

Miami-Dade County Public Schools

# Edison Park K 8 Center



## 2021-22 Schoolwide Improvement Plan

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## Edison Park K 8 Center

500 NW 67TH ST, Miami, FL 33150

<http://edisonpark.dadeschools.net>

### Demographics

**Principal: Carla Patrick**

Start Date for this Principal: 10/15/2008

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (54%) 2017-18: B (60%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Edison Park K 8 Center

500 NW 67TH ST, Miami, FL 33150

<http://edisonpark.dadeschools.net>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The mission of Edison Park K-8 Center is to develop, establish, communicate, and monitor clear expectations of a rigorous academic program by involving all stakeholders in the change process. The school ensures the use of student achievement data as a guide to make comprehensive decisions as they relate to promoting a successful learning environment. Through the implementation of rigorous and challenging academic programs, the school strives to foster and promote life-long learning to meet the challenges of the twenty-first century.

#### Provide the school's vision statement.

Edison Park K-8 Center is focused on promoting a school-learning environment that supports the continuous academic advancement of all students. The school focuses on creating a community of life-long learners, productive citizens, and contributors to society. Considering individual learners' needs, abilities, cultural backgrounds, and personal experiences, teachers have strong beliefs in their capabilities to provide all learners with academic, social, and critical thinking skills necessary to successfully participate in a society of challenge, opportunity, and change.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Patrick, Carla	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities.
Walton, Tonya	Assistant Principal	Responsible for issues of school management, student activities and services, community relations, personnel, and curriculum instruction. Also coordinate with the principal to assist in enforcing school policies and guidelines for students, staff, and faculty.
Brown, Pamela	Instructional Coach	Responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.
Joiner, Jeri	Instructional Coach	Responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

## Demographic Information

### Principal start date

Wednesday 10/15/2008, Carla Patrick

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

### Total number of teacher positions allocated to the school

19

### Total number of students enrolled at the school

369

### Identify the number of instructional staff who left the school during the 2020-21 school year.

7

### Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

## Demographic Data

## Early Warning Systems

### 2021-22

#### The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	5	42	45	45	41	57	54	47	33	0	0	0	0	369
Attendance below 90 percent	4	14	20	19	20	29	33	21	14	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	10	6	13	17	16	17	12	0	0	0	0	95
Course failure in Math	0	2	9	5	5	17	18	3	14	0	0	0	0	73
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	12	17	15	15	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	7	15	18	10	0	0	0	0	51
Number of students with a substantial reading deficiency	1	15	28	26	26	31	42	38	20	0	0	0	0	227

#### The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	3	5	10	6	11	23	28	25	16	0	0	0	0	127	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	3	6	6	0	4	3	6	4	2	0	0	0	0	34	
Students retained two or more times	0	0	0	0	3	5	7	6	3	0	0	0	0	24	

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	47	58	66	67	68	56	54	44	52	0	0	0	0	512	
Attendance below 90 percent	13	20	25	31	30	32	23	17	15	0	0	0	0	206	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	9	11	25	18	16	20	14	10	0	0	0	0	123	
Course failure in Math	0	6	10	9	17	20	3	16	9	0	0	0	0	90	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	16	17	16	9	0	0	0	0	68	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	12	22	11	8	0	0	0	0	59	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	3	10	11	21	24	26	28	19	16	0	0	0	0	158	

#### The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	3	6	6	0	4	3	6	4	2	0	0	0	0	34	
Students retained two or more times	0	0	0	0	7	4	7	4	4	0	0	0	0	26	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	63%	61%	37%	62%	60%
ELA Learning Gains				59%	61%	59%	63%	61%	57%
ELA Lowest 25th Percentile				52%	57%	54%	64%	57%	52%
Math Achievement				49%	67%	62%	55%	65%	61%
Math Learning Gains				55%	63%	59%	62%	61%	58%
Math Lowest 25th Percentile				50%	56%	52%	50%	55%	52%
Science Achievement				34%	56%	56%	42%	57%	57%
Social Studies Achievement				65%	80%	78%	75%	79%	77%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	22%	60%	-38%	58%	-36%
Cohort Comparison						
04	2021					
	2019	21%	64%	-43%	58%	-37%
Cohort Comparison		-22%				
05	2021					
	2019	11%	60%	-49%	56%	-45%
Cohort Comparison		-21%				
06	2021					
	2019	45%	58%	-13%	54%	-9%
Cohort Comparison		-11%				
07	2021					
	2019	26%	56%	-30%	52%	-26%
Cohort Comparison		-45%				
08	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	67%	-25%	62%	-20%
Cohort Comparison						
04	2021					
	2019	32%	69%	-37%	64%	-32%
Cohort Comparison		-42%				
05	2021					
	2019	26%	65%	-39%	60%	-34%
Cohort Comparison		-32%				
06	2021					
	2019	49%	58%	-9%	55%	-6%
Cohort Comparison		-26%				
07	2021					
	2019	22%	53%	-31%	54%	-32%
Cohort Comparison		-49%				
08	2021					
	2019	27%	40%	-13%	46%	-19%
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	11%	53%	-42%	53%	-42%
Cohort Comparison						
08	2021					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison		-11%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	73%	-13%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data used to compile the information below is taken from iReady Diagnostic Assessments and Mid Year Assessment Data in Science and Social Studies.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.2	42.1	47.4
	Economically Disadvantaged	28.2	42.1	47.4
	Students With Disabilities	16.7		16.7
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.2	31.6	60.5
	Economically Disadvantaged	28.2	31.6	60.5
	Students With Disabilities	50		50
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.9	28.9	38.6
	Economically Disadvantaged	27.9	29.5	37.2
	Students With Disabilities	15.8	15	25
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.4	17.8	29.5
	Economically Disadvantaged	25	18.2	30.2
	Students With Disabilities	16.7	10	25
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.1	34	34.6
	Economically Disadvantaged	24	33.3	34
	Students With Disabilities	11.1	11.1	22.2
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.7	9.6	25.5
	Economically Disadvantaged	14.3	10	26.5
	Students With Disabilities	25	11.1	11.1
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	18.4	20
	Economically Disadvantaged	10.2	18.8	20.5
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4.3	24.5	39.5
	Economically Disadvantaged	4.4	25	40.5
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9.1	13.6	15.6
	Economically Disadvantaged	9.3	14	15.9
	Students With Disabilities			8.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8.5	15.9	17
	Economically Disadvantaged	8.7	16.3	17.4
	Students With Disabilities			8.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	
	Economically Disadvantaged		0	
	Students With Disabilities		0	
	English Language Learners		0	
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10.8	14.6	36.6
	Economically Disadvantaged	10.8	15.8	39.5
	Students With Disabilities	11.1	5.6	18.8
	English Language Learners		12.5	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.2	12.5	22.5
	Economically Disadvantaged	13.2	13.5	24.3
	Students With Disabilities			
	English Language Learners		12.5	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.8	43.3	42.3
	Economically Disadvantaged	32	44.8	44
	Students With Disabilities		40	
	English Language Learners	28.6		50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.1	41.4	53.8
	Economically Disadvantaged	24.1	42.9	56
	Students With Disabilities	20	20	
	English Language Learners	28.6		66.7
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		74	
	Economically Disadvantaged		76	
	Students With Disabilities			
	English Language Learners		71	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.8	46	46.8
	Economically Disadvantaged	45.8	46	46.8
	Students With Disabilities	7.7		7.1
	English Language Learners	14.3	25	12.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.8	46	60.4
	Economically Disadvantaged	31.8	46	60.4
	Students With Disabilities	8.3	14.3	21.4
	English Language Learners		12.5	37.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		22	
	Economically Disadvantaged		22	
	Students With Disabilities		0	
	English Language Learners		0	

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	54	63	50	50	53	37	50				
ELL	38	57	59	39	47	53	32	70			
BLK	33	43	45	34	38	49	28	56	50		
HSP	39	71		43	40						
FRL	36	46	44	37	38	43	31	59	52		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	45	58	47	49	63	56	54	64			
ELL	39	63	52	59	61	55	25	58			
BLK	39	61	57	49	55	49	35	66	84		
HSP	32	35		46	53						
FRL	38	60	52	49	55	51	32	65	86		



2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	62	56	46	52	45	48				
ELL	36	65	63	52	60	45	24				
BLK	35	62	63	54	63	50	41	75	89		
HSP	59	72		64	61						
FRL	37	63	64	55	62	50	42	75	90		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?****2019 Data Findings:**

The school to district and state comparisons demonstrate that Edison Park K-8 Center in grades 3-8 in Math and Reading FSA data trends were lower than the State and District, except for Algebra 1. The school to district and state comparisons demonstrate that in grades 5 & 8 Science data trends were lower. The school to district and state comparisons demonstrate that in grade 7 Civics data trends were lower.

All ELA subgroups for achievement showed an increase, except for the HSP subgroup. All ELA subgroups in L25% demonstrated a decrease.

All Math subgroups for achievement decreased except for ELL and SWD which increased. All Math subgroups in L25% demonstrated a decrease.

Out of the total subgroup in Science, ELL and SWD showed an increase and the BLK and FRL showed a decrease.

All subgroups in Social Studies decreased.

All subgroups in Middle School Acceleration decreased.

**2021 Data Findings:**

ELA proficiency decreased by 4 percentage points as compared to 2019 data

Math proficiency decreased by 14 percentage points as compared to 2019 data

Learning gains in ELA showed a decrease of 13 percentage points

Learning gains in Math showed a decrease of 17 percentage points

L25 in ELA/Math showed a decrease of 5 percentage points

Science showed a 3 percentage points decrease from 2019 to 2021

Social Studies showed a 7 percentage points decrease from 2019 to 2021

MS Acceleration showed a 34 percentage points decrease from 2019 to 2021

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?****2019 Data Findings:**

ELA subgroups for Learning Gains decreased in the following areas: HSP decreased by 37 percentage points and SWD decreased by 4 percentage points.

Math subgroups for Learning Gains decreased in the following areas: BLK and HSP decreased by 8 percentage points.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The contributing factors for this need of improvement were the pandemic, which led to poor student attendance. In addition to the pandemic virtual learning was also a contributing factor.

The new actions that will take place are to incorporate collaborative planning, standards aligned Instruction and targeted interventions contributed to these areas of improvement. We will continue to be strategic in ensuring these instructional practices implemented with fidelity.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

**2019 Data Findings:**

From 2018 to 2019 ELA Achievement increased by 2 percentage points. Due to a heavy focus on standards-based instruction in reading and text complexity.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Focusing on the consistency of collaborative planning, standards aligned Instruction and targeted interventions contributed to these areas of improvement. We will continue to be strategic in ensuring these instructional practices implemented with fidelity.

**What strategies will need to be implemented in order to accelerate learning?**

Data driven instruction and Intervention.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities will be provided in the following areas:

1. Instructional Planning to ensure teachers understand the correlation between the B.E.S.T. standards and the LAFS standards - October 29, 2021
2. Social emotional learning for teachers targeting their mental awareness - August 19, 2021
3. Differentiated instruction to mitigate learning loss August 23, 2021
4. Build capacity in teachers utilizing their data to make instructional decisions - September 27, 2021

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will be implemented to ensure sustainability of improvement will include a well designed social emotional program for teachers and students.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Based upon the data, the need for standards-aligned instruction in ELA is necessary as evidenced by the decline in achievement on state assessments by 4 percentage points. Eighteen percent of the students in 3rd grade scored on or above grade-level on the FSA. Sixty percent of K-2 scored below grade-level on the end of year screening.
<b>Measurable Outcome:</b>	For the 2021-2022 school year, the goal is to increase overall achievement in ELA from 35 percentage points to 40 percentage points.
<b>Monitoring:</b>	Using our Walkthrough Tool, administration and the leadership team will be able to monitor effective and consistent implementation of on-grade level ELA standards. The team will also conduct data chats every quarter to monitor student progress.
<b>Person responsible for monitoring outcome:</b>	Carla Patrick (pr1601@dadeschools.net)
<b>Evidence-based Strategy:</b>	Through collaborative planning, the transformation coach will focus on standards-aligned instruction and strategies for effective instructional delivery in ELA.
<b>Rationale for Evidence-based Strategy:</b>	Standards-Aligned Instruction refers to teachers executing lessons based on the standards/ learning targets and ensure that all student products and teaching techniques are aligned to the intended standards.

**Action Steps to Implement**

Develop and distribute a collaborative planning schedule for teachers by August 27, 2021. The purpose of developing the collaborative planning schedule is to ensure that ELA teachers are creating lessons and activities that are aligned with standards.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

During collaborative planning the Transformation Coach and teachers will work together to utilize District resources to create standards-aligned lessons in ELA beginning August 27, 2021 to October 11, 2021.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Meet weekly with leadership team to discuss ELA expectations and standards aligned to pacing guides beginning September 10, 2021 to October 11, 2021. Leadership team will meet and discuss areas of focus for Transformation Coach to support teachers during instructional time.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Conduct instructional walkthroughs beginning September 17, 2021 to October 11, 2021. Leadership team will meet to create a schedule for Instructional walkthroughs to build the capacity of ELA teachers.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Continue to implement instructional walkthroughs focusing on instructional delivery and end products evident to the alignment of on-grade level ELA standards in lesson plans beginning November 01, 2021 to December 17, 2021. The SLT team will conduct biweekly walkthroughs to ensure high degree of fidelity.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

The SLT team will utilize the McGraw-Hill Dashboard during meetings to determine areas of need for additional support in order meet instructional goals beginning November 01, 2021 to December 17, 2021. Utilize Progress Monitoring Assessments to determine effectiveness of standard-based instruction and remediation of standards.

**Person Responsible** Pamela Brown (pnbrown@dadeschools.net)

Continue to implement instructional walkthroughs focusing on instructional delivery and end products evident to the alignment of on-grade level ELA standards in lesson plans beginning January 31, 2022 to April 29, 2022. The SLT team will provide reflective feedback post walkthroughs to ensure reflection, teacher feedback and adjustments may be provided. The Reading Coach will continue to provide instructional support through common planning on a weekly basis to meet on-grade level goals. During common planning teachers and coach will begin focusing on developing application opportunities (end products/practice) of standards and instructional delivery. Planning will take place weekly, and the coach will focus on planning for whole group expectations/outcomes week 1 and Differentiated Instruction Week 2.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

The SLT team will utilize Performance Matters during meetings to determine areas of need for additional support in order to meet instructional goals beginning January 31, 2022 to April 29, 2022. Utilize Progress Monitoring Assessments to determine effectiveness of standard-based instruction and remediation of standards. The Reading Coach will continue to provide instructional support through common planning on a weekly basis to meet on-grade level goals. During common planning teachers and coach will begin focusing on developing application opportunities (end products/practice) of standards and instructional delivery. Planning will take place weekly, and the coach will focus on planning for whole group expectations/outcomes week 1 and Differentiated Instruction Week 2.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

**#2. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Based upon the data, the need for standards-aligned instruction across all subject areas was evident by the decline in overall learning gains and lowest quartile.

**Measurable Outcome:** For the 2021-2022 school year, the goal is to increase overall performance in learning gains and lowest quartile for all subjects by 5 percentage points.

**Monitoring:** Using our Walkthrough Tool, administration and the leadership team will be able to monitor effective and consistent implementation of differentiated instruction. The team will also conduct data chats every quarter to monitor student progress.

**Person responsible for monitoring outcome:** Carla Patrick (pr1601@dadeschools.net)

**Evidence-based Strategy:** Through collaborative planning, Transformation Coaches will focus on differentiated instruction.

**Rationale for Evidence-based Strategy:** Differentiated instruction is a framework for effective teaching that involves providing different students with different avenues to learning. This strategy was selected to ensure appropriate leveled resources are utilized for students during instruction.

**Action Steps to Implement**

During collaborative planning, Transformation Coaches and teachers will review Topic Assessment Data and Progress Monitoring Assessments beginning August 27, 2021 to October 11, 2021. The purpose of this is to place students into groups to prepare for DI.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

During collaborative planning, Transformation Coaches and teachers will create activities for differentiated instruction that align to students' needs beginning August 27, 2021 to October 11, 2021.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Teachers will implement plans created during collaborative planning and students will work in their specified groups to complete their assigned tasks beginning August 27, 2021 to October 11, 2021.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Transformation Coaches will model differentiated instruction for teachers in need of further support to ensure teachers are meeting the needs of students beginning August 27, 2021 to October 11, 2021.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Teachers will implement research-based materials that specifically address the instructional needs of student deficiencies in order to mitigate learning gaps beginning November 01, 2021 to December 17, 2021

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Monitor skill checks and assessments in interventions to ensure student needs are being addressed based on state and progress monitoring data beginning November 01, 2021 to December 17, 2021

**Person Responsible** Pamela Brown (pnbrown@dadeschools.net)

Continue to monitor skill checks and assessments in interventions to ensure student needs are being addressed based on state and progress monitoring data beginning January 31, 2022 to April 29, 2022. Provide instructional support to interventionists, in order to ensure appropriate materials are being used and instruction is taking place. In addition, provide L25 students in math additional support a couple times week.

**Person Responsible** Pamela Brown (pnbrown@dadeschools.net)

During collaborative planning, Transformation Coaches and teachers will review iReady AP2, Topic Assessment Data and Progress Monitoring Assessments beginning January 31, 2022 in order to restructure DI focus groups. The Coach and the CSS will continue to support the planning of DI based on data that will meet the needs of our students and our school goal.

**Person Responsible** Pamela Brown (pnbrown@dadeschools.net)



**#3. Leadership specifically relating to Managing Accountability Systems**

<b>Area of Focus Description and Rationale:</b>	Based on the State Assessment data for 2021, the need for accountability in classroom instruction is evident. Data shows a drop in student performance, which is evident that the leadership team needs to provide more consistent feedback on instructional practices.
<b>Measurable Outcome:</b>	Through the consistent implementation of our One Note Feedback Tool focusing on the gradual release model there will be a 2 percent increase in student achievement that will be evident on the 2022 State Assessments.
<b>Monitoring:</b>	The Leadership Team will meet once a week to discuss walkthroughs and how it relates to instructional practices. Instructional coaches will assist in determining support needed based upon instructional feedback provided in the One Note Tool as well as coaching cycles.
<b>Person responsible for monitoring outcome:</b>	Carla Patrick (pr1601@dadeschools.net)
<b>Evidence-based Strategy:</b>	Through the utilization of the One Note Teacher Feedback Tool, teachers will be provided immediate feedback on the use of the gradual release model.
<b>Rationale for Evidence-based Strategy:</b>	The Gradual Release Model is based upon the particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. .

**Action Steps to Implement**

Update One Note Walkthrough Tool for 2021-2022 beginning September 17, 2021 to October 11, 2021. Administration will meet to revise and update the One Note Walkthrough Tool to reflect the FEI and standards-aligned instruction.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

Provide all staff access to their observations to provide immediate feedback beginning August 23, 2021 to October 11, 2021.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

Daily walkthroughs in all content areas beginning August 23, 2021 to October 11, 2021. Administration will conduct daily informal walkthroughs to ensure teachers are practicing effective instruction.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

Provide PD on the One Note Walkthrough Tool to ensure teachers understand expectations will be held on August 23, 2021.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

Team Leads that participated in the Instructional Review (IR) will assist in the feedback of instructional practices observed during IR with the staff during the faculty meeting on November 03, 2021.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

After weekly walkthroughs by administration, teachers will be given the opportunity to respond to feedback given in the One Note tool and administration or coaches will address any concerns or needs. This process will begin November 01, 2021 to December 17, 2021

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

Meet biweekly with Team Leads to provide feedback from instructional walkthroughs in order to ensure effective communication is being shared between Leadership Team and staff beginning on January 31, 2022 to April 29, 2022. This process will ensure that all stakeholders are aware of progress being made toward the school goal. Begin monitoring L25, bubble and projected proficiency groups biweekly through data chats utilizing, progress monitoring assessments, topic assessments, and OPM's. Teachers and interventionists will

continue to monitor data and conduct data chats with students in classrooms. Reading coach and administration will meet weekly to discuss data points and progress.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Continue utilizing the One Note walkthrough tool and providing teachers the opportunity to respond to feedback given and administration or coaches will address any concerns or needs. This process will continue January 31, 2022 to April 29, 2022. Continue to utilize the One Note tool as a way to communicate between SLT and Staff that will promote a goal oriented atmosphere and culture. Utilize Team Leads to continue to bridge the gap in communication between leadership team and staff. Allow Team Leads to be a part of our mid-year Internal Instructional Review to continue the use corrective feedback to improve student learning.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

**#4. Culture & Environment specifically relating to Parent Involvement**

<b>Area of Focus Description and Rationale:</b>	Based on the school climate survey results 77% of our staff felt there was of lack of concern and support from parents.
<b>Measurable Outcome:</b>	Based on the need for parental involvement, initiatives will be developed to increase parental involvement. The school's expectation will be to have 20 percent of our parent population involved during the 2021-2022 school year.
<b>Monitoring:</b>	The parental involvement initiatives will be monitored on a monthly basis through the collection of sign in sheets and agendas from parental activities.
<b>Person responsible for monitoring outcome:</b>	Tonya Walton (teachwalt@dadeschools.net)
<b>Evidence-based Strategy:</b>	The community involvement specialist will develop a calendar that includes activities, dates and times for 2021-2022 school year to increase family engagement that will be monitored by the leadership team.
<b>Rationale for Evidence-based Strategy:</b>	Family Engagement studies show that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students.

**Action Steps to Implement**

Hire a full time CIS by October 11, 2021. To monitor student attendance and ensure that students are attending daily for 100 percent family engagement.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

Develop and promote activities to increase family engagement by October 11, 2021.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Document all activities by collecting sign-in sheets and agendas and promote family engagement activities on social media beginning September 8, 2021 to October 11, 2021.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Develop and distribute monthly activities calendar to promote parental involvement beginning November 01, 2021 to December 17, 2021.

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

Conduct monthly parent workshops/activities in order to promote parental involvement and partnership between home and school beginning November 01, 2021 to December 17, 2021

**Person Responsible** Tonya Walton (teachwalt@dadeschools.net)

The Community Involvement Specialist will continue to bridge the gap between home and school with activities and workshops that will assist parents and the school in meeting goals for the 2021-2022 school year, from January 31, 2022 to April 29, 2022. In addition to sponsored activities and workshops, the CIS will conduct mid-year surveys to illicit parent feedback on resources needed to prepare families for success on upcoming assessments by February 18, 2022.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

Workshops will be provided to parents for low-performing subgroups that will assist in additional strategies and activities to improve student performance. Once parental feedback is received from parents, coaches and teachers will provide mini assessment strategy workshops based on data. Parents of

our Lowest 25% Quartile will be specifically targeted for participation in workshops, to provide them with strategies that may be implemented at home to assist further in bridging the gap in reading and math deficiencies from January 31, 2022 to April 29, 2022.

**Person Responsible** Carla Patrick (pr1601@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Discipline data at Edison Park is at 0.9 percent which is moderate when compared to the State. The primary area of concern are students who have 10 or more absences and secondary area of concern students who receive 3 or more referrals within the first nine weeks.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Edison Park K-8 Center addresses building a positive school culture and environment through the implementation of Teacher Leads who bridge the gaps between administration, teachers and staff to create initiatives, cohesiveness, and build community relationships.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Carla Patrick - Principal - to oversee and assist in creating a positive school culture principal acknowledges staff and students for positive reinforcement of school culture.

Tonya Walton-Green - Assistant Principal - assists the principal in acknowledging staff and students for positive reinforcement of school culture.

Instructional Coaches - to oversee teacher leads and promote initiatives and assist in building positive relationships between teachers, staff and students.

Teacher Leads - to bridge the gap between administration and staff

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$0.00