Edison Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Edison Elementary School

1607 E CURTIS ST, Tampa, FL 33610

[no web address on file]

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.

Educate. Encourage. Empower.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Empowering all Edison Eagles to soar to success in the classroom and beyond.

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
Heinze, Jennifer	Principal	
Fernandez, JudithAnne	Instructional Media	Media Specialist and SAC Chair
Barber, Nancy	Curriculum Resource Teacher	Reading Resource Teacher
Stewart, Sharon	Reading Coach	
Lynch, Jimmy	Assistant Principal	
Paul, Megan	Math Coach	
Wilson, Lisa	Other	

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.

Input was gathered from multiple stakeholders, through several avenues. A Needs Assessment is in progress, which includes surveys from parents, teachers, and students. Staff feedback was gathered at the end of the 22-23 school year to help plan for improvements.

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))

The School Advisory Council meets monthly to review data updates and action steps being implemented. The school leadership team meets on a weekly basis to monitor the effectiveness of core instruction. Trend data walks are conducted regularly to gather information around the effectiveness of implementation.

Action plans are created after each major assessment to help monitor student learning. Use of the K-12 Lift platform is used to make instructional decisions after each progress monitoring period. We will also utilize DIBBELS this year to help monitor both core instruction, and interventions, in the area of reading.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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: C 2019-20: C 2018-19: C 2017-18: C
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	5	2	9	7	9	5	0	0	0	37
One or more suspensions	0	1	0	2	1	1	0	0	0	5
Course failure in English Language Arts (ELA)	10	22	12	14	6	7	0	0	0	71
Course failure in Math	10	20	7	20	8	7	0	0	0	72
Level 1 on statewide ELA assessment	0	0	0	27	9	7	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	24	7	10	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	15	7	10	2	6	0	0	0	44

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	1	0	9	3	4	0	0	0	17

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	1	8	4	3	0	0	0	0	0	16
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	27	18	10	10	7	0	0	0	72
One or more suspensions	0	0	2	1	2	1	0	0	0	6
Course failure in ELA	0	0	0	25	0	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	12	18	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	22	12	13	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	19	19	21	28	29	0	0	0	116

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	0	1	3	7	0	0	0	0	11

The number of students identified retained:

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

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	27	18	10	10	7	0	0	0	72
One or more suspensions	0	0	2	1	2	1	0	0	0	6
Course failure in ELA	0	0	0	25	0	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	25	12	18	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	22	12	13	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	19	19	21	28	29	0	0	0	116

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	0	1	3	7	0	0	0	0	11

The number of students identified retained:

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

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*	24	50	53	21	53	56	26		
ELA Learning Gains				56			13		
ELA Lowest 25th Percentile				75					
Math Achievement*	32	56	59	32	50	50	28		
Math Learning Gains				62			36		
Math Lowest 25th Percentile				87			40		
Science Achievement*	32	50	54	28	59	59	22		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	44	59	59	60			47		

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)	ATSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	143
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	100
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	13	Yes	2	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	23	Yes	1	1
HSP	29	Yes	1	1
MUL				
PAC				
WHT				
FRL	28	Yes	1	1

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	39	Yes	1	
ELL	47			
AMI				
ASN				
BLK	48			
HSP	47			
MUL				
PAC				
WHT				
FRL	53			

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	24			32			32					44
SWD	14			24							3	
ELL	13			33							3	44
AMI												
ASN												
BLK	21			27			33				4	
HSP	11			33							3	43
MUL												
PAC												
WHT												
FRL	24			32			32				5	42

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	21	56	75	32	62	87	28					60
SWD	20	60		37	52		25					
ELL	11	50		24	91							60
AMI												
ASN												
BLK	20	55	73	29	51	82	29					
HSP	13	50		27	85							59
MUL												
PAC												
WHT												
FRL	22	58	75	33	60	86	29					60

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	26	13		28	36	40	22					47
SWD	27	0		30	31		18					
ELL	12			0								47
AMI												
ASN												
BLK	29	17		29	40		22					
HSP	15			14								46
MUL												
PAC												
WHT												
FRL	26	14		27	36	40	18					44

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	38%	53%	-15%	54%	-16%
04	2023 - Spring	28%	54%	-26%	58%	-30%
03	2023 - Spring	7%	46%	-39%	50%	-43%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	55%	-32%	59%	-36%
04	2023 - Spring	41%	59%	-18%	61%	-20%
05	2023 - Spring	38%	53%	-15%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	47%	-28%	51%	-32%

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 2022-2023 data indicates that science proficiency was the lowest at 18%. This data point was highly impacted by low student attendance, low teacher attendance for this specific grade and content area, lack of fidelity with K-4 Science instruction due to no measured testing in these grade levels, lack of science coach to help build capacity.

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

The 2022-2023 data indicates a decline in science from 28% to 18% proficiency. This data point was highly impacted by low student attendance, low teacher attendance for this specific grade and content area, lack of fidelity with K-4 Science instruction due to no measured testing in these grade levels, lack of science coach to help build capacity.

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.

No state data available yet

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

The 2022-2023 data indicates that math showed greatest improvement increasing from 32% to 35% proficiency.
Actions taken in our school included a focus on teacher retention which led to increased capacity and content knowledge of teachers. Additional actions that took place include coaching cycles, professional development delivered by content coaches, collaborative planning sessions with content coaches and small group instruction provided by coaches and resource teachers.

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

The EWS Data indicates attendance as an area of concern. Data indicates 37% of students have missed 10% or more school days during the 2022-2023 school year (equivalent to 18+ days). Proficiency data also indicates a need for improvement in proficiency in all academic areas.

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

Attendance and Proficiency
Employ high level instructional practices and structures that allow all students to master the grade level benchmarks.
Positive culture and environment specifically relating to student attendance.

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

#1. 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.

Attendance data indicates 37% of students have missed 10% or more school days during the 2022-2023 school year (equivalent to 18+ days).

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

Overall attendance rate will increase from 91% to 95% by May 2024, as measured by the attendance reporting systems for the 2023-2024 school year.

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

We have an attendance team that meets weekly to review attendance data (absences and days tardy), plan action steps and monitor implementation of the school attendance improvement plan.

Person responsible for monitoring outcome:

Jennifer Heinze (jennifer.heinze@hcps.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.)

We are focused on monitoring data, engaging students and families, recognize good and improved attendance, provide personalized outreach and remove barriers.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Strategies were taken from both the HCPS Attendance Improvement Plan document and from AttendanceMatters.org. These are the recommended successful tier 1 strategies that rely on foundational supports and represent universal strategies intended to encourage good attendance for all students.

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.

Monitor Data: Weekly meeting to analyze data on Attendance Tracker, Academic Reviews.

Person Responsible: Lisa Wilson (lisa.wilson1@hcps.net)

By When: Attendance team meets weekly to monitor data.

Engage Students and Families: Attendance flyer in 1st day packet, share plan at Open House assembly and conference nights, Teacher communication when student is absent, morning show reminders, beat the bell, afternoon announcements, bulletin board, social media campaign & on marquee,

Person Responsible: Lisa Wilson (lisa.wilson1@hcps.net)

By When: Throughout the year, by May 2024. Attendance team and classroom teachers help, as well as the Leadership and Love action team.

Recognize Good and Improved Attendance: Classroom display, bulletin board, certificates, monthly & quarterly incentives for classes with highest attendance %, Secure partnerships to provide incentives for students.

Person Responsible: Lisa Wilson (lisa.wilson1@hcps.net)

By When: Throughout the year, by May 2024. Attendance team and classroom teachers help, as well as the Leadership and Love action team.

Provide Personalized Outreach: Teachers will reach out to parents when student is absent. Attendance Team will make home visits to see how we can help support the family.

Person Responsible: Lisa Wilson (lisa.wilson1@hcps.net)

By When: Throughout the year, by May 2024. Attendance team and classroom teachers help, as well as the Leadership and Love action team.

Remove Barriers: Attendance survey, family action planning and support.

Person Responsible: Lisa Wilson (lisa.wilson1@hcps.net)

By When: Throughout the year, by May 2024. Attendance team and Leadership and Love action team.

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

The area of focus specifically relating to Reading/ELA for each grade level will be the implementation of UFLI Foundations which focuses on phonics instruction. Phonics instruction directly correlates to someone's ability to read and comprehend text. Our 2022-2023 iReady data, by domain, supports the need for explicit and systematic phonics instruction:
KG: 43% below grade-level
1st: 75% below grade-level
2nd: 72% below grade-level

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

The area of focus specifically relating to Reading/ELA for each grade level will be the implementation of UFLI Foundations which focuses on phonics instruction. Phonics instruction directly correlates to someone's ability to read and comprehend text. Our 2022-2023 iReady data, by domain, supports the need for explicit and systematic phonics instruction:
3rd: 59% below grade-level
4th: 43% below grade-level
5th: 36% below grade-level

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

KG: Kindergarten students scoring on or above-level in phonics will increase from 27% to 50% by May 2024, as measured by iReady diagnostic measures administered three times per year.

1st: First grade students scoring on or above-level in phonics will increase from 12% to 50% by May 2024, as measured by iReady diagnostic measures administered three times per year.

2nd: Second grade students scoring on or above-level in phonics will increase from 9% to 50% by May 2024, as measured by iReady diagnostic measures administered three times per year.

Grades 3-5 Measurable Outcomes

3rd: Third grade students scoring on or above-level in phonics will increase from 27% to 50% by May 2024, as measured by iReady diagnostic measures administered three times per year.

4th: Fourth grade students scoring on or above-level in phonics will increase from 48% to 70% by May 2024, as measured by iReady diagnostic measures administered three times per year.

5th: Fifth grade students scoring on or above-level in phonics will increase from 68% to 85% by May 2024, as measured by iReady diagnostic measures administered three times per year.

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.

Teachers will progress monitor UFLI implementation through weekly assessments provided by UFLI. Progress monitoring assessments will be analyzed weekly and used to plan for small group reteach lessons.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Stewart, Sharon, sharon.stewart@hcps.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?

Evidence-based UFLI Foundations lessons are from the University of Florida Literacy Institute and focus on explicit and systematic phonics instruction.

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?

iReady data shows that xx% of students are below grade-level in phonics skills.
Studies have shown that when UFLI is implemented with fidelity, students make one to two years' worth of learning growth in the area of phonics. Phonics skills directly correlate to the ability to read and comprehend text.

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
Literacy Leadership--Leaders attended a training around the science of reading, using DIBELS to identify areas of concern, and UFLI implementation in the classroom. Leaders also attended a Literacy Institute to help plan for the rollout of using the new curriculum.	Heinze, Jennifer, jennifer.heinze@hcps.net
Literacy Coaching-The reading coach and reading resource teacher both participated in the trainings for UFLI implementation. The coach and resource teacher are pushing into classrooms for coaching cycles around UFLI implementation. Literacy coaches are also working to help teachers plan lessons and rehearse the lessons with each other in order to grow more comfortable and fluid with the new curriculum material.	Stewart, Sharon, sharon.stewart@hcps.net
Assessment-Ongoing progress monitoring assessments are built into UFLI and an electronic data wall is being utilized to track students' progress and to plan for reteach lessons, where needed. Assessment data is reviewed weekly.	Stewart, Sharon, sharon.stewart@hcps.net
Professional Learning-All teachers were encouraged to attend the full UFLI training. Literacy coaches on campus then presented more information during Professional Study Day and are providing job-embedded professional development through coaching cycles and collaborative planning structures.	Stewart, Sharon, sharon.stewart@hcps.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.

The SIP will be shared at the School Advisory Committee (SAC) meeting. It will also be sent to parents, guardians, and staff members through a link. The SIP is also posted on the school website. www.hillsboroughschools.org/edison

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))

The school is using PBIS Rewards to communicate with parents and keep them updated. We also send out both a Family Newsletter and a Community Newsletter.

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))

We are working on increasing attendance in order to improve academic achievement, as well as implementing UFLI curriculum.

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