



Colorado's Unified Improvement Plan for Schools

EDISON ELEMENTARY SCHOOL UIP 2019-20 | School: EDISON ELEMENTARY SCHOOL | District: DENVER COUNTY 1 | Org ID: 0880 | School ID: 2506 | Framework: Pending | Draft UIP

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Executive Summary

If we...

HIGH IMPACT INSTRUCTIONAL STRATEGIES

Description:

Teachers will ensure equitably high achievement through planning for and implementing high impact, culturally responsive instructional practices including: intentional monitoring, descriptive feedback, goal setting and differentiation.



CULTURALLY RESPONSIVE PRACTICES

Description:

Teachers will equitably and consistently develop nurturing relationships and have unwavering high expectations with every student in their classroom in order to support all students in becoming independent learners.



Then we will address...

CULTURALLY RESPONSIVE PRACTICES

Description:

We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.



HIGH IMPACT INSTRUCTIONAL STRATEGIES

Description:

We do not consistently use instructional strategies (intentional monitoring, descriptive feedback, goal setting, differentiation) that ensure high expectations and high achievement growth for every student, with a focus on Students of Color and Students with Disabilities.



CULTURALLY RESPONSIVE PRACTICES

Description:

We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.



Then we will change current trends for students

ACADEMIC STATUS GAPS - LITERACY

Description:

While the percent of students in the Meets/Exceeds expectations on ELA CMAS is increasing and above district expectations, our CMAS ELA data shows that our students of color and students with special education needs, across all grade levels, are not making enough progress in literacy according to CCSS expectations.



ACADEMIC STATUS GAPS - MATH

Description:

While the percent of students in the Meets/Exceeds expectations on math CMAS is increasing and above district expectations, our CMAS math data shows that our students of color and students with special education needs, across all grade levels, are not making enough progress in math according to CCSS expectations.

**MGP ELA****Description:**

While the percent of students in the Meets/Exceeds expectations on ELA CMAS is increasing and above district expectations, our CMAS ELA data shows that students are not showing enough growth, in 4th and 5th grade, according to CMAS ELA MGP.

**MGP MATH****Description:**

While the percent of students in the Meets/Exceeds expectations on math CMAS is increasing and above district expectations, our CMAS math data shows that students are not showing enough growth, in 4th and 5th grade, according to CMAS math MGP.



Access the School Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Improvement Plan Information

Additional Information about the school

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

Population and Demographics

Edison Elementary school is a traditional neighborhood school in Northwest Denver which serves 560 students, grades ECE-5th. Edison houses a magnet program for students identified as Highly Gifted and Talented, as well as a special education center program for students with Autism. Edison's population consists of 26% of students who receive Free/Reduced Lunch, 32% of students of color and 68% of students who are White. Additionally, 2.3% of Edison's students speak a language other than English at home, 7.3% receive special education support and 13% receive gifted and talented services.

Leadership and Staff

Edison has a strong, stable educational staff with 30/38 educators having more than 5 years of experience and about half of the teaching staff having over 10 years of experience. School leadership has over 10 years of school leadership experience.

Assessments/Curriculum/Instructional Models

Edison uses TSGold, DPS Supplemental assessments, STAR Early Literacy and Reading, STAR Math, AimsWeb, CMAS, in addition to formative assessments like guided reading levels, writing samples, math unit assessments, math coherence tasks and projects, to evaluate and monitor progress of student learning. Edison uses a viable core curriculum to support rigor of the CCSS. Edison's core curriculum includes: Engage New York (Eureka) for math, Benchmark Advantage for K-2 reading, Expeditionary Learning for 3rd-5th grade reading, small group guided reading instruction, Writing Alive for writing and project based learning for science and social studies. Edison provides interventions to all students below grade level with a push-in and co-teaching model, differentiating and scaffolding the core curriculum. Additionally, to support acceleration of reading achievement for students below grade level in reading, Edison uses Lexia, Read Naturally, LLI, and Foundations.

Partner/Programs at School

Edison partners with community agencies including Edison's PTA, Regis University and Metro State University and local business to provide additional resources to the school. We encourage teachers to supervise and train student teachers. Community members support instruction through presentations in the classrooms and feedback to students at project exhibitions. Edison's PTA provides financial support to the school which supports additional intervention paraprofessionals in the classrooms, after school tutoring, after-school enrichment scholarships for students, classroom materials for teachers and community events.

Past Supports/Grants/Resources

Edison receives annual AtoZ grants from the DPS Foundation which provides additional resources to our students such as intervention curriculum, horseback riding for students with autism, overnight field trips and STEM materials.

ESSA Identification: For the 18-19 school year, Edison has been identified by ESSA for school improvement for Additional Targeted Support for our students on IEPs.

Our school has opted to participate in the Year 2 Opportunity Gap Cohort led by Dr. Edward Fergus. In this cohort, our school identified areas of disproportionality specific to students on IEPs and work to address these disproportionalities through putting into place equity practices and PDSA cycles to monitor impact. For the 2019-20 school year, Edison opted in to the University of Denver Design Thinking project. Through this project we will continue our efforts to ensure equitable practices using PDSA and design thinking practices.

Culture and Climate

Edison is proud of its positive school culture and values. Edison has a strong Positive Behavior Intervention Supports (PBIS) system which includes character education, CARES (Community Minded, Aware, Respectful and Responsible, Empathetic and Safe) traits, bully proofing, trimester awards, and morning meetings. Edison teaches students about 'growth mindset' and models this value system with students. Edison engages students in community service activities such as Spark Change, Valentines for Vets, food drives, and students visiting local retirement homes.

Edison's parent involvement is an asset to our school with a very involved PTA, opportunities for volunteering within the school, engaging community events throughout the school year and fundraising opportunities which positively impact the school.

UIP Development Process

In order to identify priority needs at Edison, the entire teaching staff analyzed the current demographic, perceptual and achievement data for the school, including data available on the whole child dashboard. The teachers identified current strengths and growth areas in the data. Teachers then identified the priority needs and brainstormed possible root causes for these needs. After narrowing the root causes, the School Leadership Team and Collaborative School Committee reviewed the school data and narrowed the priority needs and root causes to those that seem to be most important for the students at Edison. Lastly, the school principal and assistant principal did classroom observations to determine if the priority needs and root causes were apparent.

Prior Year Targets

Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets).

Edison's Spring 2019 achievement data indicated that:

ELA CMAS: 63.7% of 3rd-5th grade students met/exceeded expectations, while 41.6% of students of color met/exceeded expectations. We did not reach our goal of 45% of students of color meeting/exceeding expectations on ELA CMAS.

Math CMAS: 50.6% of 3rd-5th grade students met/exceeded expectations, while 30.7% of students of color met/exceeded expectations. We did not reach our goal of 45% of students of color meeting/exceeding expectations on math CMAS.

Read Act: 88.7% of students assessed with STAR Reading (N=266) were at grade level and 66.7% of students assessed with STAR Early Literacy (N=84). We met our goal of 75% of 1st-3rd graders being at grade level on READ Act assessments.

ESSA: 6.3% of students with disabilities met/exceeded expectations on ELA CMAS. We did not reach our goal of 10% of students with disabilities meeting/exceeding expectations on ELA CMAS.

ESSA: 12.5% of students with disabilities met/exceeded expectations on math CMAS. We met our goal of 10% of students with disabilities meeting/exceeding expectations on math CMAS.

MGP for ELA CMAS was 53. We met our goal of MGP of 50 for ELA CMAS.

MGP for Math CMAS was 41.5. We did not reach our goal of 50 MGP for Math CMAS.

Edison worked hard to implement all three major improvement strategies.

Teachers received professional development and collaboratively planned for rigorous and personalized math instruction, planning strategically for conceptual understanding, coherence and rigor. Teachers received feedback on lesson plans and lesson implementation.

Teachers received professional development regarding rigorous reading instruction with complex text. Teachers collaboratively planned for core/grade level reading instruction and strategically planned for guided reading. Teachers received feedback regarding lesson planning and differentiation, as well as, instruction of reading in both small and large groups.

Teachers received professional development in personalized learning, personal learning plans and student goal setting. Teachers also received professional development in best practices for gifted and talented students and equitable instructional practices. Teachers are in the beginning implementation of personal learning plans and student goal setting. Teachers at Edison made structural changes to our gifted/talented programming and our intervention programming which we believe had a positive impact on achievement growth for students of color, students receiving interventions and students receiving GT support.

Edison staff believes that our focus on providing rigorous and differentiated instruction to all students has ensured a guaranteed curriculum for all student and is supporting our improvements in achievement. We also believe that our efforts to address equity issues through changes in structures/systems and adult actions has started to close the achievement gaps, however, we are not yet where we want and need to be for all students.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

After reviewing our achievement data and analyzing our actions and systems, Edison staff will do the following:

In order to ensure that all students with GT and advanced learner needs receive challenging curriculum & instruction, teachers will receive one more year (2 if new to Edison) in best practices in GT instruction through DPS PDUs.

In order to continue to close the achievement gap and increase achievement for students of color, students who receive free/reduced lunch and students who receive special education support, Edison will continue to focus on personalized learning and equitable/culturally responsive practices in relation to relationships & culture, as well as, instructional moves.

In order to ensure that every student receives high quality instruction, Edison will focus on building teacher capacity through professional development, observations and coaching, and lab classrooms.

- Based on the analysis of the school data, Edison's teachers celebrated the reasonably high levels of achievement status in the school as evidenced through CMAS, STAR Reading and STAR math. Edison's teachers are concerned about the gaps between the percentage of students of color scoring Meeting/Exceeding compared to the percentage of White students, as well as, the gaps between the percentage of students who receive Free/Reduced Lunch compared to student who do not receive Free/Reduced Lunch. Lastly, Edison teachers have goals to increase the number of students receiving special education supports who are at grade level.

DPS SPF Results:

- In 2017, Edison was in the "Accredited On Watch" category due to Academic Gaps, however, based solely on points, Edison would have been rated in the Meets category. Edison scored in the "Meets Expectations" category on Achievement Status, the "Approaching" category on Achievement Growth, and the "Approaching" category on Engagement (though we were .5 points from Meets). Additionally, due to being rated "Approaching" on Academic Gaps, Edison's overall rating was "Accredited On Watch"
- In 2018, Edison was in the "Accredited On Watch" category. Edison scored in the "Meets Expectations" category on Achievement Status, the "Does Not Meet" category on Achievement Growth, and the "Meets Expectations" category on Engagement. Additionally, Edison was rated in the "Does not Meet" category on Academic Gaps.

CMAS Status

ELA:

- In 2017, 55.6% of 3rd-5th graders were Meeting/Exceeding Expectations in English Language Arts on CMAS compared to DPS 39.6%. 57.5% of 3rd graders, 55% of 4th graders and 54% of 5th graders were Meeting/Exceeding Expectations. Additionally, 11.3% of all students were Not Meeting Expectations in ELA.
- In 2018, 59.7% of 3rd-5th graders were Meeting/Exceeding Expectations in English Language Arts on CMAS compared to DPS 40.6%. 60.8% of 3rd graders, 60.3% of 4th graders and 58% of 5th graders were Meeting/Exceeding Expectations. Additionally, 7.1% of all students were Not Meeting Expectations in ELA.
- In 2019, 63.7% of 3rd-5th graders were Meeting/Exceeding Expectations in English Language Arts on CMAS compared to DPS 42.8%. 61.6% of 3rd graders, 66.7% of 4th graders and 63% of 5th graders were Meeting/Exceeding Expectations. Additionally, 6.8% of all students were Not Meeting Expectations in ELA.

Math:

- In 2017, 52.3% of 3rd-5th graders scored Meets/Exceeds Expectations in mathematics on CMAS compared to DPS 32%. 54.5% of 3rd graders were Meeting/Exceeding; 46.9% of 4th graders were Meeting/Exceeding; 55.6% of 5th graders were Meeting/Exceeding. Additionally, only 12.5% of students were Not Meeting Expectations in math.
- In 2018, 51.5% of 3rd-5th graders scored Meets/Exceeds Expectations in mathematics on CMAS compared to DPS 34.1%. 60.8% of 3rd graders were Meeting/Exceeding; 43.6% of 4th graders were Meeting/Exceeding; 50.0% of 5th graders were Meeting/Exceeding. Additionally, only 10.9% of students were Not Meeting Expectations in math.
- In 2019, 50.6% of 3rd-5th graders scored Meets/Exceeds Expectations in mathematics on CMAS compared to DPS 32.7%. 54.7% of 3rd graders were Meeting/Exceeding; 50.0% of 4th graders were Meeting/Exceeding; 46.6% of 5th graders were Meeting/Exceeding. Additionally, only 11.3% of students were Not Meeting Expectations in math.

Science:

- In 2017, 61% of 5th grade students were at Met/Exceeded expectations on the science assessment.
- In 2018, 51.9% of 5th grade students were at Met/Exceeded expectations on the science assessment.
- In 2019, 47.9% of 5th grade students were at Met/Exceeded expectations on the science assessment.

Gaps:

• SOC:

- In 2017, the percentage of students who were Hispanic who scored Meets/ Exceeds Expectations in ELA (32%) and math (29%) was significantly lower than the percentage of students who were White who scored Meets/Exceeds Expectations in ELA (73%) and math (69%).
- In 2018, the percentage of students of color who scored Meets/ Exceeds Expectations in ELA (36.7%) and math (24.2%) was significantly lower than the percentage of students who were White who scored Meets/Exceeds Expectations in ELA (75.7%) and math (70.7%).
- In 2019, the percentage of students of color who scored Meets/ Exceeds Expectations in ELA (41.6%) and math (30.7%) was significantly lower than the percentage of students who were White who scored Meets/Exceeds Expectations in ELA (77.2%) and math (62.9%).

• FRL:

- In 2017, the percentage of students who received Free/Reduced Lunch who scored Meets/ Exceeds Expectations in ELA (27%) and math (26%) was significantly lower than the percentage of students who did not receive Free/Reduced Lunch who scored Meets/Exceeds Expectations in ELA (69%) and math (65%).
- In 2018, the percentage of students who received Free/Reduced Lunch who scored Meets/ Exceeds Expectations in ELA (26.5%) and math (16.2%) was significantly lower than the percentage of students who did not receive Free/Reduced Lunch who scored Meets/Exceeds Expectations in ELA (72.5%) and math (65.5%).
- In 2019, the percentage of students who received Free/Reduced Lunch who scored Meets/ Exceeds Expectations in ELA (27.9%) and math (22.4%) was significantly lower than the percentage of students who did not receive Free/Reduced Lunch who scored Meets/Exceeds Expectations in ELA (78.3%) and math (62.2%).

• ESSA:

- In 2017, the percentage of students who were identified Special Education who scored Meet/sExceeds Expectations in ELA (0%) and math (4.5%) was significantly lower than the percentage of students who were not identified as Special Education in ELA (61%) and math (57.1%).
- In 2018, the percentage of students who were identified Special Education who scored Meet/sExceeds Expectations in ELA (N/A - only 15 students) and math (N/A - only 15 students) was significantly lower than the percentage of students who were not identified as Special Education in ELA (63.7%) and math (54.5%).
- In 2019, the percentage of students who were identified Special Education who scored Meet/sExceeds Expectations in ELA (6.3%) and math (12.5%) was significantly lower than the percentage of students who were not identified as Special Education in ELA (67.9%) and math (53.5%).

STAR (READ Act) Status

- In 2017, 84.2% of students who took STAR Reading and 71.6% of students who took STAR Early Literacy were at/above grade level according to READ Act. (district standard is 75% for K, 70% for 1st-3rd).
- In 2017, 39.62% of students who were on READ Acts at the beginning of the year moved up (off READ Acts) by the Spring (DPS standard 35%).
- In 2018, 91.6% of students who took STAR Reading and 73.7% of students who took STAR Early Literacy were at/above grade level according to READ Act. (district standard is 75% for K, 70% for 1st-3rd).
- In 2018, 57.63% of students who were on READ Acts at the beginning of the year moved up (off READ Acts) by the Spring (DPS standard 45%).
- In 2019, 88.7% of students who took STAR Reading and 66.7% of students who took STAR Early Literacy were at/above grade level according to READ Act.

CMAS Growth

- In 2017, the overall CMAS MPG in ELA was 52 (above goal of 50) and math MGP was 47. In 2017, in reading on the CMAS, the 4th grade MGP was 53 and the 5th grade MGP was 45.5. In 2017, in math on the CMAS, the 4th grade MGP was 46 and the 5th grade MGP was 49.
- In 2018, the overall CMAS MGP in ELA was 45.5 and math MGP was 41. In 2018, in reading on the CMAS, the 4th grade MGP was 38 and the 5th grade MGP was 50. In 2018, in math on CMAS, the 4th grade MGP was 34 and the 5th grade MGP was 47
- In 2019, the overall CMAS MGP in ELA was 53 and math MGP was 41.5. In 2019, in reading on the CMAS, the 4th grade MGP was 53.5 and 5th grade was 50; FRL MGP was 50.5; SOC MGP was 52. In 2019, in math on the CMAS, the 4th grade MGP was 49 and 5th grade was 33; FRL was 36; SOC MGP was 43.

STAR Growth (Early Literacy/READ Act)

- In 2017, according to STAR growth data, 54.30% of students in the Below Grade Level or Significantly Below Grade Level improved a performance level.
- In 2018, according to STAR reading, Edison (grades 1-5) had a Median Growth Percentile (MGP) of 68.
- In 2019, according to STAR reading, Edison (grades 1-5) had a Median Growth Percentile (MGP) of 61.5.

READ Act Aimline

- In 2019, overall 67% of students were at aimline on STAR reading/EL (grades 1-3). 10.3% were significantly below aimline on STAR reading/EL (grades 1-3).
- In 2019, 35.9% of students who receive Free/Reduced Lunch were at aimline (grades 1-3); 31.3% were significantly below aimline (grades 1-3).
- In 2019, 45.5% of students of color were at aimline (grades 1-3); 20.8% were significantly below aimline (grades 1-3).
- In 2019, 23.5% of students with disabilities were at aimline (grades 1-3); 58.8% were significantly below aimline (grades 1-3).
- In 2019, in first grades 65.3% of students were on aimline and 10.5% were significantly below; in second grade 76.1% were on aimline and 5.4% were significantly below; in third grade 59.3% were on aimline and 15.1% were significantly below.

ACCESS

- Edison has fewer than 16 students, therefore, this data is not reported.

Whole Child Data:

- Attendance rates at Edison are strong – at 95% in all years (2017, 2018) and 94.36% in 2019.

- Suspension rates at Edison are low – in 2015 there were 6 in-school suspensions and 8 out-of-school suspensions; in 2017, there were 10 in-school suspensions and 9 out of school suspensions; in 2018 there were 6 out of school suspensions and 6 in school suspensions, in 2019 there was 1 out of school suspensions and 1 in-school suspensions.
- On the parent perception survey, Edison had a 80% positive response rate in 2017, a 84.23% positive response rate in 2018, 77.1% positive response rate in 2019.
- On the student perception survey, Edison had a 85% positive response rate in 2017, a 87.66% positive response rate in 2018, a 83.6% positive response rate in 2019.

Participation Rates:

Through work with the Assessment team we will aspire to make sure state assessments are not only administered accurately, adhering to all prescribed protocols, but also work to ensure all students participate in order to meet the 95% participation rate requirements. In 2019, Edison had a 97.9% participation rate for ELA CMAS and a 96.7% participation rate for Math CMAS.

Course Taking Analysis

In order to address some of the concerns with achievement gaps between students who are Hispanic and students who are White, as well as address the needs of all students who are performing in the Not Meeting and Partially Meeting categories, Edison has implemented a master schedule which prioritizes interventions. Additionally, Edison monitors the progress of all students through data teams. In order to address data concerns, Edison:

- Has implemented a systematic Multi-tiered Support System in which all students who are significantly below grade level receive 1 hour of intervention in reading or math or both daily in a push-in and co-teaching model.
- Uses a systematic data team process to monitor all students, especially students who are below grade level, and set targets, goals and action steps to address each students' academic needs.
- Has implemented a strong PBIS system which encourages prosocial behavior and celebrates achievements.
- Has provided professional development on and implemented Kagan Cooperative Learning and Growth Mindset.
- Is using Project Based Learning and Learning Profiles.
- Implements a personalized learning design model.
- Is implementing the Home Visit program.

Trend Analysis



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Edison students are on a increase in ELA on CMAS between 2017 and 2019 (2017 - 56%, 2018 -59.7% , 2019 - 63.7% Meets/Exceeds). Compared to the district expectations of 40% this is 23% above the district expectations.



Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

The percent of Edison's 1st - 3rd grade students who were At-Grade level is flat as seen in the READ Act (STAR EL/Reading) assessments (2017: 84.2%; 2018: 91.6%, 2019: 88.75), this is higher than the district expectation of 70% for 1st-3rd.



Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

Edison students are on a slight decrease in math proficiency according to the CMAS math assessment between 2017 and 2019 (2017: 52%, 2018- 51.5%, 2019: 50.5% Meets/Exceeds Expectations) Compared to the district expectations of 40%, this is 10% above district expectations.



Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Edison 4th and 5th grade students' growth is moderate and increasing then decreasing as seen in the CMAS ELA MGP (2017 MGP: 52, 2018:45.5, 2019 MGP: 53) compared to the district goal of 50, this is 3 points above the district expectations.



Trend Direction: Decreasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Edison 4th and 5th grade students' growth is decreasing then flat as seen in the CMAS Math MGP (2017 MGP: 47, 2018: 41, 2019 MGP: 41.5) compared to the district expectation of 50, this is 8 points below the goal.



Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Disaggregated Achievement

The gap between Edison's students of color and White students in literacy proficiency on the CMAS ELA assessment is large and decreasing between 2017 and 2019 (2017: White: 73%, Hispanic: 32%, 2018: SOC: 36.7% , White: 75.7% , 2019: SOC: 41.6%, White: 77.2% Meets/Exceeds). While the gap is flat, Edison's students of color are on a slight increase in ELA proficiency according to the CMAS ELA assessment between 2017 and 2018 (2017: 32%., 2018: 36.7%, 2019: 41.6%). Compared to the district expectations of 40%, this is 1% above district expectations.



Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Achievement

The gap between Edison's students of color and White students in math proficiency on the CMAS math assessment is decreasing between 2017 and 2019 (2017: White: 69%, Hispanic: 29%, 2018: SOC: 24.2%, White: 70.7% 2019: SOC: 30.7%, White: 62.9% Meets/Exceeds). Edison students of color are increasing in math proficiency according to the CMAS math assessment between 2017 and 2019 (2017: 29%, 2018: 24.2%, 2019: 30.7%). Compared to the district expectations of 40%, this is 10% below district expectations.



Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: Disaggregated Achievement

The percent of Edison's 3rd-5th grade students on IEPs meeting expectations in ELA and Math is decreasing/stable as seen on CMAS (ELA: 2017 - 0%; 2018 - N/A, 2019: 6.3%) (Math: 2017 - 4.5%; 2018 - N/A, 2019: 12.5%)

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Academic Status Gaps - Literacy

While the percent of students in the Meets/Exceeds expectations on ELA CMAS is increasing and above district expectations, our CMAS ELA data shows that our students of color and students with special education needs, across all grade levels, are not making enough progress in literacy according to CCSS expectations.



Root Cause: Culturally Responsive Practices

We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.

Root Cause: High Impact Instructional Strategies



We do not consistently use instructional strategies (intentional monitoring, descriptive feedback, goal setting, differentiation) that ensure high expectations and high achievement growth for every student, with a focus on Students of Color and Students with Disabilities.



Priority Performance Challenge: Academic Status Gaps - Math

While the percent of students in the Meets/Exceeds expectations on math CMAS is increasing and above district expectations, our CMAS math data shows that our students of color and students with special education needs, across all grade levels, are not making enough progress in math according to CCSS expectations.



Root Cause: Culturally Responsive Practices

We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.



Root Cause: High Impact Instructional Strategies

We do not consistently use instructional strategies (intentional monitoring, descriptive feedback, goal setting, differentiation) that ensure high expectations and high achievement growth for every student, with a focus on Students of Color and Students with Disabilities.



Priority Performance Challenge: MGP ELA

While the percent of students in the Meets/Exceeds expectations on ELA CMAS is increasing and above district expectations, our CMAS ELA data shows that students are not showing enough growth, in 4th and 5th grade, according to CMAS ELA MGP.



Root Cause: Culturally Responsive Practices

We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.



Root Cause: High Impact Instructional Strategies

We do not consistently use instructional strategies (intentional monitoring, descriptive feedback, goal setting, differentiation) that ensure high expectations and high achievement growth for every student, with a focus on Students of Color and Students with Disabilities.



Priority Performance Challenge: MGP Math

While the percent of students in the Meets/Exceeds expectations on math CMAS is increasing and above district expectations, our CMAS math data shows that students are not showing enough growth, in 4th and 5th grade, according to CMAS math MGP.



Root Cause: Culturally Responsive Practices

We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.



Root Cause: High Impact Instructional Strategies

We do not consistently use instructional strategies (intentional monitoring, descriptive feedback, goal setting, differentiation) that ensure high expectations and high achievement growth for every student, with a focus on Students of Color and Students with Disabilities.

Magnitude of Performance Challenges and Rationale for Selection:



These challenges have been selected because Edison staff believe they are the most important achievement needs in order to prepare all students for college and career. We need to close the achievement gap between students of color and white students, students who receive free/reduced lunch and those who do not. We also need to improve achievement growth (MGP) on CMAS for all 4th and 5th graders in reading and math.

Magnitude of Root Causes and Rationale for Selection:



In order to verify these root causes, Edison's school leadership team deeply analyzed the school data, discussed school structures and systems, and reviewed curriculum and instruction at the school. School leaders and team leads also reviewed and analyzed LEAP and observation data. Additionally, teachers analyzed student achievement and growth data during data team meetings to identify strengths and areas for growth, develop intervention plans and progress monitor growth for all students, especially students of color and students on IEPs.

Action Plans

Planning Form



High Impact Instructional Strategies

What will success look like: Teachers will ensure equitably high achievement through planning for and implementing high impact, culturally responsive instructional practices including: intentional monitoring, descriptive feedback, goal setting and differentiation.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research on culturally responsive instructional practices, differentiation and

personalized learning to include: Dr. Edward Fergus, Zaretta hammond, and Carol Ann Tomlinson.

Associated Root Causes:



Culturally Responsive Practices:



We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.



High Impact Instructional Strategies:

We do not consistently use instructional strategies (intentional monitoring, descriptive feedback, goal setting, differentiation) that ensure high expectations and high achievement growth for every student, with a focus on Students of Color and Students with Disabilities.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 Goal Setting	9/10 teachers (grades 2-5) will have students set academic goals using Personal Learning Plans.	09/06/2019 05/15/2021 Quarterly	Classroom teacher, School leaders	
 LEAP	LEAP observation on 'descriptive feedback' and 'checks for understanding' and 'student collaboration' will be at or above a 5 for 90% of teachers.	09/15/2019 05/17/2021 Quarterly	Teachers, School leaders, team leads	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
	100% of teachers will participate in Professional Development to improve lesson planning with culturally responsive instructional	08/09/2019	Book: Culturally Responsive Teaching and The Brain Collaboration with	Teachers, Teacher	



Professional Development

practices (including intentional monitoring, descriptive feedback, goal setting, conferencing and student collaboration) resulting in differentiated and rigorous lesson plans.

05/31/2021

Dr. Edward Fergus on equity Partnership with DU - Design Thinking Project

Specialists, Team Leads, AP, Pnicipal

Not Started



Culturally Responsive Teaching

In 9/10 observations, during independent & student collaboration time, teachers will consistently use intentional monitoring and provide clear feedback to students (prompt for success, provide constructive feedback or goal set), supported through modeling in the lab classrooms and coaching.

08/30/2019
05/17/2021

Book: Culturally Responsive Teaching and The Brain Collaboration with Dr. Edward Fergus on equity Partnership with DU - Design Thinking Project

School leaders, team leads, teacher specialists, teachers



Differentiated Teaching

In 9/10 observations, teachers will differentiate instruction and engage students in discourse (student collaboration, peer evaluation, small group discussion, project-based learning, appropriate scaffolding, modified tasks as appropriate), supported through modeling in the lab classrooms and coaching.

12/01/2019
05/31/2021

Book: Culturally Responsive Teaching and The Brain Collaboration with Dr. Edward Fergus on equity Partnership with DU - Design Thinking Project

School leaders, team leads, teacher specialists, teachers



Culturally Responsive Practices

What will success look like: Teachers will equitably and consistently develop nurturing relationships and have unwavering high expectations with every student in their classroom in order to support all students in becoming independent learners.

Describe the research/evidence base supporting the strategy and why it is a good fit: Research on culturally responsive school/classroom cultures and relationships, Dr. Edward Fergus, Zaretta Hammond, and Carol Ann Tomlinson.

Associated Root Causes:



Culturally Responsive Practices:

We do not consistently build trusting relationships with every student in every classroom which ensures that every student is supported emotionally, self-confident and independent learners, with a focus on Students of Color and Students with Disabilities.



High Impact Instructional Strategies:

We do not consistently use instructional strategies (intentional monitoring, descriptive feedback, goal setting, differentiation) that ensure high expectations and high achievement growth for every student, with a focus on Students of Color and Students with Disabilities.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Student engagement	9/10 teachers will monitor students in target groups (SOC, FRL, unengaged) to ensure increased engagement, on-task behavior, connection to teachers as measured by intentional monitoring trackers.	08/15/2019 05/17/2021 Monthly	Teachers, School leaders, team leads	
 LEAP	90% of teachers will receive a 5 or above on LEAP observations in 'student collaboration' (I-8) and 'student engagement' (LE2).	09/15/2019 05/26/2021 Quarterly	Teachers, School leaders, team leads	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
			Book - Culturally Responsive		



Professional Development

100% of Teachers will participate in Professional Development to address biases and improve knowledge of culturally responsive practices (relationships, warm demander, class meetings, home visits, restorative justice, community events).

08/09/2019
05/24/2021

Teaching & the Brain Dr. Edward Fergus consultation DU Partnership - Design Thinking Project

Teachers, Team Leads, Teacher Specialists, school leaders



Classroom culture

In 9/10 observations, teachers will demonstrate strong relationships with students and a culturally responsive classroom culture, as evidenced by the Warm Demander 'look fors', LE4 (inclusive classroom environment), and unwavering high expectations for all students (LE 2 & 3), supported through modeling in the lab classrooms and coaching.

08/15/2019
05/24/2021

Book - Culturally Responsive Teaching & the Brain Dr. Edward Fergus consultation DU Partnership - Design Thinking Project

Teachers, Teacher specialists, Team leads, School leaders Not Started



Stakeholder Involvement

Edison will actively engage parents, students and instructional staff through : Science/Social studies exhibitions (4-6/year/grade level); Parent-teacher conferences, 2 parent education seminars, culture night, passions day, enrichment day, back-to-school night, Fall festival, pastries with parents, bagels & books, volunteer training & opportunities, CSC and PTA.

08/15/2019
05/28/2021

ILT and volunteer coordinator



Student Engagement

In 9 out of 10 observations, teachers are engaging all students as independent learners who own/lead learning activities and structures and engage in rigorous tasks, as evidenced by LEAP I8, supported through modeling in the lab classrooms and coaching.

12/01/2019
05/15/2021

Book - Culturally Responsive Teaching & the Brain Dr. Edward Fergus consultation DU

Teachers, Teacher Specialists, Team Leads, School leaders

School Target Setting



Priority Performance Challenge : Academic Status Gaps - Literacy



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2019-2020: 75% of students at each grade level (1-5) will score above 60th percentile on STAR reading.

2020-20: 75% of students at each grade level (1-5) will score above 60th percentile on STAR reading.

INTERIM MEASURES FOR 2019-2020: Interims are given 3 times a year, STAR is given monthly most of the year.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: 75% of students at each grade level (1-5) will score above 60th percentile on STAR math

2020-20: 75% of students at each grade level (1-5) will score above 60th percentile on STAR math

INTERIM MEASURES FOR 2019-2020: Interims are given 3 times a year, STAR is given monthly most of the year.



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2019-2020: Over 75% of 1st-3rd grade students will score at or above grade level and significantly below will be below 8% on READ Act (vendor cuts) assessments in 2020.

2020-20: Over 75% of 1st-3rd grade students will score at or above grade level and significantly below will be below 8% on READ Act (vendor cuts) assessments in 2021.

INTERIM MEASURES FOR 2019-2020: STAR reading and EL.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2019-2020: 45% of 3rd-5th grade students of color will score meets or exceeds expectations on ELA CMAS in 2020.

2020-20: 48% of 3rd-5th grade students of color will score meets or exceeds expectations on ELA CMAS in 2021.

INTERIM MEASURES FOR 2019-2020: Interim assessments and STAR reading.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2019-2020: ESSA: 10% of 3rd-5th grade students on IEPs will score meets or exceeds expectations on ELA CMAS in 2020.

2020-20: ESSA: 10% of 3rd-5th grade students on IEPs will score meets or exceeds expectations on ELA CMAS in 2021.

INTERIM MEASURES FOR 2019-2020: Interim assessments and STAR reading.



Priority Performance Challenge : Academic Status Gaps - Math



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: 45% of 3rd-5th grade students of color will score meets or exceeds expectations on math CMAS in 2020.

2020-20: 48% of 3rd-5th grade students of color will score meets or exceeds expectations on math CMAS in 2021.

INTERIM MEASURES FOR 2019-2020: Interims and STAR math.



PERFORMANCE INDICATOR: Disaggregated Achievement

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: ESSA: 10% of 3rd-5th grade students on IEPs will score meets or exceeds expectations on Math CMAS in 2020.

2020-20: ESSA: 10% of 3rd-5th grade students on IEPs will score meets or exceeds expectations on Math CMAS in 2021.

INTERIM MEASURES FOR 2019-2020: Interims and STAR math.



Priority Performance Challenge : MGP ELA



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: R

ANNUAL
PERFORMANCE
TARGETS

2019-2020: MPG for ELA CMAS will be 52 or higher.

2020-20: MPG for ELA CMAS will be 54 or higher.

INTERIM MEASURES FOR 2019-2020: Interims and STAR reading.



Priority Performance Challenge : MGP Math



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2019-2020: MGP for Math CMAS will be 52 or higher.

2020-20: MGP for Math CMAS will be 54 or higher.

INTERIM MEASURES FOR 2019-2020: Interims and STAR math.
