# Edison Park K 8 Center

**2021-22 Schoolwide Improvement Plan**

## Table of Contents

# 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

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

## 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.

## 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.

# Table of Contents

# 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 |

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

## 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 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 | | | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 | | | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | 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 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 9.1 | 13.6 | 15.6 |
| | Economically Disadvantaged | 9.3 | 14 | 15.9 |
| | Students With Disabilities | | | 8.3 |
| | English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 8.5 | 15.9 | 17 |
| | Economically Disadvantaged | 8.7 | 16.3 | 17.4 |
| | Students With Disabilities | | | 8.3 |
| | English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 0 | |
| | Economically Disadvantaged | | 0 | |
| | Students With Disabilities | | 0 | |
| | English Language Learners | | 0 | |

| Grade 6 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | 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 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | 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 | |
|---|---|
| Area of Focus Description and Rationale: | 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. |
| Measurable Outcome: | For the 2021-2022 school year, the goal is to increase overall achievement in ELA from 35 percentage points to 40 percentage points. |
| Monitoring: | 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. |
| Person responsible for monitoring outcome: | Carla Patrick (pr1601@dadeschools.net) |
| Evidence-based Strategy: | Through collaborative planning, the transformation coach will focus on standards-aligned instruction and strategies for effective instructional delivery in ELA. |
| Rationale for Evidence-based Strategy: | 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, 2011. 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.<br>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 | |
|---|---|
| **Area of Focus Description and Rationale:** | 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. |
| **Measurable Outcome:** | 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. |
| **Monitoring:** | 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. |
| **Person responsible for monitoring outcome:** | Carla Patrick (pr1601@dadeschools.net) |
| **Evidence-based Strategy:** | Through the utilization of the One Note Teacher Feedback Tool, teachers will be provided immediate feedback on the use of the gradual release model. |
| **Rationale for Evidence-based Strategy:** | 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 | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the school climate survey results 77% of our staff felt there was of lack of concern and support from parents. |
| **Measurable Outcome:** | 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. |
| **Monitoring:** | The parental involvement initiatives will be monitored on a monthly basis through the collection of sign in sheets and agendas from parental activities. |
| **Person responsible for monitoring outcome:** | Tonya Walton (teachwalt@dadeschools.net) |
| **Evidence-based Strategy:** | 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. |
| **Rationale for Evidence-based Strategy:** | 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](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 |