Edison Park K 8 Center

2022-23 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: 10/16/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (61%) 2018-19: B (54%) 2017-18: B (60%)
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	N/A
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	Reading 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.
Johnson, Demetras	Math 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.
Fatal, Alexandre	School Counselor	Responsible for bringing evidence-based practices into classrooms on social emotional practices for students and staff. Responsible for supporting teachers and students with the goal of increasing positive student behavior. Responsible for promoting attendance initiatives to achieve 100% attendance daily. Responsible for strengthening home to school connections with parents.

Demographic Information

Principal start date
Thursday 10/16/2008, Carla Patrick

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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.*

24

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

425

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	48	42	41	52	43	43	54	54	48	0	0	0	0	425
Attendance below 90 percent	0	21	5	24	12	11	17	17	15	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	10	0	0	0	0	0	10
Course failure in ELA	0	3	8	9	6	0	5	9	4	0	0	0	0	44
Course failure in Math	0	3	1	8	3	6	4	5	5	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	12	11	19	17	22	0	0	0	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	7	15	19	24	19	0	0	0	0	90
Number of students with a substantial reading deficiency	0	2	11	21	21	17	30	29	33	0	0	0	0	164
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	3	3	19	12	13	19	18	20	0	0	0	0	107

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	2	13	2	0	0	0	1	0	0	0	0	21
Students retained two or more times	0	0	0	4	5	0	3	2	6	0	0	0	0	20

Date this data was collected or last updated

Friday 8/19/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	62%	55%				39%	63%	61%
ELA Learning Gains	60%						59%	61%	59%
ELA Lowest 25th Percentile	52%						52%	57%	54%
Math Achievement	53%	51%	42%				49%	67%	62%
Math Learning Gains	72%						55%	63%	59%
Math Lowest 25th Percentile	65%						50%	56%	52%
Science Achievement	50%	60%	54%				34%	56%	56%
Social Studies Achievement	75%	68%	59%				65%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	60%	-38%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	21%	64%	-43%	58%	-37%
Cohort Comparison		-22%				
05	2022					
	2019	11%	60%	-49%	56%	-45%
Cohort Comparison		-21%				
06	2022					
	2019	45%	58%	-13%	54%	-9%
Cohort Comparison		-11%				
07	2022					
	2019	26%	56%	-30%	52%	-26%
Cohort Comparison		-45%				
08	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-26%				

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	67%	-25%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	32%	69%	-37%	64%	-32%
Cohort Comparison		-42%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	26%	65%	-39%	60%	-34%
Cohort Comparison		-32%				
06	2022					
	2019	49%	58%	-9%	55%	-6%
Cohort Comparison		-26%				
07	2022					
	2019	22%	53%	-31%	54%	-32%
Cohort Comparison		-49%				
08	2022					
	2019	27%	40%	-13%	46%	-19%
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	11%	53%	-42%	53%	-42%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-11%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	73%	-13%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	52	62	45	54	71	60	64	83			
ELL	44	56	30	54	78	63	50	60			
BLK	42	60	59	52	72	72	51	77	79		
HSP	45	61	33	55	76	40	50				
FRL	43	60	51	54	72	64	50	78	76		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
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	70
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When comparing the 2020-2021 FSA to 2021-2022 FSA, data trends in ELA show a 7% increase in proficiency from 35 to 42 percentage points and 5% increase in the L25 from 47 to 52 percentage points. In math, data shows an 18% increase in proficiency from 35 to 53 percentage points and a 20% increase from 45 to 65 percentage points in the L25.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on iReady Diagnostic 3 from the 2021-2022 school year and the 2022 FSA state assessment, data shows that reading proficiency is below 50% of students meeting on grade-level standards.

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

After reviewing the data trends in the 2022 school climate survey, attendance has been a contributing factor to the need for improvement in student achievement. The data indicates that 14% of students have 11 or more absences when compared to the district at 11%. Incentive plans for attendance for students will be imperative to shift the academic expectations and outcomes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on iReady Diagnostic 3 from the 2021-2022 school year and 2022 state assessments, data shows that both reading and math showed the most improvement in learning gains. The data from iReady shows that there was 14% decrease in Tier 3 reading from AP1 to AP3 and a 16% decrease in Tier 3 math from AP1 to AP3. The data indicates learning gains being evident.

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

The contributing factors to improvement in both reading and math is due to one area of focus throughout the school year was on differentiated instruction. As a leadership team we focused on consistent monitoring of interventions, differentiated instruction, data chats and walkthroughs contributed to the success of achieving substantial learning gains. We will continue to be strategic in ensuring these instructional practices are implemented with fidelity.

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

The continuity of action steps taken to achieve improvement need to be sustained. The additional focus on standards aligned instruction through collaborative planning and instructional delivery utilizing our walkthrough tool will be imperative to achieving higher goals of proficiency as we transition to new standards and assessments for the 2022-2023 school year.

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 on best practices, unwrapping BEST standards and digging into data through instructional coaches and through the support of ETO.

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

The leadership team will continue to monitor interventions and differentiated instruction, conduct data chats and walkthroughs in order to sustain and continue improvement for the 2022-2023 school year. Also, additional services that will be implemented to ensure sustainability of improvement will include a well
designed social emotional program for teachers and students and ensuring that teachers conduct data conversations with students on a continuous basis.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based upon the 2022 FSA data, standards-aligned instruction is necessary as evidenced by performance on state assessments at 42% proficient in reading. Due to the school not meeting 50% of the student population meeting proficiency, the focus will be on ensuring standards-aligned instruction in B.E.S.T standards as the main focus in ELA classes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If standards-aligned instruction is implemented with fidelity, an increase of student proficiency in reading will increase from 42% to 50% for the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using our One Note Walkthrough Tool, administration and the leadership team will conduct instructional walkthroughs and observations. Through the utilization of this tool, teachers will be provided immediate feedback that will assist in instructional decision-making. The team will also conduct data chats every quarter to monitor student progress. Instructional coaches will review data in common planning and guide teachers in grouping students based on data for differentiated instruction.
Person responsible for monitoring outcome:	Carla Patrick (pr1601@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop and distribute a collaborative planning schedule for teachers by August 31, 2022.
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 22, 2022 to October 28, 2022.

Person Responsible   Tonya Walton (teachwalt@dadeschools.net)

Conduct instructional walkthroughs beginning August 22, 2022 to October 28, 2022. 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)

Meet weekly with leadership team to discuss ELA expectations and standards aligned to pacing guides beginning August 22, 2022 to October 28, 2022. Leadership team will meet and discuss areas of focus for Transformation Coach to support teachers during instructional time.

Person Responsible   Carla Patrick (pr1601@dadeschools.net)

The Transformation Coach will continue supporting teachers through collaborative planning in aligning District
resources to create standards-aligned lessons in ELA beginning October 31, 2022 to December 16, 2022.

Person Responsible   Pamela Brown (pnbrown@dadeschools.net)

During collaborative planning Instructional Coaches and teachers will review end products to ensure standards aligned instruction was effective beginning October 31, 2022 - December 16, 2022

Person Responsible   Pamela Brown (pnbrown@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based upon the 2022 FSA 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, the goal is to increase overall performance in proficiency. Based on the increased percentage of students earning learning gains in 2022, 7% increase in reading 53% to 60% and 5% increase in math 67% to 72%, the focus is to accelerate bubble students to proficiency and this focus may be achieved through differentiated instruction.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using our One Note 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: Describe the evidence-based strategy being implemented for this Area of Focus.	Through collaborative planning and modeling of instructional practices, Transformation Coaches will focus on differentiated instruction. (Companion Guide examples)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During collaborative planning, Transformation Coaches and teachers will review Topic Assessment Data and Progress Monitoring Assessments beginning August 22, 2022 to October 28, 2022.
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 22, 2022 to October 28, 2022.

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 22, 2022 to October 28, 2022. The leadership team will monitor differentiated instructional groups through the One Note Walkthrough Tool.

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 22, 2022 to October 28, 2022.

Person Responsible   Tonya Walton (teachwalt@dadeschools.net)

During collaborative planning instructional coaches and teachers will gather appropriate resources to address deficiencies of students based on topic and unit assessment data beginning October 31, 2022 to December 16, 2022.

Person Responsible   Demetras Johnson (dejohnson@dadeschools.net)

Teachers will incorporate a Differentiated Instruction day per week to remediate deficiencies based on topic and unit assessment data beginning October 31, 2022 to December 16, 2022.

Person Responsible   Tonya Walton (teachwalt@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2022 school climate survey data reveals that 63% of the staff believed the administration provides feedback on instructional delivery. To increase the percentage of student proficiency, we selected Specific Teacher Feedback/ Walkthroughs because it will allow the leadership team to provide strategic support that will build teacher capacity.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Transformational Leadership specifically related to Teacher Feedback/Walkthroughs, our teachers will be provided with intentional feedback to support the improvement of instructional practices. Hence, our teachers will build capacity, which will then lead to improving the learning outcomes of our students. There will be an increase of 7% of the staff stating that the administration provides feedback on instructional delivery as evidenced by the 2022-2023 School Climate Survey for the Staff.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will meet weekly 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 support.
Person responsible for monitoring outcome:	Carla Patrick (pr1601@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through the utilization of the One Note Teacher Feedback Tool, teachers will be provided immediate feedback on the use of the gradual release model on a weekly basis.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	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.

**selecting this
strategy.**

Update One Note Walkthrough Tool for 2022-2023 beginning August 22, 2022 to October 28, 2022.
Administration will meet to revise and update the One Note Walkthrough Tool to reflect the FEI and
standards-aligned instruction.

Person Responsible	Tonya Walton (teachwalt@dadeschools.net)

Provide all staff access to their observations to provide immediate feedback beginning August 22, 2022 to
October 28, 2022.

Person Responsible	Carla Patrick (pr1601@dadeschools.net)

Daily walkthroughs in all content areas beginning August 22, 2022 to October 28, 2022. 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 September 07, 2022.

Person Responsible	Tonya Walton (teachwalt@dadeschools.net)

The leadership team will create a walkthrough schedule to consistently complete classroom walkthroughs
weekly to ensure effective instruction is taking place beginning October 31, 2022 to December 16, 2022.

Person Responsible	Carla Patrick (pr1601@dadeschools.net)

The leadership team will continue to meet weekly to discuss walkthroughs and additional support needed
for teachers beginning October 31, 2022 to December 16, 2022.

Person Responsible	Carla Patrick (pr1601@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	When comparing the 2021 climate survey to 2022 climate survey there was a 47% decrease in the amount of staff who expressed that there was a lack of parental support. Therefore it is evident there was a 47% increase in parental support. We will continue working to increase parental involvement which will yield higher student achievement results on state assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Based on the need for parental involvement, initiatives that will provide parents with opportunities to actively engage in the school will be developed to increase parental involvement. The school's expectation will be to have 30 percent of our parent population involved during the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The parental involvement initiatives will be monitored monthly through the collection of sign-in sheets and agendas showing opportunities for parents to engage in the school provided by our Community Involvement Specialist.
Person responsible for monitoring outcome:	Tonya Walton (teachwalt@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The community involvement specialist will develop a calendar that includes activities, dates and times for 2022-2023 school year to increase family engagement that will be monitored by the leadership team.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Community Involvement Specialist (CIS) will monitor student attendance weekly and ensure that students are
attending school, in order to target family engagement from August 17, 2022 to October 28, 2022.

Person Responsible	Carla Patrick (pr1601@dadeschools.net)

The Community Involvement Specialist and Leadership Team will develop and promote activities to increase family engagement by October 28, 2022.

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 7, 2022 to October 28, 2022.

Person Responsible   Tonya Walton (teachwalt@dadeschools.net)

The leadership team will create and implement an incentive action plan to promote attendance for both faculty and students by October 14, 2022.

Person Responsible   Alexandre Fatal (alexfatal@dadeschools.net)

After weekly reviews of the attendance bulletin, the CIS will conduct weekly home visits to address excessive absences beginning October 31, 2022 to December 16, 2022.

Person Responsible   Tonya Walton (teachwalt@dadeschools.net)

The leadership team will continue implementing the incentive action plan to promote attendance for both faculty and students beginning October 31, 2022 to December 16, 2022.

Person Responsible   Tonya Walton (teachwalt@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based upon the 2022 SAT data, the need for standards-aligned instruction in ELA is necessary as evidenced by low percentile in proficiency on state assessments at 28%. Due to below 50% of student population meeting proficiency, the focus will be on ensuring standards-aligned instruction in B.E.S.T standards is the main focus in ELA classes.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based upon the 2022 FSA data, the need for standards-aligned instruction in ELA is necessary as evidenced by low percentile in proficiency on state assessments at 42%. Due to below 50% of student

population meeting proficiency, the focus will be on ensuring standards-aligned instruction in B.E.S.T standards is the main focus in ELA classes.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

For the 2022-2023 school year, the goal is to increase overall achievement in ELA from 28 percentage points to 35 percentage points.

Grades 3-5: Measureable Outcome(s)

For the 2022-2023 school year, the goal is to increase overall achievement in ELA from 42 percentage points to 50 percentage points on the FAST PM3 Assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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:
Select the person responsible for monitoring this outcome.

Patrick, Carla, pr1601@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Through collaborative planning, the transformation coach will focus on standards-aligned instruction and strategies for effective instructional delivery in ELA.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Due to performance below 50% on the 2022 FSA reading assessment, standards-aligned Instruction is needed to enable teachers to execute lessons based on the standards/learning targets that will ensure all student products and teaching techniques are aligned to the intended standards outcome.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Instructional Coach will develop and distribute a collaborative planning schedule for teachers by August 31, 2022. The purpose of developing the collaborative planning schedule is to ensure that ELA teachers are creating lessons and activities that will focus on standards-aligned instruction in B.E.S.T standards in ELA classes.	Walton, Tonya, 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 22, 2022 to October 28, 2022.	Walton, Tonya, teachwalt@dadeschools.net
Conduct instructional walkthroughs beginning August 22, 2022 to October 28, 2022. Leadership team will meet weekly to discuss Instructional walkthroughs and identify areas for improvement to build teacher capacity.	Walton, Tonya, teachwalt@dadeschools.net
Meet weekly with leadership team to discuss ELA expectations and standards aligned to pacing guides beginning August 22, 2022 to October 28, 2022. Leadership team will meet and discuss areas of focus for Transformation Coach to support teachers during instructional time.	Patrick, Carla, pr1601@dadeschools.net
The Transformation Coach will continue supporting teachers through collaborative planning in aligning District resources to create standards-aligned lessons in ELA beginning October 31, 2022 to December 16, 2022.	Brown, Pamela, pnbrown@dadeschools.net
During collaborative planning Instructional Coaches and teachers will review end products to ensure standards aligned instruction was effective beginning October 31, 2022 - December 16, 2022	Brown, Pamela, pnbrown@dadeschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 gap between administration, teachers and staff to create initiatives, cohesiveness, and build community relationships.

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

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