

Continuous School Improvement (CSIP)

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Our Vision

For Each and Every
Student to *Discover Their
Possibilities and Thrive*





Grounded in our Strategic Plan

Strategy A: Advance Academic Excellence, Growth and Readiness

1. Rigorous curriculum and active engagement
2. Differentiated learning for every student
3. Timely preK-12 interventions



Grounded in our Strategic Plan

Strategy B: Ensure an Equitable and Inclusive School Culture

- 2. Belonging rooted in core district values
- 3. Systemic barrier removal

Strategy C: Foster Positive Learning Environment and Whole Student Support

- 4. Spaces built for constructive interaction



Grounded in our Strategic Plan

Strategy D: Develop Leadership Throughout the District

4. Evidence-based decision-making

Strategy E: Engage Parents, Schools and Community

1. Stronger parent & community partnerships



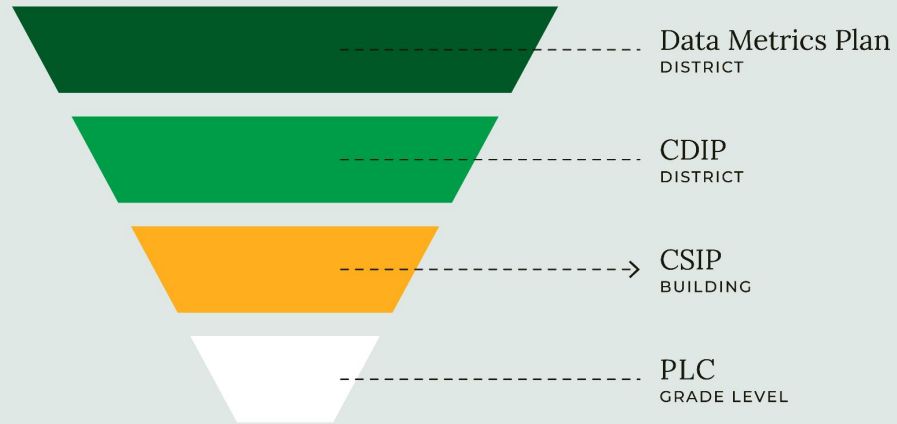
The CSIP Process

Detailed method targeting academics, culture, and SEL outcomes

"Continuous" = Responsive, adaptive planning



CSIP Planning Process





Site CSIP Plans include:

SMART Goals

Action Plans

Key Indicators of Progress

Metrics of Performance



How sites build their plans:

Review: Prior CSIP, data metrics, and site performance

Analyze: Identify root causes of persistent barriers

Draft: Build actionable site goals

Refine: Continuously adapt based on outcomes

The work of Concord Elementary



See CSIP Successes!



Dignity
Model

STAFF CLIMATE AND CULTURE

Overall school climate percentage has increased 22% over the last 4 years!

#13

U.S. News Ranking

1,732 schools

STUDENT WELL-BEING

Supportive Relationships	94%		Above the 90th percentile
Positive Feelings	77%		Around the 90th percentile
Challenging Feelings	70%		Above the 90th percentile
Emotion Regulation	64%		Above the 90th percentile

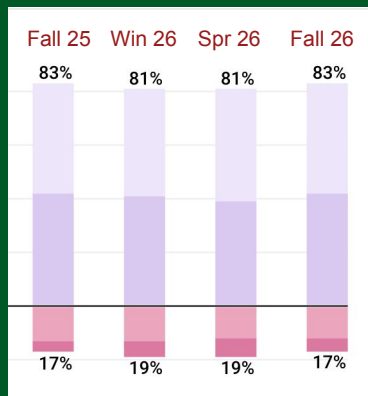
Literacy Snapshot



LITERACY

aReading

Demographics

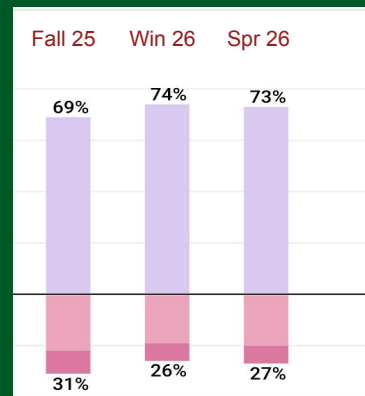


Asian - 89%
Blk/AA - 61%
His/Lat - 59%
Multi - 88%
White - 87%

EL - 35%
SPED - 72%
TD - 97%

earlyReading

Demographics



Asian - 70%
Blk/AA - 33%
His/Lat - 45%
Multi - 75%
White - 75%

EL - 20%
SPED - 53%

MCA: 77% (+1%) - new test with more emphasis on comprehension, analysis. State average = 49%

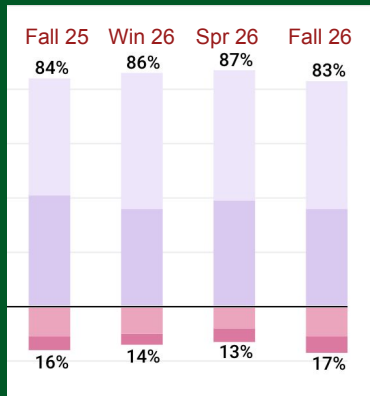
Math Snapshot



MATH

aMath

Demographics

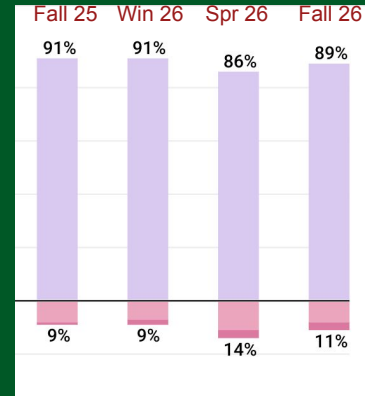


Asian - 89%
Blk/AA - 55%
His/Lat - 65%
Multi - 88%
White - 86%

EL - 40%
SPED - 76%
TD - 99%

earlyMath

Demographics



Asian - 100%
Blk/AA - 67%
His/Lat - 64%
Multi - 94%
White - 91%

EL - 62%
SPED - 69%

MCA: 82% (-1%) - State average = 45%



Concord 26-27 CSIP Goals



Literacy

K-1 From 40% in Fall 2026 to 80% in Spring 2027 for grade K-1 students on the MDE FAST Early Reading assessment composite score

2-5 aReading will increase from 83% to 84% in the spring of 2027.

Disaggregated Goal: 80% of BLK/AA students not on benchmark (FAST) will increase by 1-2 levels in Reading & Math.



Numeracy

K-1 earlyMath will increase from 89% to 90% in spring of 2027.

2-5 aMath will increase from 83% to 84% in the spring of 2027.



Climate/Culture

Students: At the end of the '26-'27 school year, the combined average of our two lowest subgroups will increase the respect they self-report from their peers from 58% to at least 61% on the panorama survey.

Staff: At the end of the year, staff will increase their sense of connectedness to the building from 82% to 85% as measured by a survey created by CC WBC

Action Steps

- High belief & expectations mindset (e.g., Mississippi Miracle)
- Review disaggregated data throughout each PLC cycle
- Study how to make instruction more culturally responsive, **connecting content to students' lived experiences and cultural contexts**
- High leverage phonics practices that get results learned from early implementers



CLIMATE/CULTURE

Students

- Twice yearly check-ins with each student
- Continuation of Character Strong
- Buddy room activities
- 5th grade service positions (door greeters, breakfast, etc)

Staff

- Vertical team connections
- “When I Was a Kid” posters, conversation board in workroom
- Shared leadership model
- Working Genius Workflow



The work of Edina High School





State & National Performance Baselines

Edina High School maintains high academic achievement while sharpening focus on all learners.

#2

U.S. News Ranking

Top Public High School in Minnesota (#123 Nationally
99.32 Score)

A+

Niche Overall Grade

#3 Best College Prep Public High School in Minnesota

2,744

Student Population

Grades 9–12 Enrollment with a 31:1 Student-Teacher
Ratio

High national rankings reflect rigorous core academics and college prep readiness. CSIP initiatives ensure these outcomes extend across all student groups.



Edina High School 26-27 CSIP Goals



Literacy

The percentage of all students enrolled in grade 10 at Edina High School who are proficient on the reading state accountability tests (MCA, MTAS, MCA-MOD) will increase from 74.0% in Spring 2026 to 76.0% in Spring 2027.

The percentage of Hispanic/Latino students enrolled in grade 10 at Edina High School who are proficient on the reading state accountability tests (MCA, MTAS, MCA-MOD) will increase from 61.8% in Spring 2026 to 76.0% in Spring 2027.



Numeracy

The percentage of all students enrolled in grade 11 at Edina High School who are proficient on the math state accountability tests (MCA, MTAS, MCA-MOD) will increase from 73.8% in Spring 2026 to 75.8% in Spring 2027.

The percentage of Black African American students enrolled in grade 11 at Edina High School who are proficient on the math state accountability tests (MCA, MTAS, MCA-MOD) will increase from 33.3% in Spring 2026 to 75.8% in Spring 2027.



Climate/Culture

Students: The percentage of all students responding favorably to the Panorama 'Sense of Belonging' question, 'How connected do you feel to the adults at your school?' will increase from 51% in Spring 2026 to 53% in Spring 2027.

Staff: By Spring 2027, Edina High School will increase the percentage of staff responding favorably to the Panorama survey item of 'When new initiatives are presented at your school, how supportive are your colleagues?' will increase from 16% in Spring 2026 to 18% in Spring 2027 as measured by the Panorama staff survey.



Disaggregated Data Analysis

A disciplined, data-informed methodology driving high school excellence and student equity.

1 REVIEW

Data Analysis by Race

Evaluate disaggregated groups to ensure uniform progress.



2 ANALYZE

Root Cause Diagnostic

Leveraged SST Tableau risk metrics to isolate chronic absenteeism and reading barrier root causes.



3 DRAFT

Actionable Site Goals

Constructed targeted Tier 1 routines, literacy interventions, and advisory belonging structures.



4 REFINE

Continuous Adaptation

Institutionalizing MDE webinars, flex periods, entrance/exit criteria, and quarterly PLC reviews.



Evaluating Prior Improvement Initiatives

Four strategic goals established to enhance instruction, belonging, and staff resilience.

Literacy

Explicit vocabulary instruction routines across subjects.

Schoolwide "Word of the Week" (WOW) integration.

Multisyllabic word decoding & annotation techniques.

Numeracy

Embedded data analysis across all academic units.

Probability and statistics core curriculum mapping.

Evidence-based conclusions & trend identification.

Belonging

Comprehensive renovation of Advisory curriculum.

Attendance engagement tracking and support.

Staff PD focused on inclusive student connections.

Climate/Culture

Cultivated staff reflection and adaptive coping strategies.

Active "Tears & Cheers" staff committee.

Positive recognition driving professional resilience.



Site Team & PLC Instructional Alignment

Building internal staff capacity and professional learning community structures.

Site Team Focus Areas

- MDE Webinars and State Alignment (Spring 2026).
- Staff meeting protocols: Tier 1 IROD data protocols.
- Professional routines: Executive Functioning & Explicit Vocabulary (WOW).

PLC Lead Quarterly Meetings

- Systemic Tier 1 intervention implementation across departments.
- Incorporating Social-Emotional Learning (SEL) into core units.
- Regular CSIP check-ins, progress monitoring, and peer share-outs.



Literacy Data & Targeted Interventions

Identifying baseline reading gaps through systematic diagnostic testing.



341

Students Assessed

Capti Literacy Assessment Baseline

1

Pinpointing Literacy Barriers

Data revealed critical gaps in foundational phonics, multisyllabic decoding, and reading comprehension across targeted groups.

2

Second Semester Small Group Instruction

Deployed targeted phonics and decoding small-group instruction for identified high-risk students.

3

Next Steps & Progress Monitoring

Establishing recurring bi-weekly progress monitoring protocols to measure fluency and comprehension growth.



Student Support Team (SST) Tableau Analytics

Real-time tracking of attendance, academic performance, and graduation risk metrics.

Grade	Attendance %	Absence %	Courses D+ or Lower	Behavior Events	Grad Status	EPS Concern Threshold
Grade 11	22.8%	77.2%	0 Courses	0 Events	Not On Track	77 (Critical)
Grade 12	26.6%	73.4%	3 Courses	0 Events	Not On Track	76 (Critical)
Grade 10	42.4%	57.6%	7 Courses	0 Events	On Track	64 (High)
Grade 11	40.4%	59.6%	2 Courses	1 Event	On Track	62 (High)
Grade 12	97.1%	2.9%	1 Course	0 Events	On Track	3 (Low)

Dashboard Insight: Attendance percentage is the single primary driver of the EPS Concern Indicator score and graduation off-track status, surpassing behavior metrics.



Questions?



Thank you!