

Miami-Dade County Public Schools

Edison Park K 8 Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Edison Park K 8 Center

500 NW 67TH ST, Miami, FL 33150

<http://edisonpark.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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.
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.
Johnson, Demetras	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.
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.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved in the process of developing the SIP through monthly involvement in EEESAC meetings. The process includes identifying stakeholders, communicate and Engage all stakeholders, collect data and feedback, analyze input and prioritize goals and objectives.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

All stake holders are updated monthly on the progress of the SIP and student achievement progression throughout the school year.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	21	5	24	12	11	17	17	15	122	
One or more suspensions	0	0	0	0	0	0	0	10	0	10	
Course failure in ELA	0	3	8	9	6	0	5	9	4	44	
Course failure in Math	0	3	1	8	3	6	4	5	5	35	
Level 1 on statewide ELA assessment	0	0	0	11	12	11	19	17	22	92	
Level 1 on statewide Math assessment	0	0	0	6	7	15	19	24	19	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	11	21	21	17	30	29	33	164	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	3	19	12	13	19	18	20	107

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	21	5	24	12	11	17	17	15	122	
One or more suspensions	0	0	0	0	0	0	0	10	0	10	
Course failure in ELA	0	3	8	9	6	0	5	9	4	44	
Course failure in Math	0	3	1	8	3	6	4	5	5	35	
Level 1 on statewide ELA assessment	0	0	0	11	12	11	19	17	22	92	
Level 1 on statewide Math assessment	0	0	0	6	7	15	19	24	19	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	11	21	21	17	30	29	33	164	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	3	19	12	13	19	18	20	107

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	61	53	42	62	55	35		
ELA Learning Gains				60			46		
ELA Lowest 25th Percentile				52			47		
Math Achievement*	61	63	55	53	51	42	35		
Math Learning Gains				72			38		
Math Lowest 25th Percentile				65			45		
Science Achievement*	36	56	52	50	60	54	31		
Social Studies Achievement*	72	77	68	75	68	59	58		
Middle School Acceleration	85	75	70	76	61	51	52		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	62	62	55	70	75	70	48		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	57			
AMI				
ASN				
BLK	60			
HSP	49			
MUL				
PAC				
WHT				
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	61			
ELL	56			
AMI				
ASN				
BLK	63			
HSP	54			
MUL				
PAC				
WHT				
FRL	62			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			61			36	72	85			62
SWD	48			52			38	64			5	
ELL	53			60			19	91			5	62
AMI												
ASN												
BLK	50			60			38	73	83		7	70
HSP	49			65			27				4	56
MUL												
PAC												
WHT												
FRL	49			62			41	74	83		7	63

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	42	60	52	53	72	65	50	75	76			70
SWD	52	62	45	54	71	60	64	83				
ELL	44	56	30	54	78	63	50	60				70
AMI												
ASN												
BLK	42	60	59	52	72	72	51	77	79			69
HSP	45	61	33	55	76	40	50					72
MUL												
PAC												
WHT												
FRL	43	60	51	54	72	64	50	78	76			71

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	46	47	35	38	45	31	58	52			48
SWD	54	63	50	50	53	37	50					33
ELL	38	57	59	39	47	53	32	70				48
AMI												
ASN												
BLK	33	43	45	34	38	49	28	56	50			57
HSP	39	71		43	40							32
MUL												
PAC												
WHT												
FRL	36	46	44	37	38	43	31	59	52			48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	56%	-23%	54%	-21%
07	2023 - Spring	38%	50%	-12%	47%	-9%
08	2023 - Spring	33%	51%	-18%	47%	-14%
04	2023 - Spring	60%	58%	2%	58%	2%
06	2023 - Spring	47%	50%	-3%	47%	0%
03	2023 - Spring	30%	52%	-22%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	57%	58%	-1%	54%	3%
07	2023 - Spring	62%	48%	14%	48%	14%
03	2023 - Spring	50%	63%	-13%	59%	-9%
04	2023 - Spring	50%	64%	-14%	61%	-11%
08	2023 - Spring	74%	59%	15%	55%	19%
05	2023 - Spring	51%	58%	-7%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	40%	-17%	44%	-21%
05	2023 - Spring	31%	50%	-19%	51%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	56%	35%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	68%	-4%	66%	-2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was the 8th grade science EOC exams. Some contributing factors were teacher pedagogy, student and teacher attendance, and inconsistency of differentiated instruction to meet the varying needs of students. As for trends, students tended to show lower performance on previously taught 6th and 7th grade science standards, and remediation was not implemented to address those previous lower performing standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the previous year was the 8th grade science EOC exams. Some contributing factors were teacher pedagogy, student and teacher attendance, and inconsistency of differentiated instruction to meet the varying needs of students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was the 8th grade science EOC exams. Some contributing factors were teacher pedagogy, student and teacher attendance, and inconsistency of differentiated instruction to meet the varying needs of students. As for trends, students tended to show lower performance on previously taught 6th and 7th grade science standards, and remediation was not implemented to address those previous lower performing standards.

Which data component showed the most improvement? What new actions did your school take in this area?

Algebra I and Geometry showed the greatest improvement. The data showed a 16 percentage points increase from 2022 to 2023 from 76% to 92% proficiency rate. Students were provided additional tutoring opportunities after school and was provided an additional math block as an elective.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern after reflecting on the EWS data from part I is student attendance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student attendance
2. Science proficiency
3. Reading proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 F.A.S.T PM3 (FLORIDA ASSESSMENT OF STUDENT THINKING) proficiency data 37% of the 3rd and 5th-grade students are proficient in ELA. This 37% proficiency data indicates that students are not meeting expected standards in reading, writing, and language skills. Based on the data and contributing factors of lack of teacher pedagogy and targeted instructional planning and delivery. By focusing on improving ELA proficiency, educators can address underlying factors to proficiency, with these factors in mind, we will implement the targeted element of ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of instructional support and coaching, the 3rd and 5th-grade proficiency will increase by 5 percentage points from 37% to 42% in ELA by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Using our OneNote tool, the administration and the leadership team will conduct instructional weekly walkthroughs and observations to ensure that standards-aligned instruction is implemented daily during whole group and differentiated instruction with fidelity. Teachers will be provided with immediate feedback that will assist with instructional decision-making. The leadership team will also conduct quarterly data chats to monitor student progress. Instructional coaches will review data and student work products in common planning and guide teachers in effective grouping of students based on data for differentiated instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of ELA, our school will focus on the evidence-based strategy of standards-aligned instruction and student products. This evidence-based strategy for 3rd and 5th grade ELA using the BEST standards focuses on clear instructions, supporting different learning needs, active engagements, assessing progress, integrating literacy, teaching self-awareness, promoting collaboration, being culturally inclusive, and continuous teacher development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of the evidence-based strategy of standards-aligned instruction and student products. Educators can ensure that teaching and learning are focused, coherent, accountable, and aligned with research and real-world expectations. This approach ultimately supports student achievement and readiness for future success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional development for teachers on effective implementation of standards-aligned instruction and student products, for teachers to provide focused instruction to meet students' needs.

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

By When: September 29th, 2023

During collaborative planning, the transformation coach and teachers will work together to develop and select high-quality instructional materials that align with the standards. These materials should provide opportunities for students to practice and apply the skills and knowledge outlined in the standards.

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

By When: September 29th, 2023

Teachers and the instructional coach will meet weekly to differentiate teaching strategies and materials to accommodate various learning styles, abilities, and interests and provide additional support or enrichment activities as needed.

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

By When: September 29th, 2023

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based upon the 2023 data, the need for standards aligned instruction across all subject areas was evidenced by students not meeting 50% proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, the goal is to decrease the overall percentage of Tier 2 and Tier 3 students by 7 percentage points from 57% to 50%. The focus is to accelerate Tier 2 and Tier 3 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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for implementing differentiated instruction in classrooms recognizes that students come from diverse backgrounds and possess a wide range of abilities, interests, and learning styles. Differentiated instruction is an instructional approach that aims to address this diversity by tailoring teaching methods, content, and assessment to meet the unique needs of each student.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. The purpose of this is to place students into groups to prepare for DI.

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

By When: September 29th, 2023

During collaborative planning, Transformation Coaches and teachers will create activities for differentiated instruction that align to students' needs.

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

By When: September 29th, 2023

Teachers will implement plans created during collaborative planning and students will work in their specified groups to complete their assigned tasks. The leadership team will monitor differentiated instructional groups and student work through the One Note Walkthrough Tool.

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

By When: September 29th, 2023

Transformation Coaches will model differentiated instruction for teachers in need of further support to ensure teachers are meeting the needs of students.

Person Responsible: [no one identified]

By When: September 29th, 2023

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Early Warning System 57% of the students were absent 10 or more school days. Attendance has a significant impact on school culture and environment due to the lack of engagement, motivation and investment in the school community by students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, the goal is to decrease the overall percentage of students with 10 or more absences by 7 percentage points from 57% to 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Through the monitoring of attendance bulletins daily, the 2023-2024 attendance plan will be implemented in combating excessive absences throughout the building.

Person responsible for monitoring outcome:

Alexandre Fatal (alexfatal@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Check and Connect program is an evidence-based intervention that will be implemented for the 2023-2024 school year. This intervention is designed to address decreased student attendance by building positive relationships, providing individualized support, and monitoring progress.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This intervention is a structured, research-based intervention program designed to address and improve student attendance, engagement, and academic performance. Schools often use this strategy when a high proportion of students are at risk of chronic absenteeism and disengagement from school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attendance Bulletins will be provided daily to the counselor and team leads of all grades levels to review and make necessary corrections.

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

By When: September 29th, 2023

An attendance mentor team will be developed and meet biweekly to discuss attendance of chronic absentee students.

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

By When: September 29th, 2023

Mentors will be provided to students struggling with attendance to provide regular check-ins, mentoring and individualized support.

Person Responsible: Alexandre Fatal (alexfatal@dadeschools.net)

By When: September 29th, 2023

Teachers will contact parents once a student has 2 or more consecutive absences and maintain a call log. Teachers will write a referral to submit to the counselor when a student has missed 5 days of instruction.

Person Responsible: Alexandre Fatal (alexfatal@dadeschools.net)

By When: September 29th, 2023

#4. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2023 school climate survey data reveals that 60% of the staff believed the teacher evaluations were used to improve teacher performance. To increase the percentage of instructional pedagogy and professional practices in teachers via evaluations, we opted to create a professional learning community because it will allow the leadership team to provide strategic support that will build teacher confidence and skillset in improving performance.

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 Professional Learning Community using teacher evaluations specifically related to improving teacher performance, our teachers will be provided with intentional feedback and instruction to support the improvement of instructional pedagogy and professional practices. Hence, our teachers will build capacity, which will then lead to them confidently improving their skills and practices as a professional teacher. There will be an increase of 10% of the staff stating that the teacher evaluations are used to improve teacher performance as evidenced by the 2023-2024 School Climate Survey for the Staff.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Bi-Monthly meetings will be held with the teachers, leadership team, and instructional coaches to determine monthly improvement focus. 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:

Tonya Walton (teachwalt@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Through the utilization of the One Note Teacher Feedback Tool, teachers will be provided immediate feedback on the improvement of the monthly focus assignment on a weekly basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The weekly monitoring of the monthly focus assignment is included to ensure a progressive improvement and feedback cycle meant to keep teachers aware of their progress, with time for correction and improvement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide PD on the One Note Walkthrough Tool to ensure teachers understand expectations will be held on September 25, 2023 and September 27, 2023.

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

By When: September 29th, 2023

Update One Note Walkthrough Tool for 2023-2024 beginning August 17, 2023 to September 29, 2023. Administration will meet to revise and update the One Note Walkthrough Tool to reflect the Framework of Effective Instruction and standards-aligned instruction.

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

By When: September 29th, 2023

Provide all staff access to their observations to provide immediate feedback beginning August 17, 2023 to September 29, 2023.

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

By When: September 29th, 2023

Monthly meetings will be held to set the monthly focus assignment, steps needed to be proficient in the focus assignment, and collectively discuss daily strategies beginning August 17, 2023 to September 29, 2023.

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

By When: September 29th, 2023

Weekly walkthroughs in all classes and content areas beginning August 17, 2023 to September 29, 2023. The Leadership Team will conduct weekly informal walkthroughs to ensure teachers are practicing instructional practices and pedagogy as it relates to the monthly focus assignment.

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

By When: September 29th, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding is utilized for interventions to support Tier 3 students in both reading and math.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

According to the 2022-2023 STAR data 40% of kindergarten through 2nd grade students were on-grade level in ELA. This 40% on-grade level data indicates that students are not meeting expected standards in reading, writing, and language skills. Based on the data and contributing factors of lack of teacher pedagogy and targeted instructional planning and delivery, focusing on improving ELA proficiency, educators can address underlying factors to proficiency, with these factors in mind, we will implement the targeted element of ELA.

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

According to the 2022-2023 FAST proficiency data 39% of the 3rd through 5th grade students are proficient in ELA. This 39% proficiency data indicates that students are not meeting expected standards in reading, writing, and language skills. Based on the data and contributing factors of lack of teacher pedagogy and targeted instructional planning and delivery, focusing on improving ELA proficiency, educators can address underlying factors to proficiency, with these factors in mind, we will implement the targeted element of ELA.

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 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 Measurable Outcomes

With the implementation of instructional support and coaching, the Kindergarten through 2nd grade proficiency will increase by 5 percentage points from 40% to 45% in ELA by June 2024.

Grades 3-5 Measurable Outcomes

With the implementation of instructional support and coaching, the 3rd through 5th grade proficiency will increase by 5 percentage points from 39% to 44% in ELA by June 2024.

Monitoring

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 impact student achievement outcomes.

Using our OneNote tool, the administration and the leadership team will conduct instructional weekly walkthroughs and observations to ensure that standards-aligned instruction is implemented daily during whole group and differentiated instruction with fidelity. Teachers will be given immediate feedback to assist with instructional decision-making. The leadership team will also conduct quarterly data chats to monitor student progress. Instructional coaches will review data and student work products in common planning and guide teachers in effective grouping of students based on data for differentiated instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Patrick, Vega, pmvega@dadeschools.net

Evidence-based Practices/Programs

Description:

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?

Within the targeted element of ELA, our school will focus on the evidence-based strategy of standards-aligned instruction and student products. This evidence-based strategy for kindergarten through 5th grade ELA will be monitored by all stakeholders, administration, instructional coaches, teachers, and students through data chats and reviewing of the BEST standards. This evidenced-based strategy will be implemented to ensure there is explicit instruction, opportunities for addressing different learning needs, active engagements, assessing progress, integrating literacy, teaching self-awareness, promoting collaboration, being culturally inclusive, and continuous teacher development.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The implementation of the evidence-based strategy, standards-aligned instruction, and student products allows for educators to ensure that teaching and learning are focused, coherent, accountable, and aligned with research and real-world expectations. This approach supports student achievement and readiness for future success.

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
Provide professional development for teachers on effective implementation of standards-aligned instruction and student products, for teachers to provide focused instruction to meet students' needs.	Brown, Pamela, pnbrown@dadeschools.net
During collaborative planning, the transformation coach and teachers will work together to develop and select high-quality instructional materials that align with the standards. These materials should provide opportunities for students to practice and apply the skills and knowledge outlined in the standards.	Brown, Pamela, pnbrown@dadeschools.net
Teachers and the instructional coach will meet weekly to differentiate teaching strategies and materials to accommodate various learning styles, abilities, and interests and provide additional support or enrichment activities as needed.	Brown, Pamela, pnbrown@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We have formed an EESAC community in order to disseminate important information to all stakeholders. Communication methods are via School Website (<https://edisonparkk8center.wixsite.com/epk8>), Monthly EESAC Meetings, and school Social Media.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will build positive relationships with parents, families, and other community stakeholders through an established and active Parent Teacher Student Association (PTSA) which includes all stakeholders working together in the best interests of student success. (<https://edisonparkk8center.wixsite.com/epk8>)

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

To strengthen the academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, the school will implement a comprehensive plan focusing on several key areas: Curriculum Development, Differentiation and Personalization, Professional Development, Student Support Services, Parent and Community Engagement, and Monitoring and Evaluation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

During the 2023-2024 school year the school will ensure that all students have access to the Guidance Counselor, Mental Health Counselor, and the Behavioral Health Specialist. All of these stakeholders will ensure that students receive services outside of the academic subjects as needed through group counseling and individualized counseling sessions. Teachers are also able to refer students they feel are in need of emotional or behavioral support outside of the classroom.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through the combined efforts of the leadership team and team leads the following is implemented in a tiered model schoolwide via: Needs Assessment, a Schoolwide Behavior Support Plan, Early Intervening Services (IDEA), Training and Professional Development, Family and Community Involvement, and Communication and Transparency.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Learning Opportunities via Data Literacy Training, Curriculum Alignment Workshops, Formative Assessment Strategies and Collaborative Learning Communities, as well as focusing on Mentoring and Coaching via developing a Teacher Mentoring Program and assistance from Instructional Coaches will be deployed schoolwide.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Edison Park K-8 Center hosts an orientation event, where incoming preschoolers and their parents can visit the elementary school, meet teachers, and become familiar with the school environment. Also, frequent communication between preschool teachers and elementary school teachers throughout the transition process occurs to ensure a smooth transition between teachers and parents.