



# Colorado's Unified Improvement Plan for Schools

EDISON ELEMENTARY SCHOOL UIP 2018-19 | School: EDISON ELEMENTARY SCHOOL | District: DENVER COUNTY 1 | Org ID: 0880 | School ID: 2506 | Framework: Pending | Draft UIP

## Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action Plans
- Addenda

## Executive Summary

### If we...

#### DIFFERENTIATED AND RIGOROUS INSTRUCTION IN READING

**Description:**

Teachers will effectively plan for and teach reading in a personalized manner, which ensures complex text, text-dependent questions, and mastery assessed through rubrics.



#### PERSONALIZED LEARNING

**Description:**

Teachers will effectively plan for personalized/ differentiated instruction across the school day which ensures use of Learning Profiles/Personal Learning Plans, on-going student reflection and goal setting, challenging learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students) and a focus on growth mindset.



## DIFFERENTIATED AND RIGOROUS INSTRUCTION IN MATH

### Description:

Teachers will effectively plan for and teach math in a personalized manner which ensures rigor of standards, coherence tasks, application through procedural and conceptual understanding and mastery assessed through rubrics.



## Then we will address...

### STRATEGIC PLANNING FOR LITERACY

#### Description:

We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in reading.



### PERSONALIZED LEARNING

#### Description:

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).



### STRATEGIC PLANNING FOR MATH

#### Description:

We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in math.



## 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, 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, 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

Edison Elementary school is a traditional neighborhood school in Northwest Denver which serves 550 students, grades ECE-5<sup>th</sup>. 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, 27% of student who are Hispanic and 64% of students who are White. Additionally, 4% of Edison's students speak a language other than English at home, 8% receive special education support and 11% receive gifted and talented services.

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's teachers celebrate the reasonably high levels of achievement status in the school. Edison has demonstrated growth in the percent of students who were meeting/exceeding expectations in math according to CMAS testing. The percent of student demonstrating meeting/exceeding expectations on ELA CMAS is flat, but high. Edison is also proud that the percent of students demonstrating grade level reading skills and math skills has increased every year for the last 5 years according to STAR reading and STAR math. Edison's teachers are concerned about the gaps between the percentage of students of color who are scoring Meeting/Exceeding compared to the percentage of White students who are scoring Meeting/Exceeding on state testing. Additionally, Edison teachers are focusing on improving achievement growth on CMAS for all students in 4th and 5th grade, especially students of color.

In order to continue to improve achievement and achievement growth for all students at Edison, the instructional staff have focused on building a growth mindset culture, increasing rigor and providing students with opportunities for voice and choice. In the past 3 years, Edison teachers have received professional development in growth mindset, personalized learning, project based learning, rigorous and standards based reading instruction, and teaching conceptual understanding and reasoning in math. Edison's teachers have revised all science and social studies units of instruction with a focus on project based learning, research, reading and writing. Additionally, Edison adopted EngageNY (Eureka) math and use this to teach conceptual understanding and application within math. Lastly, Edison teachers ensure strong, differentiated guided reading instruction using complex text and 'read-write-discuss' to ensure rigorous reading instruction.

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## Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

State Accreditation

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## School Contact Information

**Name:** Sally Whitelock

**Mailing Street:** 3350 Quitman St

**Phone:**(720) 424-7780

**Title:** Principal

**Mailing City / State/ Zip Code:** Denver Colorado 80212

**Email:** sally\_whitelock@dpsk12.org

**Name:** Benita Cervantes

**Mailing Street:** 3350 Quitman St

**Phone:**(720) 424-7780

**Title:** AP

**Mailing City / State/ Zip Code:** Denver Colorado 80212

**Email:** benita\_cervantes@dpsk12.org

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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-5<sup>th</sup>. 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, 27% of student who are Hispanic and 64% of students who are White. Additionally, 4% of Edison's students speak a language other than English at home, 8% receive special education support and 11% 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 curriculum to support rigor of CCSS. Edison's core curriculum includes: Engage New York (Eureka) for math, Benchmark Advantage for K-2 reading, Expeditionary Learning for 3<sup>rd</sup>-5<sup>th</sup> grade reading, small group guided reading instruction, Writing Alive and project based learning for science and social studies.

#### Partner/Programs at School

Edison Elementary has a partnership with the University of Colorado Denver and has opened its doors to teacher interns. These individuals, whom you may have seen around the halls of Edison, are graduate and undergraduate students who are working toward an Elementary Education Teaching License that can progress into a Master's degree. The UCD Initial Teacher Education Program (IPTE) program and Edison partnership allows for teacher preparation, professional development, research and inquiry, and exemplary education for our Edison students.

Edison Elementary partners with the DPS Imaginarium in an effort to improve student voice, choice and personalized learning opportunities. Through this partnerships teachers are creating personalized learning environments, project based learning units for science and social studies and utilizing learner profiles to increase student ownership and goal setting.

Edison also partners with community agencies including Edison's PTA, Regis University and Metro State University and local business to provide additional resources to the school.

### **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, and overnight field trips.

**ESSA Identification:** For the 18-19 school year, Edison has been identified by ESSA for school improvement for Additional Targeted Support for our IEP students. Our school has opted to participate in the Year 2 Opportunity Gap Cohort led by Dr. Edward Fergus. In this cohort, our school will identify areas of disproportionality specific to IEP students and work to address these disproportionalities through putting into place equity practices and PDSA cycles to monitor impact.

### **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.

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## **Prior Year Targets**

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

**PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)**

**Prior Year Target:** 40% of 3rd-5th grade Hispanic students will score meets or exceeds expectations on ELA CMAS in 2018.

**Performance:** In 2018, 36.7% of 3rd-5th grade students of color scores Meets/exceeds expectations on ELA CMAS.

**ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:** Edison needs to continue increase the percent of students of color who are meeting/exceeding expectations on ELA CMAS. We will do this through providing high expectations and interventions for students below grade level in authentic ways, in addition to PBL and Learning Profiles.

**PERFORMANCE INDICATOR: DISAGGREGATED ACHIEVEMENT**

**Prior Year Target:** 40% of 3rd-5th grade students of color will score meets or exceeds expectations on math CMAS in 2018.

**Performance:** In 2018, 24.2% of 3rd-5th grade students of color scored meets/exceeds expectations on math CMAS>

**DISAGGREGATED ACHIEVEMENT REFLECTION:** Edison needs to continue increase the percent of students of color who are meeting/exceeding expectations on math CMAS. We will do this through providing high expectations and interventions for students below grade level in authentic ways, in addition to PBL and Learning Profiles.

**PERFORMANCE INDICATOR: ACADEMIC GROWTH**

**Prior Year Target:** MPG for ELA CMAS will be 55 or higher.

**Performance:** In 2018, ELA CMAS MGP was 45.5.

**Prior Year Target:** MGP for Math CMAS will be 52 or higher.

**Performance:** In 2018, Math CMAS MGP was 41.

**ACADEMIC GROWTH REFLECTION:** Edison needs to continue increase achievement growth for 4th and 5th grade students as measured by CMAS MGP in both reading and math. We will do this through providing high expectations and interventions for students below grade level in authentic ways, in addition to PBL and Learning Profiles.

**Current Performance**

- Based on the analysis of the school data, Edison's teachers celebrated the reasonably high levels of achievement status in the school. In 2016-17, Edison demonstrated an increase in the percent of students who were meeting/exceeding expectations in math according to CMAS testing. Additionally, in 2016-17 and 2017-18, Edison demonstrated an increase in the percent of students who were meeting/exceeding expectations in literacy according to CMAS testing. Edison is also proud that the percent of students demonstrating grade level reading skills and math skills has increased every year for the last 5 years according to 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.

#### **DPS SPF Results:**

- In 2014, Edison was in the "Meets Expectations" rating on the DPS School Performance Framework which included being rated "Meets Expectations" for Achievement Status and "Approaching Expectations" for Achievement Growth. Additionally in 2014, Edison met expectations for state requirements for Academic Achievement in reading, writing and math; Academic Growth was "Meets Expectations" for reading and writing and "Approaching" for math; and Edison was rated "Approaching" for Growth Gaps.
- In 2016, on the Denver Public Schools SPF, Edison scored in the Accredited On Watch category. Specifically, Edison scored Approaching on Growth, Meets Expectations on Status, and Approaching on Engagement.
- 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 2015, 55.4% of 3<sup>rd</sup>-5<sup>th</sup> graders scored Meets/Exceeds Expectations in English Language Arts on CMAS. 42.9% of 3<sup>rd</sup> graders were Meeting/Exceeding; 65.3% of 4<sup>th</sup> graders were Meeting/Exceeding; 59.0% of 5<sup>th</sup> graders were Meeting/Exceeding. Additionally, only 8.7% of all students were Not Meeting Expectations in ELA.
- In 2016, 53.6% of 3<sup>rd</sup>-5<sup>th</sup> graders scored Meets/Exceeds Expectations in English Language Arts on CMAS compared to DPS 37%. 51.2% of 3<sup>rd</sup> graders were Meeting/Exceeding; 58.1% of 4<sup>th</sup> graders were Meeting/Exceeding; 51.3% of 5<sup>th</sup> graders were Exceeding/Meeting. Additionally, only 10.9% of all students were Not Meeting Expectations in ELA.
- In 2017, 55.6% of 3<sup>rd</sup>-5<sup>th</sup> graders were Meeting/Exceeding Expectations in English Language Arts on CMAS compared to DPS 39.6%. 57.5% of 3<sup>rd</sup> graders, 55% of 4<sup>th</sup> graders and 54% of 5<sup>th</sup> 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.

Math:

- In 2015, 46.3% of 3<sup>rd</sup>-5<sup>th</sup> graders scored Meets/Exceeds Expectations in math on CMAS. 50% of 3<sup>rd</sup> graders were Meeting/Exceeding; 47.4% of 4<sup>th</sup> graders were Meeting/Exceeding; 41.5% of 5<sup>th</sup> graders were Meeting/Exceeding. Additionally, only 10.3% of all students were Not Meeting Expectations in Math.
- In 2016, 49.4% of 3<sup>rd</sup>-5<sup>th</sup> graders scored Meets/Exceeds Expectations in mathematics on CMAS compared to DPS 29%. 56.1% of 3<sup>rd</sup> graders were Meeting/Exceeding; 48.8% of 4<sup>th</sup> graders were Meeting/Exceeding; 43.2% of 5<sup>th</sup> graders were Meeting/Exceeding. Additionally, only 11.2% of students were Not Meeting Expectations in math.
- In 2017, 52.3% of 3<sup>rd</sup>-5<sup>th</sup> graders scored Meets/Exceeds Expectations in mathematics on CMAS compared to DPS 32%. 54.5% of 3<sup>rd</sup> graders were Meeting/Exceeding; 46.9% of 4<sup>th</sup> graders were Meeting/Exceeding; 55.6% of 5<sup>th</sup> graders were Meeting/Exceeding. Additionally, only 12.5% of students were Not Meeting Expectations in math.
- In 2018, 51.5% of 3<sup>rd</sup>-5<sup>th</sup> graders scored Meets/Exceeds Expectations in mathematics on CMAS compared to DPS 34.1%. 60.8% of 3<sup>rd</sup> graders were Meeting/Exceeding; 43.6% of 4<sup>th</sup> graders were Meeting/Exceeding; 50.0% of 5<sup>th</sup> graders were Meeting/Exceeding. Additionally, only 10.9% of students were Not Meeting Expectations in math.

Science:

- In 2015, 50.6% of 5<sup>th</sup> grade students were at Strong/Distinguished Command on the science assessment.
- In 2016, 48.8% of 5<sup>th</sup> grade students were at Strong/Distinguished Command on the science assessment.
- In 2017, 61% of 5<sup>th</sup> grade students were at Strong/Distinguished Command on the science assessment.
- In 2018, 51.9% of 5<sup>th</sup> grade students were at Strong/Distinguished Command on the science assessment.

Gaps:

- In 2016, the percentage of students who were Hispanic who scored Meets/ Exceeds Expectations in ELA (29%) and math (28%) was significantly lower than the percentage of students who were White who scored Meets/Exceeds Expectations in ELA (65%) and math (59%).
- 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%).
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- In 2016, the percentage of students who received Free/Reduced Lunch who scored Meets/ Exceeds Expectations in ELA (26%) and math (24%) was significantly lower than the percentage of students who did not receive Free/Reduced Lunch who scored Meets/Exceeds Expectations in ELA (63%) and math (56%).
- 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%).

### **STAR (READ Act) Status**

- In 2015, 82% of all 1<sup>st</sup> – 5<sup>th</sup> grade students were at or above the 40<sup>th</sup> percentile on the STAR Reading assessment. Additionally, 88% of all 1<sup>st</sup>-5<sup>th</sup> grade students were at/above grade level on the DRA2 assessment.
- In 2016, 78% of all 1<sup>st</sup>-5<sup>th</sup> grade students were at or above the 50<sup>th</sup> percentile on the STAR Reading assessment. Additionally, 86% of all 1<sup>st</sup>-5<sup>th</sup> grade students were at/above grade level on the DRA2 assessment.
- In 2017, 68.3% of K of all K-3 grade students were at grade level on the STAR Reading assessment.
- In 2018, 73.7% of K and 91.6% of 1st-3rd grade students were at grade level on the STAR EL/Reading assessments.

### **ANet Data**

- In addition to reviewing the SPF, PARCC data and STAR reading data, the teachers, SLT and CSC reviewed the school's ANet data for math and literacy, the guided reading levels and STAR math data which showed continued increases in the percent of students performing in the proficient range.

### **CMAS Growth**

- In 2016, the overall CMAS MGP in both ELA and Math (ELA 44 and Math 43) was lower than the minimal expected growth of 50. In 2016, in reading on the CMAS, the 4<sup>th</sup> grade MGP was 56 and the 5<sup>th</sup> grade MGP was 33. In 2016, in math on the CMAS, the 4<sup>th</sup> grade MGP was 45 and the 5<sup>th</sup> grade MGP was 42.
- In 2016, the Median Growth Percentile (MGP) for Hispanic students in ELA (ELA 39.5 and Math 46) was lower than the MGP for White students in ELA (ELA 45 and Math 45).
- 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 4<sup>th</sup> grade MGP was 53 and the 5<sup>th</sup> grade MGP was 45.5. In 2017, in math on the CMAS, the 4<sup>th</sup> grade MGP was 46 and the 5<sup>th</sup> 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 4<sup>th</sup> grade MGP was 38 and the 5<sup>th</sup> grade MGP was 50. In 2018, in math on CMAS, the 4<sup>th</sup> grade MGP was 34 and the 5<sup>th</sup> grade MGP was 47

### **STAR Growth (Early Literacy/READ Act)**

- In 2015, according to STAR growth data, 67.21% of students in the Below Grade Level or Significantly Below Grade Level categories improved a performance level.
- In 2016, according to STAR growth data, 51.90% of students in the Below Grade Level or Significantly Below Grade Level improved a performance level.
- 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.

### **Whole Child Data:**

- Attendance rates at Edison are strong – at 95% in all years (2015, 2016, 2017 and 2018).

- Suspension rates at Edison are low – in 2015 there were 6 in-school suspensions and 8 out-of-school suspensions; in 2016 there were 2 in-school suspensions and 4 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.
- On the parent perception survey, Edison had a 78% positive response rate in 2015, a 79% positive response rate in 2016, a 80% positive response rate in 2017 and, a 84.23% positive response rate in 2018.
- On the student perception survey, Edison had a 86% positive response rate in 2015; a 87% positive response rate in 2016, a 85% positive response rate in 2017, and a 87.66% positive response rate in 2018.

**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.

**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.
- 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.
- Is piloting, with DPS’s Imaginarium, a personalized learning design project.
- 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 2015 and 2018 (2015- 55.4%, 2016- 53.6%, 2017 - 56%, 2018 -59.7% Meets/Exceeds). Compared to the district expectations of 40% this is 19% above the district expectations.



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

Edison students are on a increase in math proficiency according to the CMAS math assessment between 2015 and 2018 (2015: 46%, 2016: 49.4%, 2017: 52%, 2018-51.5% Meets/Exceeds Expectations) Compared to the district expectations of 40%, this is 12% above district expectations.



**Trend Direction:** Increasing then decreasing

**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 (2016 MGP: 44, 2017 MGP: 52, 2018:45.5) compared to the district goal of 50, this is 4.5 points below the district expectations.



**Trend Direction:** Increasing then decreasing

**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 Math MGP (2016 MGP: 43, 2017 MGP: 47, 2018: 41) compared to the district expectation of 50, this is 9 points below the goal.



**Trend Direction:** Stable

**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 flat between 2015 and 2018 (2015 - White: 68%, Hispanic: 30%; 2016- White: 68% , Hispanic: 29%; 2017: White: 73%, Hispanic: 32%, 2018: SOC: 36.7% , White: 75.7% 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 2015 and 2018 (2015: 30%, 2016: 29%, 2017: 32%., 2018: 36.7%. Compared to the district expectations of 40%, this is 3% below district expectations.

**Trend Direction:** Increasing



**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 increasing between 2015 and 2018 (2015 - White: 57%, Hispanic: 27%; 2016- White: 63% , Hispanic: 27%; 2017: White: 69%, Hispanic: 29%, 2018: SOC: 24.2%, White: 70.7% Meets/Exceeds). While the gap is increasing, Edison students of color are flat in math proficiency according to the CMAS math assessment between 2015 and 2018 (2015: 27%, 2016: 27%, 2017: 29%, 2018: 24.2%. Compared to the district expectations of 40%, this is 16% below district expectations.

## 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, across all grade levels, are not making enough progress in literacy according to CCSS expectations.



#### Root Cause: Strategic Planning for Literacy

We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in reading.



#### Root Cause: Personalized Learning

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).



### 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, across all grade levels. are not making enough progress in math according to CCSS expectations.



#### Root Cause: Strategic Planning for Math

We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in math.



#### Root Cause: Personalized Learning

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).



### 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: Strategic Planning for Literacy

We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in reading.



#### Root Cause: Personalized Learning

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).



### 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: Strategic Planning for Math

We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in math.



#### Root Cause: Personalized Learning

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).

### Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:



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.

### Provide a rationale for how these Root Causes were selected and verified:

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. Additionally, school leaders and team leads reviewed and analyzed LEAP and observation data.

## Action Plans

### Planning Form



#### Differentiated and Rigorous Instruction in Reading

**What would success look like:** Teachers will effectively plan for and teach reading in a personalized manner, which ensures complex text, text-dependent questions, and mastery assessed through rubrics.

**Describe the research/evidence base supporting the strategy:** Research on best instructional practices in reading, differentiation and personalized learning.

#### Associated Root Causes:



##### Strategic Planning for Literacy:


We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in reading.




##### Personalized Learning:

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
	Students' STAR reading data will remain above target goal aim	08/27/2018 05/17/2019	Teachers	

STAR reading	line.	Monthly			
	LEAP observation on differentiation will be at or above a 5.	09/03/2018 04/26/2019	Teachers, School leaders, team leads		
LEAP		Quarterly			

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Reading planning	Teachers will plan for guided reading and core reading with complex text and scaffolded to support students to achieve grade level expectations.	08/13/2018 05/31/2019	General Funds	Teachers, Teacher Specialists, Team Leads, AP, Pnicipal	Not Started
 PD for reading	Teachers will receive professional development on text-complexity, differentiation, and using rubrics to drive instruction and scaffolding of instruction.	08/20/2018 05/17/2019	Core and guided reading curriculum, GT department, Imaginarium department	School leaders, GT staff, Imaginarium staff, team leads, teachers	



### Personalized Learning

**What would success look like:** Teachers will effectively plan for personalized/ differentiated instruction across the school day which ensures use of Learning Profiles/Personal Learning Plans, on-going student reflection and goal setting, challenging learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students) and a focus on growth mindset.

**Describe the research/evidence base supporting the strategy:** Research on growth mindset, personalized learning, differentiation, student goal setting. Research from Dr. Fergus' work on disproportionalities.

### Associated Root Causes:






### Personalized Learning:

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).

### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 LEAP	Teachers will receive a 5 or above on LEAP observations in differentiation, student collaboration and student engagement.	09/10/2018 05/03/2019 Quarterly	Teachers, School leaders, team leads	

### Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 PD on goal setting	Teachers will receive professional development on Learning Profiles, Personal Learning Plans, Student Portfolios and student goal setting.	08/10/2017 05/24/2019	General Funds, Imaginarium	Teachers, Teacher Specialists, Team Leads, School leaders, Imaginarium staff	In Progress
 Planning for differentiation	Teachers will effectively revise science, SS, math and reading lessons to ensure differentiation and use of rubrics.	08/16/2018 04/26/2019	Planning days, Project based learning resources, GT department, Imaginarium staff	Teachers, School leaders, Team leads, GT staff, Imaginarium staff	
 Differentiation	Teachers will receive professional development on differentiation	09/03/2018	General Funds, Imaginarium, GT	Teachers, Teacher Specialists, Team Leads, School	Not Started

PD on differentiation for special populations (GT, SpEd, Opportunity gap, ELA). 05/24/2019 department Leaders, Imaginarium staff, GT staff



### Differentiated and Rigorous Instruction in Math

**What would success look like:** Teachers will effectively plan for and teach math in a personalized manner which ensures rigor of standards, coherence tasks, application through procedural and conceptual understanding and mastery assessed through rubrics.

**Describe the research/evidence base supporting the strategy:** Research on best instructional practices in math, CCSS, differentiation, and personalized learning.

#### Associated Root Causes:



#### Strategic Planning for Math:

We do not consistently differentiate/personalize instruction to ensure all students grow academically/meet academic expectations in math.





#### Personalized Learning:

We do not consistently provide challenging and motivating learning opportunities for ALL students (including sped, intervention, opportunity gap (SOC, FRL) and GT students).

#### Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
 STAR math	Students' will remain above their goal target aimline on STAR math assessments.	09/10/2018 05/17/2019 Monthly	Teachers, School leaders, team leads	
	Teachers will receive a 5 or above on LEAP observations in differentiation	09/10/2018 04/26/2019	Teachers, School leaders, team leads	

**Action Steps Associated with MIS**

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Co-teaching for intervention/sped	Classroom teachers and intervention/sped teachers will co-teach all grade level and intervention/sped students to support all students in growing academically.	01/12/2018 05/24/2019	GT department, Eureka math, sped department	Teachers, school leaders	
 PD in math	Teachers will receive professional development on coherence/application tasks, differentiation, and using rubrics to drive instruction and scaffolding of instruction	08/06/2018 05/24/2019	General Funds	Teachers, Teacher specialists, Team leads, School leaders	Not Started

**School Target Setting****Priority Performance Challenge : Academic Status Gaps Literacy****PERFORMANCE INDICATOR:** Academic Achievement (Status)**MEASURES / METRICS:** ELAANNUAL  
PERFORMANCE  
TARGETS**2018-2019:** 45% of 3rd-5th grade students of color will score meets or exceeds expectations on ELA CMAS in 2019.**2019-2020:** 50% of 3rd-5th grade students of color will score meets or exceeds expectations on ELA CMAS in 2020.**INTERIM MEASURES FOR 2018-2019:** STAR reading - 50% of 3rd-5th grade students of color will score above the 60th percentile on STAR reading.**Priority Performance Challenge : Academic Status Gaps Math**



**PERFORMANCE INDICATOR:** Disaggregated Achievement

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** 45% of 3rd-5th grade Hispanic students will score meets or exceeds expectations on math CMAS in 2019.

**2019-2020:** 50% of 3rd-5th grade Hispanic students will score meets or exceeds expectations on math CMAS in 2020.

**INTERIM MEASURES FOR 2018-2019:** STAR math - 50% of 3rd-5th grade students of color will score above the 60th percentile on STAR math.



**Priority Performance Challenge : MGP ELA**



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** ELA

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** MPG for ELA CMAS will be 50 or higher.

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

**INTERIM MEASURES FOR 2018-2019:** STAR reading - MPG for STAR reading will be 50 or higher.



**Priority Performance Challenge : MGP Math**



**PERFORMANCE INDICATOR:** Academic Growth

**MEASURES / METRICS:** M

ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** MGP for Math CMAS will be 50 or higher.

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

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**INTERIM MEASURES FOR 2018-2019:** MGP for STAR math will be 50 or higher.

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