

## **Edison Elementary Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 37683386039499

County: San Diego

District (Local Educational Agency): San Diego Unified

School: Edison Elementary

### **Demographics**

Enrollment: 449 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Year-Round

Charter: No

### **Overview**

Edison is one of 117 elementary schools in San Diego Unified. It is a Pre-K–5th grade school located in City Heights. Demographics include 500 students--87% Latino, 5% African-American, 5% Asian, and 3% Other. Ninety-six percent qualify for free or reduced lunch, 57% are English Learners, and 23% EL's who have reclassified as fluent in English. Academics: High expectations along with methodical planning and instruction lead to effective classroom practices which, for the past two years, have made Edison the top performing school in Math and Language Arts among its cluster of 13 schools. To advance academic achievement, teachers emphasize formative assessment, understanding and teaching the standards, English Language Development, and proven teaching strategies. Edison also has a successful Biliteracy program which promotes 5th grade students fluent in Spanish and English. Staffing: Edison has a veteran staff who is committed to the community. The least and most veteran teachers have been educators for 15 and 32 years, respectively. In addition, the average number of years teaching at Edison is 13. As such, there is great historical

knowledge about the community and a robust collaborative and collegial environment prevails. Given the poverty level and language needs of our students, each year we welcome hundreds of children with formidable academic, social, and emotional needs. For this reason, in the past two years the school has funded a full-time counselor and an English language support resource teacher. The close working relationship between all staff members is fortified by the addition of this support staff who provide invaluable supplementary assistance to staff and students. Supplementary Programs: Edison complements its core academics with supplementary programs and curriculum that promote health, the arts, and socio-emotional development. Along with weekly hour-long PE classes, students partake in supplemental physical fitness activities. The support of a yearly grant from Price Charities allows us to fund artist residencies for the entire school. Socio-emotional wellness is promoted by participation in various programs which target this area and by our counselor through classroom lessons, counseling groups, and by serving as a liaison between our school and outside agencies. Parent Involvement: Familial support is encouraged and nurtured through various opportunities for families to participate and be involved with their children's education including our School Site Council, English Learner Advisory Committee, Family Fridays, Family Art Night, monthly parent workshops, volunteering, and more. We also provide translation services and child care in order to remove any barriers which might prevent participation. School Climate: Our school climate is greatly influenced by a mentality expressed by many teachers: "At Edison, we love our students. We strive to do our very best and more with high expectations of students and of ourselves."

## **Model Program and Practices**

Name of Model Program/Practice: A Multi-faceted approach to the Whole Child

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap

Target Population(s): Socioeconomically Disadvantaged, English Learners

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support

## **Description**

Edison develops students who take an active stance in their education while nurturing resilience and a growth mindset. High poverty and English learner (EL) rates make these our target groups. The needs of ELs and students in poverty present challenges requiring a multi-faceted approach to developing the whole child. Edison subscribes to policies, practices, and relationships that ensure each child is challenged, supported, engaged, safe, and healthy. Staff understands there is no single program or initiative which serves as a panacea for the achievement gap.

**CHALLENGED:** Each student has access to a guaranteed and viable curriculum with challenging opportunities to develop critical thinking, reasoning, problem-solving, and technology proficiency. For ELs we deliver designated and integrated English language development with real context applications. Our Biliteracy program develops the primary language while utilizing strengths in Spanish to learn English. Curriculum purchases are vetted for standards alignment and capacity for large scale application.

**SUPPORTED:** Adult-student relationships support academic and personal growth through personalized learning, advocacy, and meaningful connections. We monitor instructional needs to quickly bridge learning gaps with screening and diagnostic assessments that identify students requiring intervention. Support is extended to families through the counselor and nurse who act as liaisons with outside agencies, participation in food programs, and parent workshops.

**ENGAGED:** Our goal is for students to be engaged in learning and to be connected to the school and broader community. We use curriculum-related experiences such as field trips, outreach projects, and grant funded enrichment programs which complement and extend curriculum and instruction in the arts and physical education. Classroom engagement is reinforced through active learning strategies, interesting and meaningful lessons, and goal setting.

**SAFE:** Surveys show our physical, emotional, and academic school climate is safe, friendly, and student centered. Our goal is for students to feel secure, loved, and supported every day. The school provides students, staff, and parents with opportunities for learning and support in teaching students how to manage their behavior. Edison routinely seeks and welcomes programs that provide services for improved social, emotional, and academic outcomes. The programs we have hosted for two years target issues such as bullying, empathy, attendance, and tolerance.

**HEALTHY:** Edison promotes and reinforces the goal of healthy eating and an active lifestyle through implementation of the district Wellness Framework which creates an environment where students are supported in making healthy choices for lifelong health. Grant assistance has provided us with two additional components to our regular PE program and yearly special events around physical fitness also serve to promote physical activity in an engaging manner.

## **Implementation and Monitoring**

Implementation and monitoring of practices requires superb communication, collaboration, and relationships. Strong grade level teams lay the groundwork for a CHALLENGING curriculum. Teams formally convene for eight hours a month and often meet informally to analyze qualitative and quantitative data that informs standards-based instruction and sound pedagogical practices. Teachers also credit success to small group instruction, common assessments, expert tier 1 instruction, and quality supplemental materials. Students learn grade level standards in Spanish and/or English regardless of language program participation. A SAFE and SUPPORTIVE climate exists due to programs such as our counselor-led character education, Positive Behavioral

Intervention and Supports, Incredible Years, and No Place for Hate which promote socio-emotional and academic competence. Accountability measures include pre-/post surveys for these programs, review of the Healthy Kids survey, discipline referrals and suspensions. A bi-monthly food pantry and weekly Food 4 Kids program support many families. Attendance is targeted with the program Every Student, Every Day which assigns interns to work with chronic absentees. Edison bolsters ENGAGEMENT with artist residencies that teach various art forms incorporating communication, collaboration, critical thinking, and creativity. The program is monitored through pre-/post- surveys. Parents reap the rewards with exhibitions at the conclusion of residencies. District music classes teach 4th/5th graders to play an instrument or sing in a choir. Field trips, Ocean Discovery Institute, assemblies, and leadership opportunities for 3rd–5th grade students through Student Council and Cesar Chavez Club also boost engagement. Students in poverty suffer health issues that affect learning. Edison teaches HEALTHY living with supplemental action based programs such as Motor Lab and IMPACT. We host running club and events such as Jump Rope for Heart and Hamilton’s Heart and Fast Play Program aimed at improving wellness through physical activity while nutritionally, we adhere to the district Wellness Framework. Parent communication, engagement, and collaboration is facilitated when school wide data and program information is shared through School Site Council, English Learner Advisory Committee, Family Fridays, Open House, Class Dojo, conferences, workshops, and informal interactions. Low socio-economic status in the district is 58% while at Edison it is 96%. Reclassified and ELs comprise 59% of the district but at Edison it is 80%. Our high poverty level presents students with socio-emotional needs that necessitate systematic supports and practices while a high number of ELs requires methodical support and expertise therefore we fund a full time counselor and EL resource teacher. The LCAP requires provisions for the whole child but Edison is distinguished from the district model by a deliberate focus and actions required for our target populations.

## **Results and Outcomes**

Successfully undertaking the whole child approach has been a prodigious but necessary endeavor. Academic, socio-emotional, and school climate data show that we are meeting our goal of producing students who take an active stance in learning and we are experiencing positive academic outcomes.

**SMARTER BALANCED ASSESSMENT:** In English Language Arts (ELA), the percent of students meeting/exceeding standards at Edison=53%, San Diego Unified=54%, and California=45%. We also analyze data by language program to monitor that students are advancing in both languages. SBAC showed that ELA results between Biliteracy and English classes were very close with 52% and 54% meeting/exceeding standards, respectively. The small gap in results between our programs show that, despite receiving instruction in Spanish, Biliteracy students perform as well as students who have only ever received English instruction.

**RECLASSIFICATION:** Rates of reclassification show that we are meeting the English needs of our students. In 2015–16, 26% of 3rd through 5th grade students tested on the CELDT were reclassified and 34% in 2016–17. This data assumes that all students in

grades 3–5 began school in California in kindergarten and does not take into consideration that we have several students who are late arrivals. Taking this into consideration, our reclassification rate would be higher.

**ATTENDANCE:** Average daily attendance in 2016–17 was 95.82% which was higher than the district average of 95.45%. **SUSPENSIONS:** Our practices reduce serious discipline problems requiring suspension. Data shows that in 2015–16 we suspended two students (rate=0.3%) and in 2016–17, five students (rate=0.8%) which gives us a low suspension status level on the California Dashboard.

**SCHOOL CLIMATE:** Results from the California Healthy Kids Survey (Gr. 5) show that most or all of the time students feel cared for (94%), teachers believe in them (92%), they are treated with respect (93%), and feel safe at school, (72%). Results from our PBIS survey (Gr. 3–5) show very similar (and even higher) trends. The California Parent Survey also shows that they are satisfied with Edison’s academic and school climate with 93% agreeing or strongly agreeing that we promote academic success, treat students with respect, and parents feel well informed about school activities, 96% feel we provide high quality instruction, 95% feel we motivate students to learn and have a supportive environment, and 96% feel adults really care about students and that school is a safe place.

**NEXT STEPS:** Academically, deliberate and collaborative instructional practices remain at the fore. In addition, we are learning to use our data management system to collect historical data and common assessments in one location which will aide in providing struggling students with necessary interventions. Staff stability will sustain a positive school climate along with continued participation in programs that nurture socio-emotional development.