 key beliefs:

1. the process of analyzing data and performing root cause analysis are key professional development activities that challenge teachers to examine their beliefs about their practice
2. if all teachers are involved in each step of the process there will be a high level of implementation and accountability for results that can be expected.

In March 2010 we hosted an Instructional Rounds visit led by Richard Elmore that provided us with a wealth of data about the implementation of our instructional strategies. Preparation for that visit pushed our ILT members to more clearly articulate our theory of action about why a focus on higher-level thinking would increase student achievement. It also afforded us an opportunity to think critically about the evidence for implement that we had identified in our 2009-2010 WSIP. We realized that many of the action steps in our 2009-2010 WSIP did not lend themselves to observable behaviors or results that could be easily monitored. This realization has informed our current work.

We continued the process of revising our original plan in June 2010 when preliminary MCAS scores were first posted. We used the Bunker Hill holiday as a full day professional development day and engaged in an analysis and evaluation of the work we had engaged in during our initial year, using the preliminary MCAS data as one source of information about the effectiveness of our implementation efforts. We also considered scores from the Content Area Writing Assignments administered during the year, observational data from Instructional Rounds, exemplars from 8th grade portfolios and survey data from teachers. We engaged in root cause analysis about why we did not see greater improvements in student achievement as a result of the work we did during the 2009-2010 school year.

Adhering to the PELP framework for inquiry we are making adjustments to refine and focus our problem of practice for the 2010-2011 school year rather than starting the process from the beginning. The Edison K8 ILT members continue to calibrate and refine our abilities to lead data analysis and root cause analysis in grade level and content area teams. We now have a functioning Data Team that works in partnership with the ILT. Data Team members have led grade level teams in analysis of MCAS, DIBELS and Learnia data for this WSIP revision. ILT members have met with teams to review and revise the strategies and action steps we will undertake during the 2010-2011 school year. We will host another team for Instructional Rounds in December 2010 and will again use the rounds planning process as an opportunity to further refine our action steps. We will also use the observational data generated to make adjustments to our implementation and action steps.

The process of creating the 2010-2011 WSIP and refining our problem of practice is helping the 90+ educators who make up the Edison staff to develop common

understandings about our students' learning needs. It has also helped us build the foundation of a professional learning community. Our problem of practice is one that the whole school is focused on – and which will lead to a high level of vertical alignment of curriculum, skills and habits of mind across all grade levels and content areas.