

Work Session

Monday, September 8, 2025 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



School Board Work Session
Monday, September 8, 2025; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Area of Emphasis: Early Learning & Family Center Action Plan

Description: This comprehensive action plan positions the Early Learning and Family Center as the foundational cornerstone for every child's educational journey, ensuring Edina continues to set the standard that other districts aspire to achieve. The plan emphasizes honoring families' dreams by designing spaces and experiences that celebrate each child's curiosity, foster meaningful connections, and prepare the youngest learners to thrive in their educational journey ahead while maintaining the district's commitment to equitable, innovative, and highly effective early childhood education services.

Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Jody Remsing, Director of Student Support Services; Kim Isley, Assistant Director of Early Learning; and Laura Phongsavath, Early Learning Manager

B. Area of Emphasis: Elementary Acceleration Plan

Description: This report outlines a process for review of the Acceleration opportunity that some students participate in Elementary Talent Development. This review process will occur during the 2025–2026 school year and the process will culminate with a set of recommendations to guide adjustments and ensure continued excellence for the 2026-2027 school year. The purpose of this report is to articulate how we will gather and analyze feedback from a broad range of stakeholders before making any decisions.

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; Deb Richards, Talent Development Coordinator; Erin Plasch, Concord Talent Development Teacher; and Jessa Veneman, Creek Valley Talent Development Teacher

C. Area of Emphasis: Spanish Dual Language Program Assessment Proposal

Description: This proposal provides information about the possible review phases for conducting a comprehensive assessment of the Spanish Dual Language Program at Countryside Elementary. This plan will ensure our students, families and community continue to have access to outstanding programming and a world class education.

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; and Lisa Barnholdt, Principal of Countryside Elementary

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. Area of Emphasis: Early Learning &
Family Center Action Plan

Speaker (s) : Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Jody Remsing, Director of Student Support Services; Kim Isley, Assistant Director of Early Learning; and Laura Phongsavath, Early Learning Manager



Board Meeting Date: September 8, 2025

Title: Early Learning and Family Center Action Plan

Type: Discussion

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Recommendation: N/A

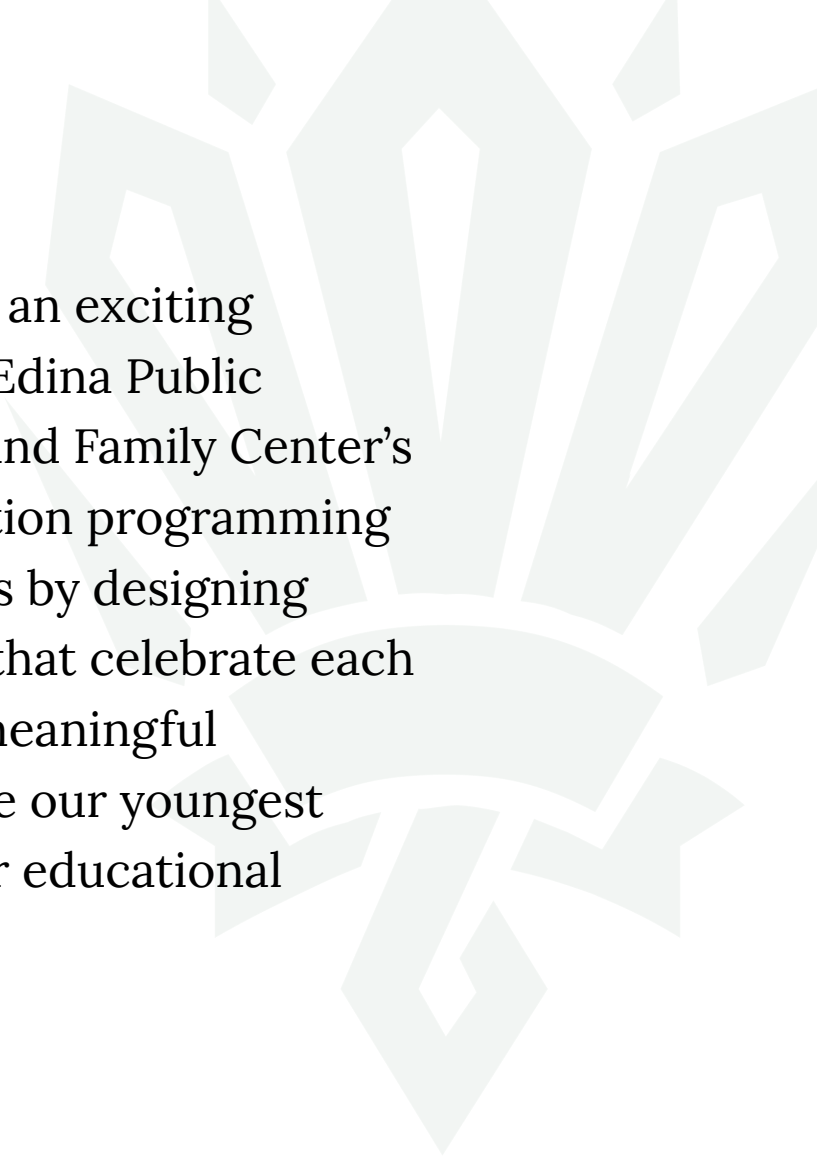
Desired Outcomes from the Board: Please review the information and come prepared with your questions.

Attachments: Early Learning and Family Center Action Plan [Report](#)

Early Learning & Family Center Action Plan

2025–2026





This action plan outlines an exciting opportunity to evaluate Edina Public Schools' Early Learning and Family Center's facility needs and education programming to honor families' dreams by designing spaces and experiences that celebrate each child's curiosity, foster meaningful connections, and prepare our youngest learners to thrive in their educational journey ahead.

Executive Summary

Edina Public Schools seeks School Board approval to proceed with Phase 2 of our Early Learning and Family Center assessment during the 2025-2026 school year. This systematic exploration and community input process will identify strategic opportunities to ensure Edina as Minnesota's top early learning program.

What We're Requesting: Authorization to engage in comprehensive stakeholder feedback, facility analysis, and programming evaluation through established assessment methods.

Timeline: Phase 2 implementation throughout 2025-2026, with final recommendations presented to the School Board by spring 2026.

Expected Outcome: Data-driven recommendations for facility enhancements and programming innovations that will continue to ensure Edina as the top early childhood education program in Minnesota.

Current Status: Phase 1 foundation work (July 2024-August 2025) has been completed, including an initial architectural assessment, community surveys with over 750 responses, adapted communication K-12 protocols to welcome our families

back to school, and facility improvements including new turf, a new gymnasium mural with animals that represent each child's classroom, fresh paint, and updated furniture in public facing spaces.

Purpose and Vision

Edina Public Schools is committed to providing a dynamic learning community that delivers educational excellence to our youngest learners and their families. The Early Learning and Family Center embodies this commitment by meeting each child where they are academically and socially, then facilitating their next steps toward a successful kindergarten transition. Our Center fosters a caring and inclusive environment where expert licensed teachers, specialists, and Early Childhood and Family Educators deliver high-quality instruction tailored to each child's developmental needs, while providing support to families.

This evaluation plan aligns with the district's 2020–2030 Strategic Plan Strategy A.5. *to provide robust early childhood education by increasing participation in district Early Learning programming to ensure alignment with kindergarten readiness skills*, Strategy C.5. *to create environments that are conducive to learning and facilitate constructive student interaction*, Strategy D.1. *to identify, develop, and recognize adult leaders throughout the district*, and Strategy E.2. *to build upon robust community education offerings for all learners (PreK-12)*. This comprehensive review encompasses physical infrastructure, programming, learning environments, and family engagement.

As the premier comprehensive early learning through grade 12 (E-12) district, Edina Public Schools continues to set the standard for educational excellence. To maintain our position as the state leader, we must continuously evaluate our educational practices and programming against evolving community needs while ensuring full alignment with E-12 state standards in math, science, and reading.

Our commitment to proactive innovation and adaptive excellence drives this action plan, which outlines our systematic approach to evaluating current systems, gathering comprehensive community input, analyzing performance data, and implementing targeted improvements. Through this rigorous process, Edina Public Schools will strengthen its reputation as the foremost leader in the E-12 arena with our Early Learning and Family Center serving as the foundational cornerstone for every child's educational journey.

Assessment Timeline

Phase 1 – Foundation Work (July 2024-August 2025)

- Conducted early assessment of current Early Learning and Family Center facility with Wold Architects
- Reviewed current programming by taking an inventory of assessment, curriculum, and material resources
- Implemented ThoughtExchange survey gathering over 750 ratings from 74 participants to understand community priorities
- Program integration between ELC, ECFE, and special education services
- Refined early childhood programming and family engagement strategies
- Evaluated current enrollment patterns and projected future growth needs
- Surveyed families to gather input on expanding current childcare programming to summer 2026
- Adapted Edina Public Schools K-12 communication protocols to welcome re-enrolled and new families back to school for 2025-2026

Phase 2 – Planning and Engagement (2025-2026)

- Engage students, staff, families, and community partners to gather feedback and inform priorities aligned with:
 - MDE’s Early Indicators of Progress (ECIPS), the best practices for early learning standards
 - MN K-12 standards in science, reading, and math
 - Edina Public Schools’ STEAM initiative
 - Minnesota’s [Outdoor Bill of Rights](#) and MDE’s Nature-Based Learning Programs [compendium](#)
 - New generations of parents and their families to understand trends to create in-demand programming delivered through various platforms
- Form stakeholder groups to oversee the planning process with multiple opportunities for input
- Create facility options, cost analyses, and proposed implementation schedules
- Develop community engagement strategy for ongoing communication
- Monitor success metrics and community satisfaction
- Evaluate program effectiveness and identify opportunities for continuous improvement
- Develop a long-term plan that includes forward thinking for sustained excellence

Streamlined Focus Areas of the Assessment

Our comprehensive assessment will examine three critical areas that directly impact our continuation as Minnesota's premier early learning district:

Excellence in Learning Environments - *Creating state-of-the-art spaces that set the standard for early childhood education*

- Modern classroom design with learning neighborhoods and natural lighting
- Specialized STEAM learning areas and outdoor learning environments
- Full compliance with safety standards and accessibility requirements
- Integration of Minnesota's Nature-Based Learning Programs and Outdoor Bill of Rights

Innovative Programming and Service Integration - *Delivering comprehensive, coordinated services that exceed community expectations*

- Seamless integration of Early Childhood Family Education (ECFE), PreK, and Special Education services
- Advanced team-teaching models and inclusive practices
- Expanded programming options for two-year-olds.
- Significant family engagement and wraparound support services

Strategic Growth and Community Impact - *Ensuring Edina as the destination choice for early childhood education*

- Capacity expansion to serve growing community demand
- Professional development excellence and staff collaboration enhancements
- Community outreach and accessibility initiatives
- Marketing and awareness strategies to showcase Edina's early learning leadership

Assessment Methods

- Community surveys and stakeholder focus groups (ThoughtExchange platform utilized)
- Facility assessments and space utilization studies
- Review of enrollment data and community demographic trends
- State and Edina Public Schools policy and procedural evaluation for early childhood programming
- Architect consultations and facility design evaluations

Implementation Timeline

Phase 2: Assessment and Community Engagement (2025-2026)

Fall 2025 (September-December)

- Launch comprehensive stakeholder engagement process
- Conduct facility assessments and programming evaluations
- Form community advisory groups and gather input through multiple channels
- **Board Update:** Progress report in January 12, 2026

Spring 2026 (April-June)

- Complete data analysis and community feedback synthesis
- Develop preliminary facility and programming options
- Conduct cost analyses and feasibility studies
- Finalize recommendations with implementation timelines
- Present comprehensive options with cost projections
- **Board Decision Point:** Final recommendations presentation in May 19, 2026

Next Steps Following Board Approval

- **Summer 2026:** Begin implementation of approved Phase 1 improvements
- **2026-2027:** Full implementation based on Board-approved recommendations
- **2027-2028:** Assessment of outcomes and ensuring Early Learning and Family Center as Minnesota's top early learning program

Metrics for Success

Following the assessment phase, specific metrics will be established to track progress and measure the impact of our Early Learning and Family Center enhancements. These comprehensive indicators will demonstrate Edina's continued leadership in early childhood education:

Enrollment Excellence

- Achievement of continued growth of resident enrollment by 2028-2029
- Increased resident participation demonstrating community confidence in our premier programming

Program Innovation and Integration

- Successful implementation of learning neighborhoods and advanced team-teaching models
- Program integration aligned with district-wide initiatives
- Kindergarten readiness indicators across all developmental domains
- Curriculum review based on Edina Public Schools literacy initiative and alignment with K-12 science and math standards

Family and Community Engagement

- Expanded participation in Early Childhood Family Education (ECFE) programming and wraparound services
- Increased community awareness and recognition of Edina's early learning excellence through comprehensive surveys
- Family satisfaction reflecting our commitment to inclusive, responsive programming
- Growth in Early Learning and Family Center parent leadership development at the Center and throughout the district

Facility Optimization and Learning Environment Enhancement

- Optimal utilization of redesigned learning spaces, including outdoor environments and specialized areas based on stakeholder input
- Continued achievement of all Minnesota Department of Human Services compliance standards and accessibility requirements
- Implementation of innovative learning neighborhoods that serve as a model for other districts

Professional Excellence and Collaboration

- Staff collaboration and professional development outcomes through dedicated Professional Learning Community spaces
- Team-teaching implementation demonstrating our commitment to inclusive practices
- Staff retention and satisfaction in our early learning environment

Student Outcomes and School Readiness

- Kindergarten transition success rates and developmental milestone achievement
- Demonstrated academic and social-emotional growth aligned with Early Indicators of Progress (ECIPS)
- Outcomes for diverse learners, including English Learners and students receiving special education services

Closing Statement

The proposed evaluation plan addresses current opportunities while ensuring Edina at the forefront of early childhood education innovation. Through physical environments, expanded programming options, and family engagement services, we will continue to set the standard that other districts aspire to achieve.

With the support of our school board, active engagement from our community, and guidance from our expert teachers and team members using educational best practices, Edina Public Schools remains committed to developing and implementing strategies that are equitable, innovative, and highly effective. The Early Learning and Family Center will continue to serve as the cornerstone of educational excellence, ensuring that every child receives the premier early learning experience that prepares them for lifelong success.

With engagement from our Early Learning and Family Center team, school communities, and guidance from the School Board, we are committed to developing thoughtful strategies that are fair, inclusive, and effective. The Early Learning and Family Center will serve as the cornerstone for our youngest learners' success and strengthen our community's investment in early childhood education for generations to come.

III.B. Area of Emphasis: Elementary
Acceleration Plan

Speaker (s): Jody De
St. Hubert, Director
of Teaching &
Learning; Deb
Richards, Talent
Development
Coordinator; Erin
Plasch, Concord
Talent Development
Teacher; and Jessa
Veneman, Creek Valley
Talent Development
Teacher



Board Workshop: 9/8/25

Title: Area of Emphasis: Elementary Acceleration Plan

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; Deb Richards, Talent Development Coordinator; Erin Plasch, Concord Talent Development Teacher; and Jessa Veneman, Creek Valley Talent Development Teacher

Description: This report outlines a process for review of the Acceleration opportunity that some students participate in Elementary Talent Development. This review process will occur during the 2025–2026 school year and the process will culminate with a set of recommendations to guide adjustments and ensure continued excellence for the 2026-2027 school year. The purpose of this report is to articulate how we will gather and analyze feedback from a broad range of stakeholders before making any decisions.

Recommendation: No recommendation is being made at this time. This report and content is for board discussion.

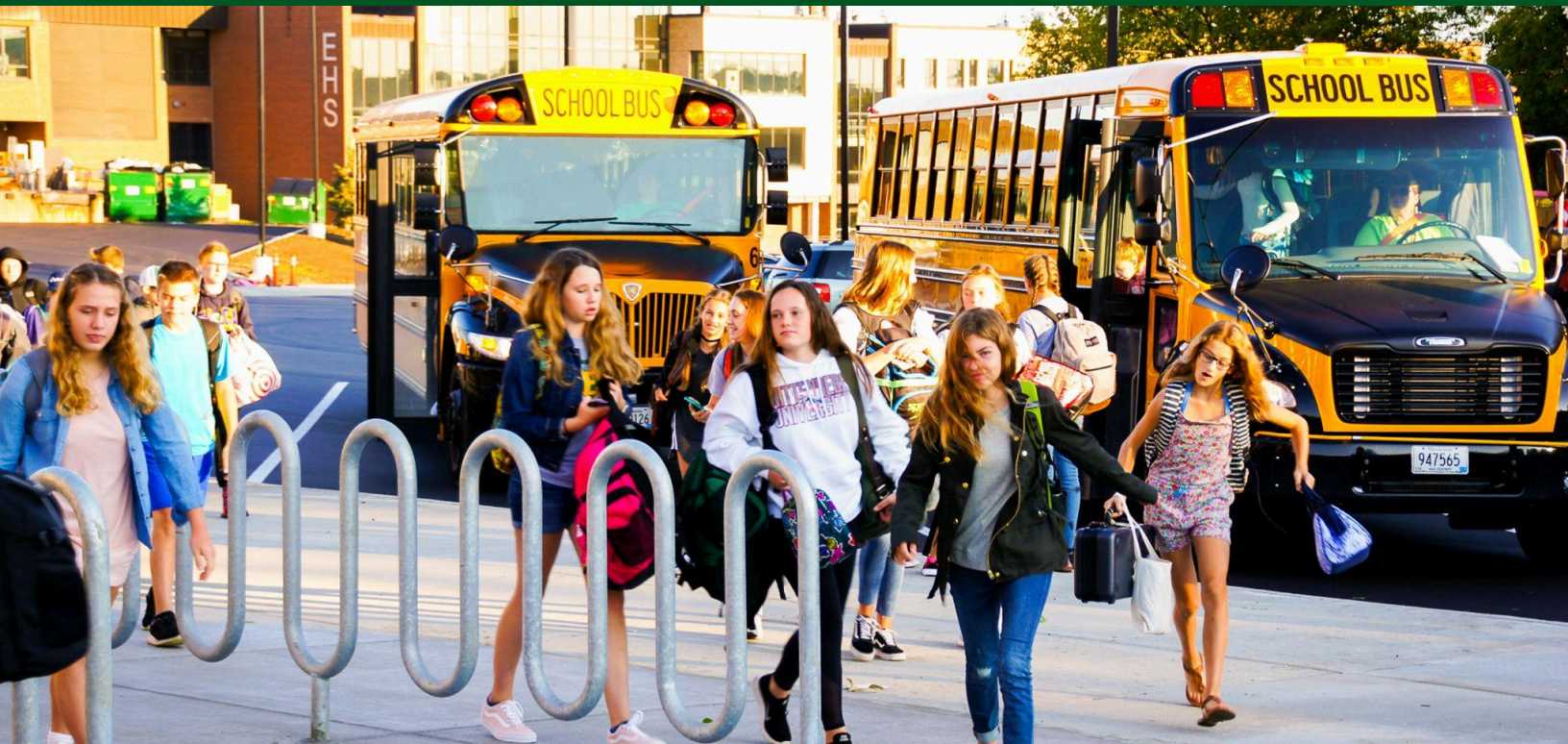
Desired Outcomes for the Board: Review the report to deepen understanding of Elementary Acceleration within the Talent Development Framework. Have questions prepared and provide feedback on the key focus areas and time line for the review of Elementary Acceleration during the 2025-2026 school year.

Attachments:

[Elementary Acceleration Board Presentation 9-8-25](#)
[Defining Excellence: Elementary Acceleration Plan](#)

Defining Excellence: Elementary Acceleration

2025–2026



This action plan outlines Edina Public Schools' commitment to Academic Excellence with a focus on **Acceleration in Elementary Talent Development**

This report outlines a process for review of the Acceleration opportunity that some students participate in Elementary Talent Development. This review process will occur during the 2025–2026 school year and the process will culminate with a set of recommendations to guide continuous improvement for the 2026–2027 school year. The purpose of this report is to articulate how we will gather and analyze feedback from a broad range of stakeholders before making any decisions.

The final set of recommendations will be presented to the School Board in spring 2026.

Potential areas of focus identified so far include:

- Clarifying the definition of acceleration within elementary Talent Development for internal and external (marketing) audiences.
- Expanding targeted acceleration opportunities in grades K–2.
- Reviewing identification processes and the flexibility for students to move in and out of acceleration.
- Strengthening supports for students and families during transitions.
- Ensuring a more consistent accelerated experience across and within schools.

These preliminary recommendations were generated by the Talent Development Parent Advisory Committee and through informal input from elementary staff and administration. They provide a strong starting point for the review. However, to sustain excellence, the 2025–26 process will be broader, drawing on formal feedback from a larger and more diverse group of students, families, and staff.

The outcome will be a set of community-informed recommendations designed to strengthen and sustain acceleration opportunities for students beginning in the 2026–2027 school year.

An Overview of the Edina Talent Development Framework

Following the completion of the Edina Gifted Education Study in 2017, the Board approved the recommendation to expand from Gifted Education Services to Talent Development. Talent Development is a **framework** with many Teaching and Learning components, thus implementation is an ongoing, multi-year process that requires shifts in mindset, instructional practice, system design, and professional learning.

While “Gifted Education” refers to identifying students who already demonstrate advanced academic abilities through test scores, **Talent Development in Edina is Gifted Education and MORE**. It takes a broader, more inclusive, and proactive approach. It focuses on **nurturing potential in all students** by providing opportunities, support, and meaningful challenges that match each learner’s readiness. *A more inclusive approach will not reduce or eliminate opportunities for advanced learners instead it will expand opportunities.*

This shift ensures that students receive the **right instructional match**, so they can **experience optimal growth, develop confidence in themselves, and stretch their abilities over time**. A Talent Development approach directly supports mental health by **reducing anxiety, affirming students' strengths**, and creating learning environments where **each and every** student can **grow at a healthy, sustainable pace**.

The Edina Talent Development Framework provides four learning opportunities to nurture the potential in all students. The framework aligns with the vision of the **Portrait of a Well-Rounded Edina Graduate**, ensuring that **every learner is seen, supported, and stretched** to develop their potential and thrive. These learning opportunities are what define excellence in instruction for all students in Edina.

Talent Development Opportunities

Enrichment

Discovering personal strengths and interests, opportunities to think critically and creatively.



Grades K-12

Extended Learning

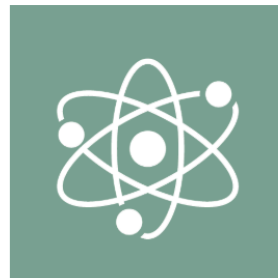
Challenging opportunities for learners who are ready to deepen their learning of grade-level standards.



Grades 2-12

Accelerated Learning

Compacted and faster-paced opportunities for learners who are ready to accelerate their learning.



Grades 3-12

Real World Application

Opportunities to apply prior knowledge to prepare for college, career, and life.



Grades K-12

Enrichment and Real World opportunities happen in the classroom with the classroom teacher for MOST to ALL students, while Extended Learning opportunities happen in the classroom for SOME. By making curriculum resource decisions that support rigorous classroom instruction (Tier 1) and providing professional development, all teachers increase the level of rigor for all students on a daily basis. Edina's teachers are phenomenal teachers and the ability to enrich, extend, and incorporate real world experiences in the classroom requires intentional planning and support.

Acceleration happens in a different setting for SOME. This learning entails a teacher working with a group of students who are ready for instruction at a faster pace, thus they are compacting curriculum and advancing learning differently.

A Day in the Life of an Edina Elementary Student

** This student has an IEP for writing. He has an outside diagnosis of dysgraphia and a portion of his week is spent working directly with his Special Education Case Manager on his writing goals.*

- **Enrichment (for all students at different times):**
In Social Studies, Mark's class finishes a unit on North America. His teacher sets up stations where students can choose how they want to extend their learning by building a model of a landform, completing a map challenge, researching an explorer, or creating a game. Mark chooses to build, and is excited to share his creation with others.
- **Extended Learning (for some students, at different times):**
In reading, Mark quickly shows he understands the day's lesson. Instead of repeating what he already knows, his teacher gives him a different activity that goes deeper, while his classmates finish their work. Mark does this during some lessons in reading but not all.
- **Accelerated Learning (for some students, at different times):**
During math, Mark joins a group of 4th graders from across the grade for accelerated math. Mark is with this group on a daily basis and the Talent Development teacher moves the students through lessons at a faster pace, so that they can take on advanced challenges once they've finished a unit.
- **Real-World Application (for all students):**
In science, Mark's class works on a *Waves of Sound*, Cornerstone STEAM Project. He designs and builds his own musical instrument using the engineering design process. Later, the class attends the Edina High School Pops Concert to see sound and music come to life in a real-world setting.

By the end of the day, Mark has been stretched, supported, and inspired through different types of learning. He's building academic skills, practicing responsibility, and developing creativity and problem-solving, exactly aligned with the goals of a rigorous Edina education and the Portrait of a Well-Rounded Edina Graduate.

Advancing the Portrait of a Well-Rounded Edina Graduate

through the Edina Talent Development Framework



ACADEMICALLY PREPARED

A Talent Development Framework identifies strengths early and provides experiences that transform those strengths into high levels of achievement. Pairing this with strong instructional matches ensures deep mastery of academics, and equips students to tackle complex issues with confidence.



GLOBALLY COMPETENT INDIVIDUAL

Through authentic learning experiences rich with diverse interactions, students develop the ability to collaborate across differences. They learn to approach the world with curiosity and respect, ready to engage meaningfully in an interconnected global society.



RESPONSIBLE, ENGAGED CITIZEN

When students engage in authentic learning, they connect their schoolwork to real-world purposes. When students see that their work matters, they grow into responsible, engaged citizens who contribute meaningfully to their communities.



EFFECTIVE COMMUNICATOR AND COLLABORATOR

When students' potential is nurtured, they learn to value their own strengths while appreciating the diverse talents of others. Over time, they develop the confidence, adaptability, and leadership skills to communicate effectively and collaborate in any community setting.



INNOVATIVE THINKER AND PROBLEM SOLVER

When students learn in settings that provide a strong instructional match, they feel safe to take risks and explore ideas without fear of failure. This nurtures curiosity and enables students to innovate while approaching problems with confidence and persistence.



MOTIVATED LIFE LONG LEARNER

A Talent Development approach cultivates continuous learning, by offering meaningful challenges. Students take ownership of their growth and advocate for their learning needs. This fosters a love of learning that extends far beyond the classroom into every stage of life.

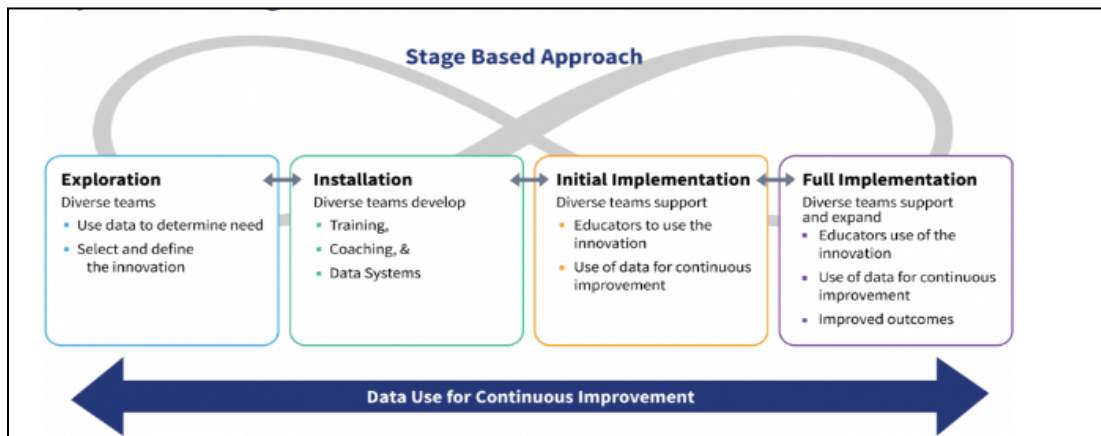
Acceleration

One of the four learning opportunities is **Acceleration**. As part of the overall Edina Talent Development Framework, **Acceleration is for SOME** students and specifically supports students who are demonstrating advanced academic abilities. Elementary Acceleration can include compacted and faster-paced learning that happens outside of the homeroom classroom for math in grades 3-5 and reading in grades 4-5.

Purpose and Vision for a Review of Elementary Acceleration

The Edina Talent Development Framework in its entirety is being implemented through a Stage Based Approach as defined by Implementation Science. In Implementation Science there are 4 stages that outline the journey to ensure full implementation. There is not a defined amount of time spent in each stage, nor is the process always linear.

The Edina Talent Development Framework is comprehensive and complex. Due to the complexity the implementation has been broken down to elementary, middle school, and high school and each level has different implementation plans.



The Elementary Acceleration learning opportunity in the Talent Development Framework is in the **full implementation stage and the review process outlined below will directly support gathering and using data for sustaining excellence for acceleration.**

While this review focuses on Elementary Acceleration, similar reviews and improvements are happening across many curriculum and instructional areas. All of these efforts are guided by the broad, inclusive, and proactive mindset of Talent Development. The philosophy of Talent Development shapes our teaching practices to stretch, support, and inspire students. By providing teachers with strong resources, clear daily structures, and ongoing training that helps them tailor instruction as and when needed, we ensure that each and every student has the opportunity to discover their strengths and thrive.

Focus Areas for the Review of Elementary Acceleration:

What questions, in alignment with the overall Talent Development philosophy, will be answered through the acceleration review.

1. Purpose & Vision for Acceleration

- **Stakeholder Understanding:** How do all stakeholders (staff, families, and students) define acceleration and understand its role within the broader Talent Development Framework?
- **Staff Empowerment:** Are all staff members equipped with the knowledge and resources to guide families and students through acceleration decisions effectively?
- **Communication of Value:** How do we ensure that acceleration is consistently framed as a learning opportunity for the **right instructional match**, and that this doesn't diminish other opportunities for advanced learners?
- **Integration with Framework:** To what extent are staff integrating flexible acceleration practices with the framework's broader goal of **nurturing potential** in every student?

2. Inclusive Approach to Nurturing Potential

- **Broadened Access:** What enrollment in enrichment and acceleration data do we have to show that we have broadened access to acceleration, moving beyond traditional identification methods to reach a more diverse group of students?
- **Proactive Opportunities:** How are we proactively providing support for each and every student to be successful in K-5 acceleration learning opportunities?
- **Equitable Learning:** How are we ensuring that Accelerated programming is consistent across all elementary sites?
- **Expanded Opportunities:** Have we successfully maintained and expanded opportunities for advanced learners while simultaneously broadening access for others?

3. Right Instructional Match for Every Learner for Optimal Growth

- **Personalized Learning:** How are we creating acceleration learning experiences that directly complement and respond to students' **readiness levels**?
- **Meaningful Growth:** What metrics do we use to ensure **meaningful challenges** for every student, and how do we recognize and respond to signs of either overwhelm or boredom?

- **Effective Identification Tools:** Do staff and families understand our current portfolio components effectively to support student placement with a focus on optimal growth and meaningful challenge?

4. Integration of **Social-Emotional Well-being**

- **Appropriate Challenge & Well-being:** How do we monitor whether our acceleration practices support students' mental health and social-emotional well-being, including but not limited to a sense of belonging?
- **Confidence & Motivation:** What supports are in place to build and/or maintain student confidence when moving in and out of an accelerated opportunity?
- **Healthy Pacing:** How do we balance rigorous academic challenge with a **healthy, sustainable pace** to prevent stress and anxiety?
- **Affirming Strengths:** Are students across all elementary grade levels, K-5, experiencing their strengths being nurtured with acceleration defined by compacted and faster-paced learning?
- **Advocating for Life Long Learning:** By 5th grade, are students able to identify and feel confident in their instructional match for meaningful growth and advocate when needed?

Elementary Acceleration Review – One-Year Timeline

Goal: Complete review of the accelerated elementary program, aligned with the Talent Development framework, and present focus areas for continuous improvement in the 2026–2027 school year.

Phase 1 – Exploration, Installation, Initial Implementation, Implementation (2021-2025)

- Move the acceleration learning opportunity of Talent Development in the elementary through the 4 stages of Implementation Science.
- Fully implement a Talent Development acceleration model in 3rd-5th grade in math (3-5) and english language arts (4-5).

Phase 2 – Planning for Review of Implementation (Summer–Fall 2025)

- Create a plan to review elementary acceleration for continuous improvement.
- Present the draft plan to the School Board for feedback and refinement.

Phase 3 – Engagement & Data Collection Preparation (Fall 2025)

- Stakeholder Engagement

- Convene an internal lead team.
- Gather initial perceptions about acceleration's purpose, access, instructional match, and SEL impact in alignment with focus areas 1-4.
- Set Review Scope & Process with internal lead team
 - Define data sources, metrics, and feedback tools for each focus area.
 - Map alignment between acceleration practices and right instructional match, inclusion, and SEL support.
- Finalize Tools & Schedule with internal lead team
 - Create surveys, interview protocols, and classroom observation tools.
 - Schedule classroom visits, data pulls, and feedback sessions.

Phase 4 - Comprehensive Review (Winter 2025-26)

- Collect Data Across All Focus Areas
 - **Purpose & Vision:** Gather evidence of shared understanding and consistent messaging.
 - **Inclusive Approach:** Review participation demographics, access pathways, and opportunity expansion.
 - **Right Instructional Match:** Examine portfolio components, growth metrics, and student progress data.
 - **Social-Emotional Well-being:** Monitor student confidence, pacing, and sense of belonging.
- Analyze & Validate Findings
 - The lead team reviews results, identifying both strengths and growth areas.
 - Share preliminary findings with students, staff, and families for input.

Phase 5 - Synthesis and Recommendations (Spring 2026)

- Draft Recommendations
 - Align proposed improvements with the Edina Talent Development's Framework and the commitment to nurturing each and every learner's potential.
 - Highlight strategies to strengthen purpose, broaden access, refine instructional match, and support SEL.
- Present Focus Areas for Implementation
 - Share final recommendations with the School Board and school community.
 - Set action steps for implementation beginning in the 2026-2027 school year.

Metrics for Success – Elementary Acceleration Review

1. Purpose & Vision for Acceleration

- **Increased stakeholder understanding:** Staff, families, and students can accurately describe acceleration and its purpose within the Talent Development framework.
- **Staff Empowerment:** Staff report feeling confident in guiding families/students through acceleration decisions.
- **Consistent Messaging:** All school and district communications clearly articulate acceleration as a tool for the *right instructional match* and *meaningful challenge with optimal growth*, without diminishing other advanced learning opportunities.

2. Inclusive Approach to Nurturing Potential

- **Culturally Proficient Access:** Demographic data shows proportional representation of students who have not typically accessed acceleration opportunities in the past.
- **Proactive Identification:** Evidence of multiple entry points for acceleration decisions (teacher recommendations, performance data, family requests, student self-advocacy).
- **Opportunity Expansion:** Documentation of expanded advanced learning opportunities that support both traditionally identified and newly engaged students.

3. Right Instructional Match for Every Learner

- **Placement Accuracy:** Students in acceleration pathways meet or exceed personalized growth targets on relevant academic measures.
- **Student Experience:** Students report that acceleration provides challenge without consistent overwhelm or boredom.
- **Tool Effectiveness:** All relevant staff demonstrate effective use of portfolio components for matching students with an acceleration opportunity.

4. Integration of Social-Emotional Well-being

- **Well-being Indicators:** Reduction in reported acceleration-related stress/anxiety incidents compared to prior year.
- **Confidence & Belonging:** Accelerated students report feeling confident in their abilities and their learning opportunities.
- **Advocacy Skills:** By 5th grade, at least 80% of students can accurately identify their own instructional match and advocate for needed challenge or support. 5th grades are specifically able to identify and select 6th grade courses that are a strong instructional match.

Closing Statement

This review is an audit of our acceleration practices and it is a commitment to ensuring that every child's strengths are recognized early, nurtured intentionally, and connected to opportunities that enhance achievement. It is a commitment to our Edina vision and mission. By aligning acceleration with the Talent Development framework, we affirm that each and every student deserves the right instructional match for optimal growth. We acknowledge that challenge and support are not mutually exclusive, but essential for enhanced achievement. The findings from this process will shape a stronger, more inclusive and responsive acceleration program, one that ensures students leave elementary school academically prepared, socially confident, and ready to embrace the challenges and possibilities of their future learning in alignment with the Portrait of a Well-Rounded Edina Graduate.



Talent Development Acceleration

Erin Plasch

Jessa Veneman



Acceleration



- **For some students**
- **Supports students who are demonstrating advanced academic reasoning abilities**
- **Students may participate in Accelerated Math, Accelerated Reading or both**





Acceleration

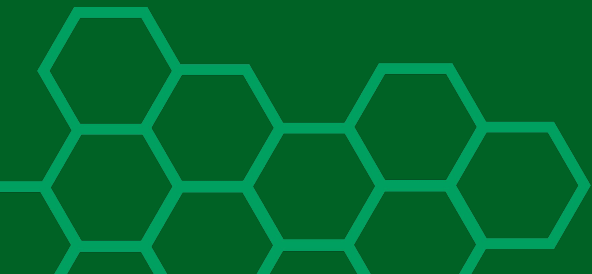


- **Happens in a different setting outside of the homeroom classroom**
- **Students meet with the Talent Development teacher during their reading and/or math time.**





Accelerated Math (grades 3-5) and Accelerated Reading (grades 4-5) provide compacted grade-level curriculum along with additional opportunities that are delivered at a faster pace.





Talent Development Accelerated Reading

Compacted **Benchmark** Curriculum



Week 1 Comprehensive Literacy Planner

Essential Question: How do we respond to nature?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	<p>1. Introduce the Knowledge Focus: Observing Nature</p> <p>Introduce the Blueprint</p>	<p>4. "A Bird's Free Lunch" Reread to Identify Key Details and Determine a Main Idea</p>	<p>7. "A Bird's Free Lunch" Build Vocabulary: Recognize and Explain the Meaning of Idioms</p> <p>Begin the Blueprint</p>	<p>10. "The Reeds and the River" First Reading: Create Mental Images of Characters' Interactions with Nature</p>	<p>13. Cross-Text Analysis: Compare and Contrast Narrative Points of View</p>
	<p>2. "A Bird's Free Lunch" First Reading: Ask Questions to Build Knowledge About Observing Nature</p>	<p>5. Review Long a (VCe, ai, ay, ei, ea) Short a and Reading Big Words Strategy</p>	<p>8. "A Bird's Free Lunch" Grammar in Context: Sentences with Prepositional Phrases</p> <p>Phonics & Word Study Resource Book: Lesson 1</p>	<p>12. "The Reeds and the River" Explain How Similes and Metaphors Contribute to Meaning</p> <p>Add to the Blueprint</p> <p>Phonics & Word Study Resource Book: Lesson 2</p>	<p>15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p> <p>Phonics & Word Study Resource Book: Lesson 3</p>
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Confering	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	<p>Set Personal Learning Goals</p> <p>Read Independently</p>	<p>Read Independently</p>	<p>Begin the Blueprint</p> <p>Read Independently</p>	<p>Add to the Blueprint</p> <p>Read the Vocabulary Practice Text</p>	<p>Create a Nature Log Entry: Step 1, p. 10</p> <p>Read Independently</p>
Writing Lessons (15 MIN.)	<p>3. Write an Informative/ Explanatory Essay: Read a Mentor Text</p>	<p>6. Write an Informative/ Explanatory Essay: Find Facts and Details</p>	<p>9. Write an Informative/ Explanatory Essay: Listen and View to Find Facts and Details</p>	<p>11. Write an Informative/ Explanatory Essay: Plan and Organize Your Ideas</p>	<p>14. Grammar: Order Adjectives within Sentences</p>
Independent Writing & Confering	<p>Provide time for independent writing and peer and teacher-student confering.</p> <p>Meet with small groups of students who have similar writing needs.</p>				
Assessment ✓	<p>Monitor students' progress, using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.</p>				

TD Reading

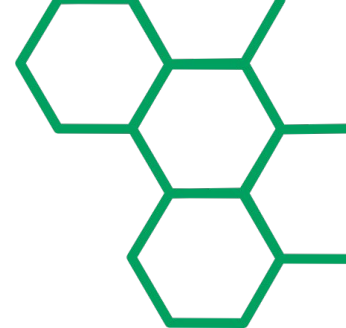
 **Unit 1: Observing Nature** *How do we respond to nature?*

1. Knowledge of the natural world is based on observation and inquiry.
2. Plants and animals, including humans, interact with and depend upon each other and their environment.
3. Interactions with the natural world bring up strong feelings and emotions in people.
4. Nature's beauty and encounters with nature are recurring themes in literature. Characters reveal themselves through their responses to nature.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>4.1.1.1 Lessons 1, 2 & 4</p> <ol style="list-style-type: none"> 1. First read, text features, ask questions 2. Find key details to determine the main idea. <p>Key details for main idea DMM Determine the main idea 7XV</p>	<p>4.1.1.2 Lessons 7 & 8</p> <ol style="list-style-type: none"> 1. Idioms 2. Prepositional phrases <p>Meaning of Idioms: JMD Identify prepositions: 8ZS</p>	<p>4.1.1.3 Lessons 10 and 12</p> <ol style="list-style-type: none"> 1. Visualization using senses 2. Explain how similes and metaphors contribute to meaning. <p>Identify similes/metaphors: A8M Determine meaning in similes and metaphors: F7J</p>	<p>4.1.1.4 Lessons 13 and 15</p> <ol style="list-style-type: none"> 1. Compare two texts using a Venn Diagram 2. Compare differences between two points of view 3. Discuss the Blueprint 	
<p>4.1.2.1 Lessons 1, 2, & 4</p> <ol style="list-style-type: none"> 1. First read and vocab 2. Annotate questions before and during reading 3. Key details/main idea <p>Supporting details in lit. text: VGG Supporting details in Inf. text: 8MJ</p>	<p>4.1.2.2 Lessons 5, 7 and 8</p> <ol style="list-style-type: none"> 1. Summarize a text 2. Sentence fragments (appropriate and inappropriate fragments) 3. Similes and metaphors <p>Complete sentence or Fragment: L7P</p>	<p>4.1.2.3 Lessons 10, 12, 14</p> <ol style="list-style-type: none"> 1. Analyze POV 2. Compose response citing text evidence 3. Close reading to compare texts 		
<p>4.1.3.1 Lessons: 1, 4, 5</p> <ol style="list-style-type: none"> 1. First read and Vocab 2. Visualization 3. Meaning of similes 4. Prepositional phrases <p>Identify Prepositions: 8ZS Prepositions and Objects: S8J Preposition Review: ZJL</p>	<p>4.1.3.2 Lessons: 7, 9, 10</p> <ol style="list-style-type: none"> 1. Compare and contrast POV across texts 2. Compare and contrast themes 	<p>4.1.3.3 Lessons: 12, 14</p> <ol style="list-style-type: none"> 1. Poetry vs. prose 2. Elements of poetry 		

4th Grade		
Block 1: Review & Routines • Unit 1 • Unit 2		
Benchmark Advance Units		Novel Options
1	<p>First 15 days: Review & Routines</p> <p>Unit 1: Observing Nature <i>How do we respond to nature?</i></p> <p>Unit 2: Characters Actions and Reactions <i>How do we reveal ourselves to others?</i></p>	Caesar's English Lists 1-5 A Single Shard
Block 2: Unit 3 • Unit 4 • Unit 5 • Unit 6		
2	<p>Unit 3: Government in Action <i>How can government influence the way we live?</i></p> <p>Unit 4: Understanding Different Points of View <i>What do we learn when we look at the world through the eyes of others?</i></p> <p>Unit 5: Technology for Tomorrow <i>How do we make decisions about developing new technology?</i></p> <p>Unit 6: Confronting Challenges <i>How do we overcome obstacles?</i></p>	Caesar's English Lists 6-13 Inside Out & Back Again Save Me a Seat Starfish The Red Pencil
Block 3: Unit 7 • Unit 8 • Unit 9 • Unit 10		
3	<p>Unit 7: The Transcontinental Railroad <i>How do communities evolve?</i></p> <p>Unit 8: Earth Changes <i>How do Earth's natural processes impact our lives?</i></p> <p>Unit 9: Resources and Their Impact <i>How does access to resources influence peoples' lives?</i></p> <p>Unit 10: The Power of Electricity <i>Where do Scientific Discoveries Lead Us?</i></p>	Caesar's English Lists 14-20 Number the Stars Bud, Not Buddy

5th Grade		
Block 1: Review & Routines • Unit 1 • Unit 2		
Benchmark Advance Units		Novel Options
1	<p>First 15 days: Review & Routines</p> <p>Unit 1: Cultivating Natural Resources <i>How do we decide which resources we should develop?</i></p> <p>Unit 2: Developing Characters' Relationships <i>Why do we value certain qualities in people?</i></p>	Caesar's English Socratic Seminar Code Talker
Block 2: Unit 3 • Unit 4 • Unit 5 • Unit 6		
2	<p>Unit 3: The U.S. Constitution: Then and Now <i>Why do laws continue to evolve?</i></p> <p>Unit 4: Recognizing Author's Point of View <i>How can other perspectives help us evaluate the world?</i></p> <p>Unit 5: Technology's Impact on Society <i>What value does technology bring to people's lives?</i></p> <p>Unit 6: Up Against the Wild <i>What compels us to survive?</i></p>	Caesar's English Counting by 7s Fever 1793 Hatchet My Side of the Mountain
Block 3: Unit 7 • Unit 8 • Unit 9 • Unit 10		
3	<p>Unit 7: Conflicts That Shaped a Nation <i>How does conflict shape a society?</i></p> <p>Unit 8: Water: Fact and Fiction <i>What does water mean to people and the societies they live in?</i></p> <p>Unit 9: The Economic Development of Cities <i>How do economic changes impact society?</i></p> <p>Unit 10: Transforming Matter <i>Why do we measure and describe the world?</i></p>	Caesar's English Novel Think-Tac-Toe The Giver Esperanza Rising Hello Universe



Opportunities for:

- Collaboration
- Common data
- Movement



Additional Reading

- **Literature Circles**
- **Caesar's English**
 - **Socratic Seminars**





Talent Development

Accelerated Math

Compacted **Math in Focus Curriculum**



3rd Grade Math Pacing 2025-2026

Block 1	Classroom	Accelerated
Chapter 1: Numbers to 10,000 (3.1.1) <ul style="list-style-type: none"> • Writing numbers in various forms • Compare and order numbers • Round numbers to the nearest 10, 100, 1,000 and 10,000. (3.1.4) 	10 Completed in classrooms	
Chapter 2: Mental Math and Estimation (3.1.1; 3.1.2) <ul style="list-style-type: none"> • Add and subtract using mental math strategies 	10	0-4
Chapter 3: Addition to 10,000 (3.1.2) <ul style="list-style-type: none"> • Adding with and without regrouping (3.1.2.1) • Estimate sums and differences (3.1.4) 	9	4
Chapter 4: Subtraction to 10,000 (3.1.2) <ul style="list-style-type: none"> • Subtracting with and without regrouping • Subtracting across zeros 	9	4
Chapter 5: Bar Models (+/-) (3.1.2) <ul style="list-style-type: none"> • Using models to add and subtract 2-step word problems (3.1.2.2) 	7	4
TD: Hands-on Equations, Problem Solvers	0	19
Total Days:	35	35

Block 2	Classroom	Accelerated
Chapter 6: Multiplication 6, 7, 8, 9 (3.2.2) <ul style="list-style-type: none"> • Multiplying using various strategies (skip-counting, equal groups, repeated addition) • Divide using equal groups 	13	5
Chapter 7: Multiplication (3.2.2; 4.1.1) (3.1.2.5) <ul style="list-style-type: none"> • Multiply 2 and 3-digits by 1-digit with and without regrouping 	9	4
Chapter 8: Division (3.1.2; 4.1.1) <ul style="list-style-type: none"> • Divide using related facts • Patterns of even and odd numbers in multiplication and division • Find quotient and remainder when dividing with and without regrouping 	10	6
Chapter 9: Bar Models (mult/div) (3.1.2) <ul style="list-style-type: none"> • Use bar models to solve 1 and 2-step multiplication and division word problems • Use algebraic symbols to represent unknown numbers (3.2.2.2) 	9	5
TD: Prime Time	0	21
Total Days:	41	41

4th Grade: 2025-2026

Block 1		Gen	Ext	Accel
Chapter 1: Working with Whole Numbers (3.1.1; 3.1.2) <ul style="list-style-type: none"> ● Apply understanding of place value to write numbers in word form, standard form and expanded form ● Compare and ordering numbers up to 5-digits ● Add and subtract with and without regrouping and across zeros. 		10	7	2
Chapter 2: Estimation and Number Theory (4.1.1) <ul style="list-style-type: none"> ● Use rounding and estimation to check reasonableness of products and quotients ● Find factors and multiples of whole numbers, LCM and GCF ● Identify prime and composite numbers ● Use array model to multiply 2-digit numbers 		13	9	6
Chapter 3: Whole Number Multiplication and Division <ul style="list-style-type: none"> ● Demonstrate fluency with multiplication and multiply multi-digit numbers using various methods (4.1.1.1) ● Use regrouping when multiplying and dividing (1 or 2-digit divisors) ● RWP's with multiplication and division (interpreting remainders) (4.1.1.5 and 4.1.1.6) ● Input/output tables (not in MiF) ● Understand how to interpret number sentences and find unknown values using properties of mult/div (4.2.2.1 and 4.2.2.2) 		18	14	6
Chapter 4: Tables and Line Graphs (4.4.1.1) <ul style="list-style-type: none"> ● Collect, organize and display data in a table. The data may include fractions or decimals. ● Understand how to read/ interpret line graphs, bar graphs, timelines, venn diagrams ● Understand when/why each graph is used **IXL: 7PK (Venn Diagrams)		11	8	4
Tier 2: Enrichment for each chapter	TD: CMP- Variables and Patterns Extra Time: Problem Solvers, Hands-On Algebra	0	14	25
Block 2 Assessment and check-in: end of November	Total Days:	52	52	43

5th Grade: 2025-2026

Block 1		Extended	Accelerated	
Chapter 2: Whole Number Multiplication and Division (5.1.1.4) <ul style="list-style-type: none"> • Multiply and divide by 10, 100 and 1,000 and Powers of 10 • Divide 2, 3 and 4-digit dividends by 2-digit divisors using real-world problems (5.1.1) • Interpret quotients and remainders and write remainders as fractions or decimals (5.1.1.1) (5.1.1.2) • Order of Operations (include commutative, associative, and distributive properties *not in MIF) (5.2.2.1) Khan Academy or Chapter 2 from Course 1 (lesson 6.1.3) : GCF, LCM		12	9	
Chapter 3: Fractions and Mixed-Numbers <ul style="list-style-type: none"> • Adding and subtracting like and unlike-fractions (5.1.3.1) • Relating division and fraction expressions • Adding and subtracting mixed-numbers using real-world problems (5.1.3.4) • Order fractions and decimals on a number line (5.1.2.3) 		12	6	
Chapter 4: Multiplying and Dividing Fractions (6.1.3) <ul style="list-style-type: none"> • Multiplying proper, improper, and mixed numbers with fractions and whole numbers • Divide a fraction by a whole number and whole number by a fraction 		12	0-7 <small>Can skip if mastery shown on pre</small>	
Chapter 5: Algebra (5.2.3.1; 5.2.3.2) (6th grade book: Chapter 7 and 8) <ul style="list-style-type: none"> • Use variables to write algebraic expressions and inequalities with multiplication and division • Simplify expressions with one variable • Solve equations with variables on one side or both sides of the equation (5.2.3.3) Khan Academy- Pre Algebra Unit <ul style="list-style-type: none"> • Distributive Property or Course 1, chapter 7, lessons 3 and 4 • Combining Like-Terms • Equivalent Expressions 		15	8	
T2: Khan Academy <ul style="list-style-type: none"> • Grade 6, Unit 6, Lesson 10, 11, 12, 13, 14 <ul style="list-style-type: none"> ◦ Least Common Multiple ◦ Greatest Common Factor ◦ Distributive Property ◦ Combining Like-Terms ◦ Equivalent Expressions • Pre-Algebra Unit 1, lesson 10 and 11 <ul style="list-style-type: none"> ◦ Factors and Multiples ◦ Prime and Composite Numbers ◦ Prime Factorization 	Accentuate the Negative Adding, subtracting, multiplying and dividing with integers Any extra time: Course 1, chapter 8: Solving and graphing inequalities	7	21	
Check in with T2: End of November:		Total:	58	44-51



Additional Math Opportunities

- **Connected Math Project**
- **Hands-On Equations**
- **Problem Solver units**



**Thank
YOU!**



III.C. Area of Emphasis: Spanish Dual Language
Program Assessment Proposal

Speaker (s): Dr.
Frannie Becquer,
Director of
Achievement Equity
and Multilingual
Learner Programing;
and Lisa Barnholdt,
Principal of
Countryside
Elementary



Board Meeting Date: 9/8/25

Title: Spanish Dual Language Program Assessment Proposal

Type: Discussion

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programing; and Lisa Barnholdt, Principal of Countryside Elementary

Description: This proposal provides information about the possible review phases for conducting a comprehensive assessment of the Spanish Dual Language Program at Countryside Elementary. This plan will ensure our students, families and community continue to have access to outstanding programming and a world class education.

Recommendation: No recommendation is being made at this time. This item has been prepared for board discussion.

Desired Outcome(s) from the Board: Please review the information and bring forth questions and comments regarding the proposal.

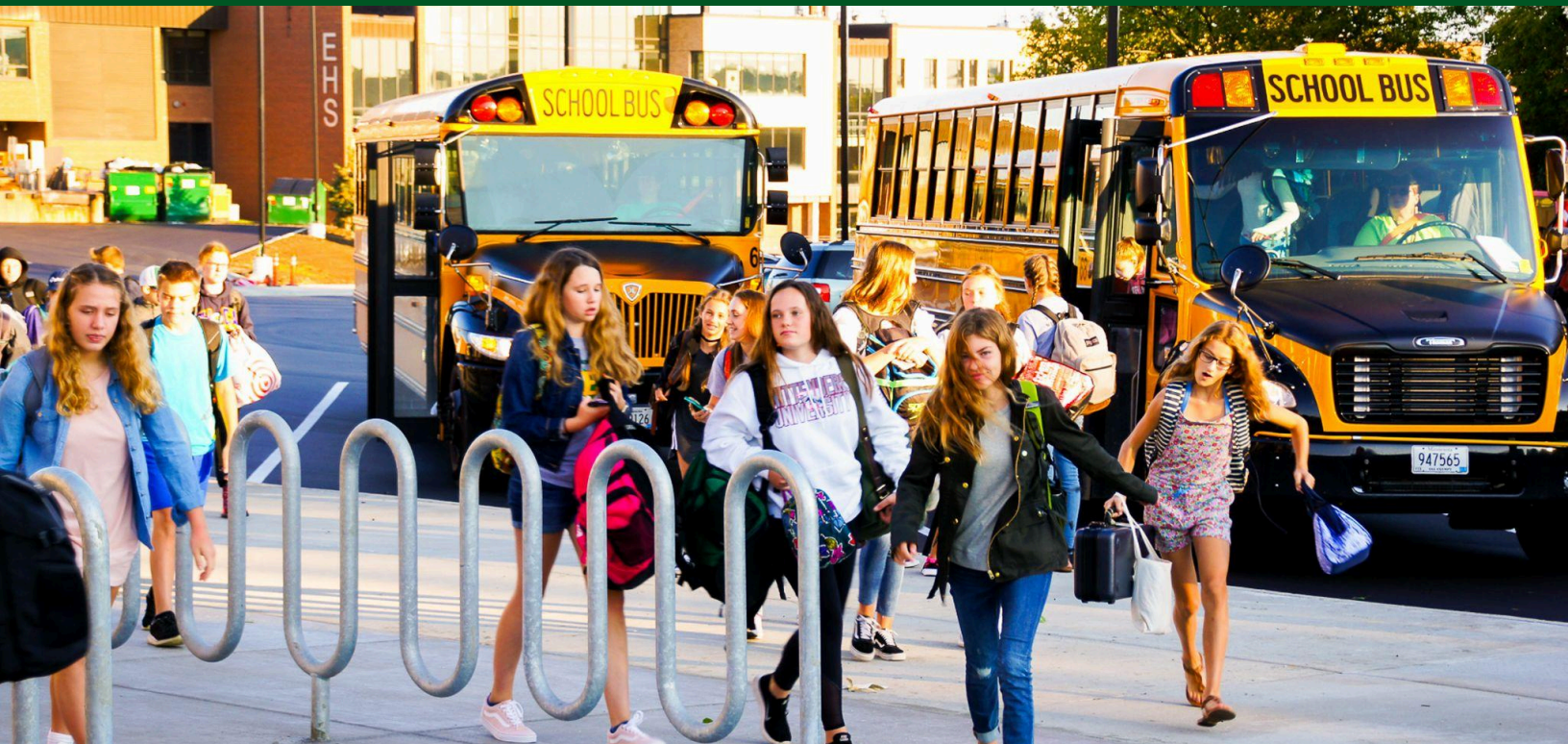
Attachments:

[Spanish Dual Language priority area proposal](#)



Defining Excellence: A Spanish Dual Language Program Assessment

2025–2026



This strategic assessment evaluates three years of Spanish Dual Language Program implementation to identify data-driven enhancements that will strengthen academic outcomes and ensure sustainable program excellence for all students.

Building on foundational work and current program implementation, this comprehensive assessment will evaluate program effectiveness, identify areas for enhancement, and ensure equitable access and high-quality outcomes for all participating students.

Through systematic evaluation of seven critical areas—leadership development, academic performance assessment, program fidelity, professional development, family engagement, equitable access, and intervention support—this comprehensive review will deliver actionable recommendations to strengthen program delivery and enhance student outcomes.

Purpose and Vision

The Spanish Dual Language Program is committed to developing bilingual, biliterate, and multicultural students who achieve academic excellence in both English and Spanish while maintaining strong cultural connections. Our program encompasses not only academic achievement but also cultural competency, global citizenship, and equitable educational opportunities for all learners.

Building on extensive research and community engagement that began in 2015, the district has made significant investments in dual language education, including the expansion to CS Elementary, the hiring of specialized teachers, and the purchase of Spanish-specific curriculum materials. The program emerged from the 2015 Birth to Grade-5 Thought Exchange and was reinforced by the 2018 Morris Leatherman Community Phone Survey, which identified significant community interest in language options at the elementary level. Following board approval in November 2021, the program launched in 2022-2023 with two kindergarten sections. The program has since added one grade level each year and currently serves students through third grade, with plans to continue expanding through fifth grade at Countryside.

The Two-Way Dual Language model was selected based on research demonstrating accelerated English language acquisition for multilingual

learners, higher academic achievement in reading and math, deeper learning through concept acquisition in multiple languages, and mutual language support between native English and Spanish speakers. This comprehensive assessment builds upon existing program structures and seeks to identify opportunities for enhancement, ensure consistent implementation across all classrooms, and address any gaps in service delivery.

As educational research, best practices, and community needs evolve, it is essential that we remain proactive and data-driven in our approach. This priority area assessment will evaluate current systems, gather stakeholder input, analyze student outcomes, and identify strategic improvements to strengthen program effectiveness and accessibility.

Assessment Timeline

Phase 1 – Current Program Foundation (2022-2025)

2022-2023: Program launched with two kindergarten sections (44-48 students) at Edina Community Center as an incubator site

2023-2024: Program relocated to Countryside Elementary with expansion to first grade

2024-2025: Program expanded to second grade; implemented comprehensive organizational support structure

- Established leadership development team structure with monthly coordination meetings
- Implemented STAR assessment system for Spanish language acquisition tracking alongside FastBridge assessments
- Developed consistent program model expectations using 80:20 language allocation model (K-1)
- Initiated systematic family engagement through monthly parent meetings and communication strategies
- Created SDL Coordinator/Spanish Intervention Specialist position (March 2025)
- Reviewed heritage speaker policies and enrollment processes

Current Demographics (end of 24-25 SY): 13.3% Heritage Speakers, 86.7% English speakers across K-2 (target: 30-50% heritage speakers).

Phase 2 – Strategic Planning and Stakeholder Engagement (Summer–Fall 2025)

- Convene cross-functional leadership team to oversee assessment process
- Engage students, families, staff, and community partners to gather feedback on program effectiveness
- Administer family engagement survey (September 2025) to all Countryside families
- Finalize assessment tools, data collection methods, and evaluation schedule

Phase 3 – Comprehensive Program Assessment (Fall 2025–Spring 2026)

- Conduct classroom walkthroughs to evaluate program model fidelity and language allocation implementation
- Analyze Language proficiency progress using STAR (Spanish) assessment systems
- Review Spanish language acquisition progress
- Assess professional development impact including Science of Reading training.
- Conduct a comprehensive analysis of current staffing effectiveness within the SDL program.

Focus Areas of the Assessment

1. Leadership Development and Program Coordination

The leadership development team (Frannie, Lisa, Erin, Alex) functions as the strategic hub within the countryside collaborative linked teams. This team will establish regular monthly coordination meetings to distinguish between program development and day-to-day implementation responsibilities while

fostering seamless information flow with leadership site teams, building leadership teams, and grade level PLCs.

The linked teams architecture creates bidirectional communication channels where the leadership development team partners with the building leadership teams to translate strategic vision into actionable plans, ensure classroom-level implementation and gather real-time feedback that informs strategic decision-making.

Assessment focuses include:

- Effectiveness of monthly leadership team meetings and role clarity within the linked teams structure
- Distinction between program development and implementation responsibilities across all collaborative partners
- Communication and coordination quality across all program stakeholders, measuring both vertical and lateral information flow
- Innovation transfer mechanisms between teams and successful practice amplification
- Collaborative decision-making evidence and shared ownership indicators
- System responsiveness and adaptive capacity when addressing challenges and opportunities

2. Academic Performance and Language Acquisition

Spanish language acquisition progress will be systematically tracked and evaluated using standardized assessment tools and reporting processes.

Assessment components include:

- Spanish language development progress using STAR assessment system (implementation 2025-26)
- Review of K-2 report card process effectiveness, transitioning to include grades 3-5 as program expands
- Program retention analysis (currently limited departures only due to family relocations)
- Fidelity to the 80:20 model (K-1) and 70:30 model (2-3)

3. Program Model Fidelity and Instructional Quality

Consistent implementation of program and academic standards will be maintained across all classrooms to ensure program integrity and effectiveness.

Assessment areas include:

- Consistent implementation of Benchmark guaranteed and viable curriculum for literacy
- Effectiveness of grade-level team collaboration and data analysis with counterparts
- Classroom observation protocols for bridging and English instruction components
- Implementation consistency across all classrooms

4. Professional Development and Coaching Support

Comprehensive training initiatives will build teacher capacity and ensure consistent instructional practices throughout the program.

Assessment components include:

- STAR assessment training effectiveness
- BE GLAD training review and effectiveness for dual language instruction, including consideration for school-wide implementation
- SDL Coordinator/Spanish Intervention Specialist coaching model and classroom support systems
- Development of classroom observation protocols to support program fidelity and inform professional development needs
- Curriculum-specific training effectiveness for Benchmark Adelante implementation and ongoing support
- Collaboration effectiveness with Park Spanish Immersion teachers for implementation of Benchmark Adelante in K-3
- Multi-year professional development planning for continued support

5. Family and Community Engagement

Strategic outreach efforts will strengthen connections between families and the program while documenting participation in school events. The Spanish

Dual Language advisory team will continue with regular meetings, serving as a vital bridge for bidirectional communication between Countryside and the community. This advisory team brings together diverse stakeholder voices to provide valuable family input and guidance while ensuring program information and decisions are effectively communicated back to families. The advisory team will have representation from all grade levels to ensure multiple family perspectives inform program decisions.

Assessment focuses include:

- Family participation tracking in program events and school activities
- Effectiveness of community messaging and communication strategies
- Results from family engagement survey administered to all Countryside families (September 2025)
- Spanish Dual Language advisory team insights and family recommendations

Spanish Dual Language Advisory Team Structure:

- Regular scheduled meetings throughout the academic year
- Diverse stakeholder representation from all grade levels ensuring multiple family voices inform program decisions
- Agendas and minutes from advisory team meetings will be shared by the principal with all SDL families to maintain transparency and communication
- Family feedback on program growth and development

6. Equity, Access, and Inclusion

Program policies and communication strategies will be reviewed to ensure equitable opportunities for all students, particularly heritage speakers.

Assessment areas include:

- Heritage speaker enrollment strategies and effectiveness in reaching 30-50% target ratio
- 25-26 SY demographic analysis (24-25 SY: 13.3% heritage speakers vs. 86.7% English speakers)
- Priority enrollment system implementation for heritage speakers while maintaining resident priority

- Program accessibility and communication outreach to diverse families
- Cultural responsiveness and authentic Spanish language instruction across all classrooms
- Collaboration with cultural liaison to improve program messaging and value communication for heritage speaking families

7. Intervention Support

Targeted support systems will be implemented to address individual student needs through coordinated intervention programming.

Assessment components include:

- Effectiveness of targeted intervention programming delivered by SDL Coordinator (.6 FTE allocation)
- Weekly coordination meetings between Lisa and Alex for intervention programming
- Integration of SDL Coordinator participation in PLC meetings for data analysis
- Individual student support outcomes and intervention effectiveness

Assessment Methods

- **Classroom observations and instructional walkthroughs** with SDL Coordinator, program coordinators, and instructional coaches focusing on 80:20 language allocation fidelity
- **Student achievement data analysis** using STAR (Spanish) assessments
- **Stakeholder surveys** including comprehensive family engagement survey (September 2025) to all Countryside families
- **Policy and procedure reviews** examining heritage speaker enrollment, equity, access, and program implementation guidelines
- **Professional development impact evaluation** assessing coordinator effectiveness and fidelity to Benchmark Adelante implementation
- **Family engagement analysis** reviewing monthly meeting participation and event attendance tracking

Expected Outcomes

Following the comprehensive assessment phase, this priority area review will deliver:

- Clear understanding of current program strengths and areas for improvement based on three years of implementation data
- Evidence-based recommendations for enhancing program effectiveness, student outcomes, and heritage speaker enrollment
- Improved systems for ongoing program monitoring, intervention support, and continuous improvement
- Professional development framework that builds on Science of Reading and biliteracy instruction expertise
- Equity enhancement measures to achieve target heritage speaker demographics and inclusive programming
- Comprehensive intervention support model for addressing individual student needs.

Closing Statement

This assessment serves as a strategic framework for evaluating and enhancing our Spanish Dual Language Program. It prioritizes systematic analysis, stakeholder engagement, and data-driven decision making. With input from our diverse school community and guidance from the School Board, we are committed to developing comprehensive strategies that ensure program excellence, equity, and accessibility for all students and families.

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**