

Edison Park Creative And Expressive Arts School



2016-17 Schoolwide Improvement Plan

Edison Park Creative And Expressive Arts School

2401 EUCLID AVE, Fort Myers, FL 33901

<http://epe.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	D	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Edison Park Creative And Expressive Arts School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Edison Park Creative & Expressive Arts School is to celebrate diversity, encourage creativity, and nurture a love of learning in pursuit of excellence.

b. Provide the school's vision statement.

To prepare every student for success.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Edison Park Elementary our students learn about cultures and relationship-building through guidance classes. We also emphasize PBS and 'no bullying' throughout the school, which is aimed at helping students to feel safe and respected. Our arts program provides students with the opportunity to participate in performances, which also builds cultural knowledge and relationships between teachers and students.

Edison Park staff strives to learn about the culture of our students and build positive relationships between teachers and their students by implementing Kagan Cooperative Learning. This program allows teachers the opportunity to build relationships with their students through cooperative learning, team-building, and class-building.

The Guidance Counselor incorporates social skills through a sisterhood program. Teachers build relationships with their students using the Second Step program which teaches skills for social and academic success.

The school incorporates Thinking Maps (research based visual patterns based on cognitive skills) into their curriculum. Each map is introduced to students by using personal and social skills. Later the content connection is emphasized.

Events such as the following are held throughout the year: Student-led Conferences, Grade Level Performances, Move-a-Thon, and PTA family events, Curriculum Night, and Academic Fair. These events provide opportunities to build quality relationships by bringing faculty and families together.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Edison Park is a calm and nurturing environment where all students feel safe and respected before, during, and after school.

Edison Park has various programs and procedures in place to aid in creating a safe and respectful environment.

- * Anti-Bullying Prevention presentations for all grade levels
- * Before and after school programs available
- * Extracurricular Activities - morning and afternoon groups where students are selected to engage in

dance, drums, violin, theatre, art classes, ukulele, boys in black, and chorus.

- * Grandpa Cop Program; provides classes K-5 that emphasize relationship building, making positive choices, and staying safe; additional LEAD (Lead Educate About Drugs) Program and Jr. Cops

- * Guidance Counselor – teaches monthly character education lessons, Bucket Filling, Bully Prevention, Cyberbullying Awareness, Disability Awareness, Career Exploration, Social Skills, Study Skills, Team building through STEM, Success in Middle School, and mentors students, lunch bunch friendship group, 5th grade Sisterhood, Learning for Life

- * Improved security of dismissal procedures - a.m. and p.m. campus coverage; teachers meet and greet students at classroom doors and staff is strategically placed around campus to greet students in the morning

- * Mentor program

- * Our school mission

- * PBS Coach – mentors students and support teachers

- * PBS school wide student plan

- * School Nurse and School Social Worker

- * Takin' the City – volunteers mentor students

- * Team building activities in classrooms

- * Watch DOGS (Dads of Great Students)

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Positive Behavior Support (PBS)

Our school is committed to consistently supporting and developing a safe and positive environment, through shared accountability, where students will be equipped with social and behavioral skills necessary to be lifelong learners and successful citizens. Our school's core four expectations are: Be Respectful, Be Responsible, Be Safe, and Be a Good Citizen. These expectations are posted throughout our school as reminders to students. All students are issued a core four tag. The cards have a grid sticker with individual blocks that can be filled with signatures in response to positive behavior. Each week students who have filled their cards have an opportunity to have their name pulled for a drawing, sign the Principal's book, and receive incentives. Students are also recognized on the news.

School-wide behavioral system:

- * Clear expectations

- * Multi-Tiered System of Supports (MTSS)

- * Student behavior training for all faculty

- * Weekly Social and Emotional Classroom Lessons

- * Guidance Counselor teaches monthly character education lessons, Bucket Filling, Bully Prevention, Cyberbullying Awareness, Disability Awareness, Career Exploration, Social Skills, Study Skills, Teambuilding through STEM, Success in Middle School, and mentors students, lunch bunch friendship group, 5th grade Sisterhood, Learning for Life

- * Behavior Intervention Form (BIF) are used to provide documentation of progression of behavioral supports and interventions

- * CORE 4 card – student check in/check out with a mentor
- * Consistent grade-level expectations encourage a team approach
- * "Rock Star" recognition celebrating each student – STAR student (PBS) recognition
- * Online documentation of behavioral incidents in Castle
- * School-wide expectations posted throughout school and in common areas
- * Classroom rewards and recognition given by classroom teachers
- * School-wide social skills instruction embedded in schedule
- * PBS - team meets monthly
- * School-wide reward and recognition system for positive behavior
- * Class Dojo website used in classrooms to recognize positive behavior
- * Character education lessons
- * TEACH – Techniques for Effective Adolescent & Child Handling -- some teachers are trained in behavior interventions

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Edison Park has many practices in place to ensure the social-emotional needs of all students are being met:

- * Class Dojo
- * PBS--mentoring by members of the staff
- * MTSS-referrals
- * "Rock Star" Recognition celebrating each student
- * Vision & other health screenings
- * Guidance Counselor - crisis intervention, large and small group guidance and individual counseling of students; sisterhood; lunch bunch friendship group; Learning for Life
- * Intervention Specialist to provide social skills curriculum Second Step to students in Tier III Behavior MTSS
- * Grandpa Cop LEAD Program; Junior Cops
- * Bullying classes
- * Weekly Social and Emotional Lessons in all classrooms

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents and community members are recruited to volunteer. Volunteers provide support in the classroom, library, PTA, SAC, and other special school events. Communication to parents include various social media, student-led conferences, student agenda, monthly school newsletter, monthly PTA newsletter, school and district Parent Satisfaction Survey, Parent Link, and phone calls/emails to

parents. We have a very supportive PTA that works diligently to build positive relationships with families through organized events.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Edison Park has partnerships with many local businesses:

Bamboozles - attends school events

Barkley Place - residents provide opportunities for students to perform (chorus/violin)

Chik-fil-A - provides incentive rewards and volunteers for school events

CiCi's Pizza – provides incentive rewards for students

Costco's - donates items for school events

Dairy Queen – provides incentive rewards for students positive behaviors

Downtown Pizza – donates items for school events

Edison and Ford Winter Estates – guest speakers, provides opportunities for students to perform (chorus/violin/Boys in Black) and exhibit art work

Edison National Bank – supports School Advisory Council (SAC)

Edison Park 8 Movie Theater - provides incentive rewards for students positive behaviors and teacher recognition

Edison Park PTA – supports school with fund raisers, incentives for students and teachers

Empty Bowls – Soup Kitchen at Alliance of the Arts - provides opportunities for students to perform

Fort Myers Police Department – community police officers mentor students in both behaviors and academics

Fort Myers Skatium - provides incentive rewards for students positive behaviors

Galasano Children's Hospital benefit - provides opportunities for students to perform (chorus/violin)

Harrington, D. – donates Gatorade items as incentives for students and teacher appreciation

Harry Chapin Foodbank - provides opportunities for students to perform (chorus/violin)

Horace Mann – provides incentive rewards for students positive behaviors

Imaginarium Science Center – guest speakers

Jungle Golf - provides incentive rewards for students positive behaviors

Kerrs –donates incentives for teachers

Kiwanis Club – provides dictionaries for third grade students

Learning for Life – guest speakers

Lee County Sheriff's Department - School Resource Officer (SRO) building relationships with students

Little Caesars - provides incentive rewards for students

McDonald's - MC2 Advertising - provides incentive rewards for students and teachers

Miracle Baseball - mascot attends school events

Perkins – provides incentives

Presbyterian Apartments - residents provide opportunities for students to perform

Publix – donated materials for science projects; school supplies

RaceTrac - provides incentive rewards for students positive behaviors

Ruth Messmer Florist – donated flowers for science enrichment

SAC membership includes members of the community. We meet quarterly to discuss our partnership in helping to develop productive citizens.

Salvation Army food drive – students giving back to the community; breakfast with Santa; provides opportunities for students to perform (chorus/violin)

Sky Zone - provides incentive rewards for students positive behaviors and academic achievements

Smugglers Cove - provides incentive rewards for students positive behaviors

Takin' the City – mentoring students

Texas Roadhouse - provides incentive rewards for students positive behaviors and academic achievements

Thomas A. Edison Congregational Church - donations to support students needs

Too Tall Torie - attends school events

United Way Kick-off - Lee County - provides opportunities for students to perform (chorus/violin)

Waterman Broadcasting - NBC2 & ABC7– supports SAC, PTA, and Move-a-Thon

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Trent, Cherise	Principal
Oconnell, Linda	Instructional Technology
Daly, Allison	Teacher, K-12
Rose, Maria	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The roles of each member are as follows:

Classroom Teachers

- Keep ongoing progress monitoring notes in a MTSS folder (STAR Reading and Math, Curriculum Assessments, SAT 10 or FSA scores, work samples, anecdotal notes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver supplemental and instructional interventions with fidelity – small group instruction
- Attend Professional Learning Community (PLC) meetings
- Provide Professional Development

Principal/Principal Designee

- Facilitate implementation of MTSS in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Principal's Leadership Team collaborates once a month to discuss all aspects of school life. We determine the direction of the school as well as reflecting on our monthly progress.

The MTSS Leadership team at Edison Park Elementary meets on an as needed basis to analyze

school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the District's MTSS Manual.

Edison Park receives a small amount of funds each year from the Title II grant. These resources are utilized to provide additional staff development opportunities for instructional staff. Workshops have included: FSA writing, differentiation, data analysis and Choosing Excellence.

Edison Park also receives resources for the student breakfast and lunch program. Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Caryn Clark	Parent
John Ammons	Business/Community
Cherise Trent	Principal
Laura Wright	Parent
Darrel Lieze-Adams	Parent
Barbara Harrington	Teacher
Jen Gaytan	Business/Community
Brenda Mendoza	Education Support Employee
Wanda Archilla	Education Support Employee
Carla Stewart	Teacher
Marliss Brockington	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

A SAC meeting was scheduled. Our school reviewed SIP requirements with all members. Members gave input in regard to this years plan.

b. Development of this school improvement plan

SAC committee reviews data from the previous year. Goals are then set by school based members. SAC then reviews goals and data and provides feedback to school based team. SAC then reviews on-going data tracking to monitor continued improvements.

c. Preparation of the school's annual budget and plan

In anticipation of SIP funding, our principal will outline a plan for using funds to review with SAC members at our November meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

NA

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dalesio, Celeste	Teacher, K-12
Trent, Cherise	Principal
Harrington, Barbara	Teacher, ESE
Kerr, Rhonda	Teacher, K-12
Hawkins, Adriana	Teacher, K-12
Lantz, Sandy	Teacher, K-12
Pavese, Joanne	Teacher, K-12
Rose, Maria	Teacher, K-12
Ratz, Shelsea	Teacher, K-12

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

*Discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge

* Provide engaging activities that are differentiated for students during the ELA and intervention blocks (What I Need -WIN time)

*Monitor progress of lowest 25% to meet Annual Measurable Objectives (AMO) Target

*Provide support for the reading process across the content, academic and specials

*Provide training and report data to grade level teams

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers have common planning time each day. Each grade level meets weekly for planning and for Professional Learning Community (PLC). During PLC time, teachers review the norms, address the 4 critical questions, and establish goals. In addition, they also review data, share best practices, and collaborate on weekly plans for instruction and assessment. Administration attends PLCs as well.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Recruiting, developing, and retaining highly qualified, certified, effective teachers to the school is an ongoing process:

The principal conducts intensive interviews, contacts references, provides specific new teacher training, pairs new teachers with mentors, and conducts monthly meetings with new teachers to discuss the progress and assists with skills. The principal provides opportunities for staff input when hiring employees. Administrator and representatives attend district Job Fair to recruit new teachers who were invited based on qualification.

At Edison Park Elementary site-based mentoring and/or professional development is offered to new teachers through the district's APPLES program. Leadership roles/responsibilities are assigned to encourage professional growth and retain highly qualified teachers. We are developing a teacher recognition program for celebrating success. The Sunshine Committee plans social events to increase teacher morale and build positive relationships between staff members.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers are assigned a mentor. Mentors are highly qualified teachers in their area of expertise. Mentors are required to meet as needed with new teachers. All beginning teachers are required to participate in the APPLES Program.

At Edison Park Elementary each mentee has a mentor teacher who observes the mentee's instruction and provides feedback. The grade level collaborates on lesson planning. Student progress is discussed and analyzed with mentee and with a data team. Mentees have the opportunity and are encouraged to co-teach and/or observe a mentor teaching a lesson. Kristina Cain is assigned Barbara Harrington as her mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district adopts curriculum programs that are aligned to the FL Standards and then creates academic plans to identify the scope and sequences for each subject and grade level.

Edison Park provided the instructional staff professional development at the start of the year in the area of the standards-based instruction and thinking maps. The instructional staff utilizes the academic plan to drive instruction, using the Florida Standards as a guideline. The instructional staff plans assessments for the standards addressed. Instructional strategies are planned to implement the lessons, aligning them to the standards. The school also conducts weekly PLC meetings to analyze assessment data. From this, teachers adjust or modify their instructional practices to assist students with mastery of the standards taught. The school also has an intervention time allotted daily to reinforce the standards that students have not yet mastered.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All teachers use formative assessments to guide their instruction and differentiate their lessons according to the needs of their students. Intervention schedules, strategies, and personnel are posted on SharePoint. Each grade level has a 30 minute intervention WIN period daily where resource teachers and/or support staff work with students that are grouped according to their specific academic needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40

Twice a month teachers meet after school for professional development and team collaboration.

Strategy Rationale

Offering professional development for teachers ensures that common curriculum focus and training is being done with all teachers. It also provides an opportunity to collaborate both in teams and across grade levels to share ideas and problem solve.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Trent, Cherise, cherisewt@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom observations and student data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten Transition:

The school provides an orientation before the upcoming school year. This provides students and their families an opportunity to familiarize themselves with the school environment and student expectations.

All students are assessed prior to or upon entering Kindergarten within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing.

Open house and curriculum night occur at the beginning of the school year. Parents are encouraged to attend these events to assist students transitioning into Kindergarten.

Volunteers and staff members (special area, resource, intervention teachers and support staff) provide additional instruction. The school includes in the curriculum: building orientation thru Gingerbread man and classroom procedures.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Edison Park Elementary will increase student achievement.
- G2.** Edison Park will decrease the number of out of school suspensions and referrals.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Edison Park Elementary will increase student achievement. 1a

G085846

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	40.0
FSA Mathematics Achievement	68.0
Math Gains	55.0
Math Lowest 25% Gains	40.0
FCAT 2.0 Science Proficiency	53.0

Targeted Barriers to Achieving the Goal 3

- Teachers need resources, support, and time to plan for instructional needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- common planning time for PLCs and grade level meetings
- district adopted curriculum
- supplemental programs
- Performance Matters and Castle for tracking the standards.
- professional development
- faculty meetings
- ESE and resource teacher support

Plan to Monitor Progress Toward G1. 8

Meeting Notes

Person Responsible

Cherise Trent

Schedule

Weekly, from 8/2/2016 to 5/30/2017

Evidence of Completion

Meeting notes and data

Plan to Monitor Progress Toward G1. 8

Castle and Performance Matters data will be reviewed throughout the year.

Person Responsible

Cherise Trent

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Castle and Performance Matters reports

G2. Edison Park will decrease the number of out of school suspensions and referrals. 1a

G085847

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Lack of social and behavioral skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Castle Behavioral Intervention Forms Intervention Specialist Guidance Counselors Classroom Behavior Charts Class DoJo Core 4 Rewards PBS Rewards Safety Plan TEACH Trainings

Plan to Monitor Progress Toward G2. 8

Castle Data will be collected and reviewed throughout the year to determine progress.

Person Responsible

Cherise Trent

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Castle Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. Edison Park Elementary will increase student achievement. 1

 G085846

G1.B1 Teachers need resources, support, and time to plan for instructional needs. 2

 B228104

G1.B1.S1 Support teachers by providing instructional training and resources. 4

 S240671

Strategy Rationale

FL State Standards

Action Step 1 5

Teachers have common planning time for PLCs.

Person Responsible

Cherise Trent

Schedule

Weekly, from 8/2/2016 to 5/30/2017

Evidence of Completion

Teachers will submit PLC notes from each meeting.

Action Step 2 5

The school has established a leadership and an intervention team.

Person Responsible

Cherise Trent

Schedule

Monthly, from 8/2/2016 to 5/30/2017

Evidence of Completion

The teams will meet with administration to discuss mastery of standards and how to implement strategies to improve student achievement.

Action Step 3 5

Use of Performance Matters and Castle to track standards.

Person Responsible

Cherise Trent

Schedule

Daily, from 8/2/2016 to 5/30/2017

Evidence of Completion

Standards tracking through Performance Matters and Castle.

Action Step 4 5

Provide training and resources

Person Responsible

Cherise Trent

Schedule

Quarterly, from 8/2/2016 to 5/30/2017

Evidence of Completion

In-service records

Action Step 5 5

Administration will perform classroom walkthroughs

Person Responsible

Cherise Trent

Schedule

Biweekly, from 8/12/2016 to 5/30/2017

Evidence of Completion

Classroom walk-through observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PLC notes will be submitted.

Person Responsible

Cherise Trent

Schedule

Weekly, from 8/2/2016 to 5/30/2017

Evidence of Completion

Mrs. Trent will collect and monitor PLC notes. She will attend meetings periodically.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership team and intervention team meetings with administration

Person Responsible

Cherise Trent

Schedule

Monthly, from 8/2/2016 to 5/30/2017

Evidence of Completion

meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Standards tracking through Performance Matters and Castle.

Person Responsible

Cherise Trent

Schedule

Daily, from 8/2/2016 to 5/30/2017

Evidence of Completion

Performance Matters and Castle Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers attend professional developments

Person Responsible

Cherise Trent

Schedule

Quarterly, from 8/2/2016 to 5/30/2017

Evidence of Completion

Inservice records

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will perform classroom walk-throughs

Person Responsible

Cherise Trent

Schedule

Biweekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

classroom walk-through observations in Peoplesoft

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership team will discuss PLC effectiveness at Leadership Meetings

Person Responsible

Cherise Trent

Schedule

Monthly, from 8/2/2016 to 5/30/2017

Evidence of Completion

PLC meeting notes will be reviewed and discussed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Castle and Performance Matters data will be collected and reviewed throughout the year to determine progress.

Person Responsible

Cherise Trent

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Castle and Performance Matters records


G2. Edison Park will decrease the number of out of school suspensions and referrals. **1**

 G085847

G2.B1 Lack of social and behavioral skills **2**

 B228105

G2.B1.S1 Implement school wide PBS discipline plan. **4**

 S240672

Strategy Rationale

The PBS program includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Action Step 1 **5**

Edison Park will implement a school wide PBS discipline plan.

Person Responsible

Cherise Trent

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Behavior Intervention Forms, Castle

Action Step 2 **5**

Behavior Intervention Forms

Person Responsible

Linda Petrucci

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Behavior Intervention Forms turned in to Intervention Specialist

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The PBS team will meet.

Person Responsible

Cherise Trent

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PBS meeting notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Behavior Intervention Forms will be collected.

Person Responsible

Linda Petrucci

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Behavior Intervention Forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

PBS team will meet to discuss the effectiveness of the program.

Person Responsible

Cherise Trent

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PBS meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Intervention Specialist will discuss Behavior Intervention Forms with each student.

Person Responsible

Linda Petrucci

Schedule

Weekly, from 8/10/2016 to 5/30/2017


Evidence of Completion

Behavior Intervention Form notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M320248	Meeting Notes	Trent, Cherise	8/2/2016	Meeting notes and data	5/30/2017 weekly
G1.MA1 M320249	Castle and Performance Matters data will be reviewed throughout the year.	Trent, Cherise	8/10/2016	Castle and Performance Matters reports	5/30/2017 daily
G2.MA1 M320254	Castle Data will be collected and reviewed throughout the year to determine progress.	Trent, Cherise	8/10/2016	Castle Data	5/30/2017 daily
G1.B1.S1.MA1 M320241	Leadership team will discuss PLC effectiveness at Leadership Meetings	Trent, Cherise	8/2/2016	PLC meeting notes will be reviewed and discussed.	5/30/2017 monthly
G1.B1.S1.MA7 M320242	Castle and Performance Matters data will be collected and reviewed throughout the year to determine...	Trent, Cherise	8/10/2016	Castle and Performance Matters records	5/30/2017 daily
G1.B1.S1.MA1 M320243	PLC notes will be submitted.	Trent, Cherise	8/2/2016	Mrs. Trent will collect and monitor PLC notes. She will attend meetings periodically.	5/30/2017 weekly
G1.B1.S1.MA3 M320244	Leadership team and intervention team meetings with administration	Trent, Cherise	8/2/2016	meeting minutes	5/30/2017 monthly
G1.B1.S1.MA4 M320245	Standards tracking through Performance Matters and Castle.	Trent, Cherise	8/2/2016	Performance Matters and Castle Reports	5/30/2017 daily
G1.B1.S1.MA5 M320246	Teachers attend professional developments	Trent, Cherise	8/2/2016	Inservice records	5/30/2017 quarterly
G1.B1.S1.MA6 M320247	Administration will perform classroom walk-throughs	Trent, Cherise	8/10/2016	classroom walk-through observations in Peoplesoft	5/30/2017 biweekly
G1.B1.S1.A1 A311548	Teachers have common planning time for PLCs.	Trent, Cherise	8/2/2016	Teachers will submit PLC notes from each meeting.	5/30/2017 weekly
G1.B1.S1.A2 A311549	The school has established a leadership and an intervention team.	Trent, Cherise	8/2/2016	The teams will meet with administration to discuss mastery of standards and how to implement strategies to improve student achievement.	5/30/2017 monthly
G1.B1.S1.A3 A311550	Use of Performance Matters and Castle to track standards.	Trent, Cherise	8/2/2016	Standards tracking through Performance Matters and Castle.	5/30/2017 daily
G1.B1.S1.A4 A311551	Provide training and resources	Trent, Cherise	8/2/2016	In-service records	5/30/2017 quarterly
G1.B1.S1.A5 A311552	Administration will perform classroom walkthroughs	Trent, Cherise	8/12/2016	Classroom walk-through observations	5/30/2017 biweekly
G2.B1.S1.MA1 M320250	PBS team will meet to discuss the effectiveness of the program.	Trent, Cherise	8/10/2016	PBS meeting notes	5/30/2017 monthly
G2.B1.S1.MA4 M320251	Intervention Specialist will discuss Behavior Intervention Forms with each student.	Petrucci, Linda	8/10/2016	Behavior Intervention Form notes	5/30/2017 weekly
G2.B1.S1.MA1 M320252	The PBS team will meet.	Trent, Cherise	8/10/2016	PBS meeting notes	5/30/2017 monthly
G2.B1.S1.MA3 M320253	Behavior Intervention Forms will be collected.	Petrucci, Linda	8/10/2016	Behavior Intervention Forms	5/30/2017 daily
G2.B1.S1.A1 A311553	Edison Park will implement a school wide PBS discipline plan.	Trent, Cherise	8/10/2016	Behavior Intervention Forms, Castle	5/30/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2  A311554	Behavior Intervention Forms	Petrucci, Linda	8/10/2016	Behavior Intervention Forms turned in to Intervention Specialist	5/30/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Edison Park Elementary will increase student achievement.

G1.B1 Teachers need resources, support, and time to plan for instructional needs.

G1.B1.S1 Support teachers by providing instructional training and resources.

PD Opportunity 1

Provide training and resources

Facilitator

District Trainers, Teachers

Participants

Teachers

Schedule

Quarterly, from 8/2/2016 to 5/30/2017