

Miami-Dade County Public Schools

EDISON PARK K-8 CENTER



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/8/2025.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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 lifelong 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carla Patrick

183708@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Tonya Walton

teachwalt@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Alexandre Fatal

alexfatal@dadeschools.net

Position Title

Counselor

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Demetras Johnson

dejohnson@dadeschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

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.

Leadership Team Member #5**Employee's Name**

Pamela Brown

pnbrown@dadeschools.net

Position Title

Instructional Coach

Job Duties and Responsibilities

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.

Leadership Team Member #6**Employee's Name**

Malika Laughlin

mLaughlin@dadeschools.net

Position Title

Team Lead

Job Duties and Responsibilities

Responsible for working with and supporting team teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Leadership Team Member #7**Employee's Name**

Keytrona Johnson

kjohnson1@dadeschools.net

Position Title

Team Lead

Job Duties and Responsibilities

Responsible for working with and supporting team teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.

Leadership Team Member #8

Employee's Name

Jacqueline Gonzalez

956533@dadeschools.net

Position Title

Truancy Interventionist

Job Duties and Responsibilities

Works with students, families, and schools to reduce chronic absenteeism and improve student attendance. Their role blends case management, counseling, and collaboration with community agencies. Here are the key job duties:

A truancy interventionist's main job is to reduce student absenteeism by creating and implementing attendance improvement plans for students and families. This involves monitoring attendance records, conducting home visits to understand and address underlying issues, liaising with parents and community resources to provide support, and documenting progress to improve student outcomes and promote a consistent school attendance culture.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 EESAC meetings. The process includes, communicate and Engage all stakeholders, collect data and feedback, analyze and prioritize goals and objectives.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: C 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	46	51	44	55	53	53	55	57	50	464
Absent 10% or more school days	1	9	5	12	3	4	10	5	8	57
One or more suspensions	0	1	1	1	7	4	1	2	2	19
Course failure in English Language Arts (ELA)	0	0	1	7	11	0	8	6	6	39
Course failure in Math	0	0	2	4	4	3	6	2	2	23
Level 1 on statewide ELA assessment	0	0	0	16	14	15	11	9	6	71
Level 1 on statewide Math assessment	0	0	0	10	11	12	7	4	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	5	14	26	22	27	26	27	25	188
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	12	9	13	7	7	0	0	0	0	48

Current Year 2025-26

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	12	3	10	26	23	17	20	15	11	137

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	0	1	8	1	2	2	2	1	20
Students retained two or more times	0	0	0	1	1	2	6	2	1	13

Prior Year (2024-25) As Last 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 school days	1	8	6	11	3	6	8	4	9	56
One or more suspensions		1	1	2	8	4	1	2	1	20
Course failure in English Language Arts (ELA)			1	9	8		9	6	9	42
Course failure in Math			2	5	4	3	8	1	1	24
Level 1 on statewide ELA assessment				10	10	23	21	14	13	91
Level 1 on statewide Math assessment				6	10	20	17	8	12	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	17	25	37						80
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	2	15	5					29

Prior Year (2024-25) As Last Reported (pre-populated)

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	1	10	6	25	18	25	27	20	19	151

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2			10		1	1	1	1	16
Students retained two or more times				1		4	3	2	1	11

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	67	61	50	65	58	49	61	53
Grade 3 ELA Achievement	36	65	62	46	63	59	45	58	56
ELA Learning Gains	60	66	61	66	64	59			
ELA Lowest 25th Percentile	53	58	55	52	58	54			
Math Achievement*	69	69	62	64	68	59	61	63	55
Math Learning Gains	74	65	60	76	66	61			
Math Lowest 25th Percentile	75	59	53	77	63	56			
Science Achievement	49	62	57	51	60	54	36	56	52
Social Studies Achievement*	90	82	74	74	79	72	72	77	68
Graduation Rate		81	72		78	71		76	74
Middle School Acceleration	81	79	75	0	77	71	85	75	70
College and Career Acceleration		75	56		76	54		73	53
Progress of ELLs in Achieving English Language Proficiency (ELP)	51	64	61	70	64	59	57	62	55

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	689
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	57%	59%	62%	44%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	58%	No		
English Language Learners	61%	No		
Black/African American Students	64%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	65%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	51%	36%	60%	53%	69%	74%	75%	49%	90%	81%			51%
Students With Disabilities	35%		51%	50%	49%	72%	87%	45%	73%				
English Language Learners	37%		60%	49%	69%	78%	71%	43%	94%				51%
Black/African American Students	55%	44%	60%	52%	70%	73%	74%	53%	89%	76%			60%
Hispanic Students	41%		58%	52%	65%	76%	75%	33%	90%				43%
Economically Disadvantaged Students	54%	43%	60%	57%	68%	74%	76%	52%	92%	83%			56%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%	46%	66%	52%	64%	76%	77%	51%	74%	0%			70%
Students With Disabilities	19%		40%	36%	31%	52%	55%						
English Language Learners	36%		63%	58%	62%	77%	81%	50%	80%				70%
Black/African American Students	54%	50%	69%	54%	65%	79%	79%	49%	78%	0%			75%
Hispanic Students	35%	36%	56%	50%	60%	64%	67%						66%
Economically Disadvantaged Students	48%	43%	64%	55%	64%	77%	75%	49%	73%	0%			71%

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	45%			61%			36%	72%	85%			57%
Students With Disabilities	48%	42%			52%			38%	64%				
English Language Learners	53%				60%			19%	91%				62%
Black/African American Students	50%	45%			60%			38%	73%	83%			70%
Hispanic Students	49%				65%			27%					56%
Economically Disadvantaged Students	49%	42%			62%			41%	74%	83%			63%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	28%	60%	-32%	57%	-29%
ELA	4	43%	59%	-16%	56%	-13%
ELA	5	38%	60%	-22%	56%	-18%
ELA	6	42%	62%	-20%	60%	-18%
ELA	7	55%	62%	-7%	57%	-2%
ELA	8	50%	60%	-10%	55%	-5%
Math	3	63%	69%	-6%	63%	0%
Math	4	52%	68%	-16%	62%	-10%
Math	5	48%	62%	-14%	57%	-9%
Math	6	56%	64%	-8%	60%	-4%
Math	7	62%	54%	8%	50%	12%
Math	8	78%	60%	18%	57%	21%
Science	5	33%	56%	-23%	55%	-22%
Science	8	43%	46%	-3%	49%	-6%
Civics		81%	74%	7%	71%	10%
Algebra		89%	59%	30%	54%	35%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most significant improvement from 2024 to 2025 was Middle School Acceleration. This data component increased from 0% in 2024 to 81% in 2025, marking a 81 percentage point increase. Students were enrolled in the Algebra 1 course for 2024-2025 school year.

Lowest Performance

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 from 2024 - 2025 was Grade 3 ELA Achievement. This data component decreased 46% in 2024 to 36% in 2025, marking a 10 percentage point decrease. The contributing factors to last year's low performance were students were two or more grades below reading level. The data suggests that students may be entering third grade unprepared.

The 2025 STAR ELA median percentile ranks for K-2 students are substantially lower than district and Tier 1 school averages. For instance, the Grade 2 median percentile rank for the school was 23, compared to the district's rank of 52. This indicates that students progressing to third grade likely have weaker foundational ELA skills, a concern echoed by staff.

The data shows that 10% of third graders missed 16 or more days of school (8% missed 16-30 days and 2% missed 31+ days). High absenteeism can directly lead to gaps in learning and lower academic performance.

Greatest Decline

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 prior year (2024) to the current year (2025) was Grade 3 ELA Achievement.

- **Chronic Absenteeism:** A significant portion of third-grade students were frequently absent. The data shows that 10% of third graders missed 16 or more days of school (8% missed 16-30 days and 2% missed 31+ days). High absenteeism can directly lead to gaps in learning and lower academic performance.
- **Disciplinary Issues:** Behavioral challenges may have disrupted the learning environment. In third grade, 16% of students received at least one disciplinary referral (14% with one referral, 2% with two or more).
- **Weak Foundational Skills:** The data suggests that students may be entering third grade unprepared. The 2025 STAR ELA median percentile ranks for K-2 students are substantially lower than district and Tier 1 school averages. For instance, the Grade 2 median percentile rank for the school was 23, compared to the district's rank of 52. This indicates that students progressing to third grade likely have weaker foundational ELA skills, a concern echoed by staff.

Greatest Gap

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.

Based on the data the 3rd grade ELA Achievement component had the greatest gap, with the school at 36% as compared to the state at 59%. The data suggests that students may be entering third grade unprepared. The 2025 STAR ELA median percentile ranks for K-2 students are substantially lower than district and Tier 1 school averages.

EWS Areas of Concern

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

Reflecting on the Early Warning System (EWS) data from Part I of the provided sources, two prominent areas of concern emerge based on the high percentages and numbers of students identified:

- **Substantial ELA Deficiency:** This indicator shows the highest number and percentage of students. **41% of students school-wide (188 students)** were identified with a substantial English Language Arts (ELA) deficiency in the 2024-2025 school year. This signifies a significant portion of the student body struggling with fundamental ELA skills, which are critical for success across all academic areas.

Highest Priorities

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

3rd Grade ELA

6th Grade ELA

Science

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The data provided for these subgroups is presented school-wide rather than by individual grade levels within each subgroup. Here's a breakdown of each subgroup, its academic performance, and how its needs were identified:

1. Students with Disabilities (SWD)

- Description and Rationale: This subgroup encompasses students who receive special education services due to identified disabilities. The rationale for tracking this subgroup is to ensure they receive appropriate support and accommodations to succeed academically, as mandated by ESSA.

- ELA Proficiency: Only 35% of SWD students achieved proficiency in ELA.
- Science Proficiency: Only 45% of SWD students achieved proficiency in Science

2. Economically Disadvantaged (ED)

This subgroup includes students whose families meet certain low-income criteria, often reflected in eligibility for programs like free or reduced-price lunch. The rationale for tracking ED students is to address the academic challenges that may arise from socioeconomic factors and to ensure equitable access to educational resources.

- Grade 3 ELA Proficiency: 43% of ED students achieved proficiency in ELA
- Science Proficiency: 52% of ED students achieved proficiency in Science

3. English Language Learners (ELL)

This subgroup comprises students who are in the process of acquiring English language proficiency. The rationale is to ensure they receive targeted language support and academic instruction that enables them to achieve proficiency in English and master core academic subjects.

ELA Proficiency: Only 37% of ELL students achieved proficiency in ELA

Science Proficiency: Only 43% of ELL students achieved proficiency in Science

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The school plans to increase the Federal Index for Students with Disabilities from 35% (2025 data) to above 41% in the upcoming assessment cycle to no longer be identified as an underperforming subgroup under the ATSI criteria.

The school plans to increase the ED student proficiency from 43% to above 50% in ELA and from 52% to over 57% in Science. The students plan to increase the ELL students from 37% to over 45% in ELA and from 43% to over 50% in Science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators, including the principal and assistant principal, will provide **frequent feedback to teachers to improve student outcomes**. Additionally, **instructional walkthroughs will be conducted regularly**. These observations and feedback sessions are crucial for ensuring instructional strategies are implemented effectively. **Data-Driven Instructional Planning and Data Chats along with Professional Development and Collaborative Practices** are essential for refining teaching methods aligned with the Area of Focus.

Person responsible for monitoring outcome

The administration, along with instructional coaches for ELA and Math will monitor outcomes.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data-Driven Instruction

Rationale:

This is a fundamental practice. School-wide data is shared to inform staff of the school's progress in the School Improvement Process. Teachers are encouraged and supported in using data to plan for instruction, with 48% comfortable and another 52% comfortable more than half the time.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Flexible/Strategic Grouping

Rationale:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #3:

Instructional Support/Coaching

Rationale:

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Establish a consistent schedule for monthly data analysis meetings focused on specific student subgroups.

Person Monitoring:

Carla Patrick, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

These meetings will involve reviewing disaggregated academic performance data, including STAR ELA and Math median percentile ranks for K-2 students, and FAST ELA and Math proficiency (Levels 3-5) and learning gains for Grades 3-8. The primary focus will be on the performance of Economically Disadvantaged students, Students With Disabilities (SWD), and English Language Learners (ELLs). The purpose of these meetings is to pinpoint specific learning gaps within these subgroups and collaboratively develop targeted instructional strategies. The school will establish a consistent schedule for monthly data analysis meetings specifically focused on identified underperforming

student subgroups [from previous response]. These meetings will involve reviewing disaggregated academic performance data to pinpoint specific learning gaps within these subgroups and collaboratively develop targeted instructional strategies. Data Points for Review: The core of these meetings will be the analysis of specific academic data, disaggregated by Economically Disadvantaged students, Students With Disabilities (SWD), and English Language Learners (ELLs). For Grades 3-8, the meetings will examine FAST ELA and Math proficiency (Levels 3-5) and learning gains. This detailed data review aims to move beyond general performance to identify the precise needs of students within the ATSI subgroups. Monitoring the Impact of This Action Step: The school will employ a multi-faceted approach to monitor both the implementation fidelity of the data analysis process and its ultimate impact on student outcomes within the targeted subgroups.

1. Monitoring Implementation Fidelity:
 - Documentation Review: The Principal, Carla Patrick, and Assistant Principal, Tonya Walton, will regularly review meeting schedules, attendance logs, and meeting agendas to confirm that monthly data analysis meetings are consistently held and explicitly focus on the identified subgroups (Economically Disadvantaged, SWD, ELLs) and the specified data types (STAR, FAST) [previous response, 47].
 - Review of Collaborative Outputs: Administrators will review meeting minutes or collaborative planning documents that detail the identified learning gaps for the ATSI subgroups and the specific instructional strategies and interventions planned in response. This ensures that the meetings are productive and lead to actionable plans [previous response].
 - Staff Feedback and Support Assessment: The Principal, Assistant Principal, and Instructional Coach, Pamela Brown and Demetras Johnson, will monitor staff perceptions regarding their comfort with using data for instructional planning and whether they are provided with appropriate resources to address student needs, potentially through targeted surveys or direct feedback sessions. They will also assess if teachers receive adequate guidance in using data and support from teacher leaders.
2. Monitoring Impact on Student Outcomes:
 - Continuous Data Analysis of Subgroup Performance: The most direct measure of impact will be the ongoing, systematic analysis of the same disaggregated academic performance data that is reviewed in the monthly meetings. This includes:
 - Monthly or bi-monthly review of STAR ELA and Math median percentile ranks for K-2 students, broken down by Economically Disadvantaged, SWD, and ELL subgroups.
 - Review of FAST ELA and Math proficiency (Levels 3-5) and learning gains for Grades 3-8, following each assessment administration, with a specific focus on the performance trends of Economically Disadvantaged, SWD, and ELL students.
 - Tracking Federal Index Progress: Over the long term, the school will closely monitor the Federal Index for the Economically Disadvantaged, SWD, and ELL subgroups to determine if their performance rises above the 41% threshold, indicating a reduction in their "consistently underperforming" status and potentially removing the ATSI designation.
 - Effectiveness of Interventions: Progress monitoring data will be continuously utilized throughout the school year by classroom teachers and reviewed by administration to ensure that students, especially those from the identified subgroups receiving targeted interventions, are showing appropriate remediation or enrichment. Adjustments to interventions will be made based on student progress [previous response].

Action Step #2

Provide targeted professional development and ongoing support to instructional staff on differentiating instruction for diverse learners. This training will equip teachers with evidence-based strategies specifically designed to address the academic deficiencies of Economically Disadvantaged, SWD, and ELL students, as identified through data analysis. Follow-up support will be a critical component to ensure the fidelity of implementation of newly learned strategies within classrooms.

Person Monitoring:

Pamela Brown and Dametras Johnson

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional Development and Support: To ensure effective implementation of these strategies, the school will provide targeted professional development for instructional staff on differentiating instruction for diverse learners, specifically those in the identified subgroups [previous response]. Ongoing support and resources will be provided to ensure the fidelity of implementation of these newly learned strategies within classrooms.

Action Step #3

Systematize the tracking and review of Early Warning Indicator data, with specific emphasis on disaggregating information for Economically Disadvantaged, Students With Disabilities, and English Language Learner students.

Person Monitoring:

Tonya Walton, Assistant Principal

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The goal is to proactively identify students in these subgroups who are at risk due to multiple indicators (e.g., 151 students currently have two or more indicators). This includes monitoring student attendance (specifically those absent 18+ days), suspensions (1+), course failures in ELA and Math, Level 1 performance on FAST assessments, and substantial deficiencies in ELA and Math.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 FAST proficiency data indicated 43% schoolwide are proficient in ELA. This 43% 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.

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

According to the 2024-2025 STAR data 19% of kindergarten through 2nd grade students were on grade level in ELA. This 19% 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 2024-2025 FAST proficiency data 36% of the 3rd through 5th grade students are proficient in ELA. This 36% 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.

Grades K-2: Measurable Outcome(s)

With the implementation of instructional support and coaching, the Kindergarten through 2nd grade proficiency will increase by 5 percentage points from 19% to 24% in ELA by May 2026.

Grades 3-5: Measurable Outcome(s)

With the implementation of instructional support and coaching, the 3rd through 5th grade proficiency will increase by 5 percentage points from 36% to 41% in ELA by May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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 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

Pamela Brown

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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:

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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Pamela Brown

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action 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. This training will equip teachers with evidence-based strategies specifically designed to address the academic deficiencies of Economically Disadvantaged, SWD, and ELL students, as identified through data analysis. Follow-up support will be a critical component to ensure the fidelity of implementation of newly learned strategies within classrooms. The Instructional Coach, Pamela Brown and Dametras Johnson, in collaboration with Teacher Leaders and the administration (Principal Carla Patrick and Assistant Principal Tonya Walton), will design and deliver professional development sessions. The administration will also ensure that staff receive support and resources to implement these strategies consistently.

Action Step #2

Collaborative Planning

Person Monitoring:

Pamela Brown

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning, the transformation coach and teachers will work together to develop and select high-quality instructional materials that align with the B.E.S.T. standards. These materials should provide opportunities for students to practice and apply the skills and knowledge outlined in the standards. The school will monitor this during administrative walkthroughs and observing teachers provide explicit instruction using the plans created during collaborative planning with the instructional coaches. Collaborative planning will be conducted on a weekly basis to ensure teachers are implementing standards aligned instruction based on the District's Pacing Guides.

Action Step #3

Differentiated Instruction (DI)

Person Monitoring:
Pamela Brown

By When/Frequency:
September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students. The school will monitor the impact of this action step through the review of data on Progress Monitoring of the B.E.S.T. standards in ELA, FAST PM1 and PM2 data, and iReady AP1 and AP2.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 F.A.S.T PM3, only 43% of the students met proficiency on the ELA assessment. Based on the data, some contributing factors include the 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 elements of ELA.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of instructional support and coaching, the overall ELA proficiency will increase by 5 percentage points from 43% to 45% in ELA by June 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Carla Patrick

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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 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:

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Pamela Brown

By When/Frequency:

9/26/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action 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. The instructional coaches and administration will monitor the impact of this action step by conducting walkthroughs to identify the strategies learned from professional development. During common planning times, the instructional coaches will monitor the progress monitoring assessments with teachers to identify areas that need remediation.

Action Step #2

Instructional Planning**Person Monitoring:**

Pamela Brown

By When/Frequency:

9/26/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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 BEST standards. Monitoring will take place on a weekly basis by observing daily end products, and checking the Reading Writing Companions to ensure that the response to reading assignments are completed after texts are read.

Action Step #3

Curriculum Alignment

Person Monitoring:

Pamela Brown

By When/Frequency:

9/25/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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. The teacher and coach will monitor bi-weekly assessments and lessons passed on iReady.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 Early Warning System 12% of the students were absent 18 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2025-2026 school year, the goal is to decrease the overall percentage of students with 18 or more absences by 3 percentage points from 12% to 9%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through the monitoring of attendance bulletins daily, the 2025-2026 attendance plan will be implemented in collaboration with the HERO advocate, in combating excessive absences throughout the building.

Person responsible for monitoring outcome

Jacqueline Gonzalez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Check and Connect program is an evidence-based intervention that will be implemented for the 2025-2026 school year. This intervention is designed to address decreased student attendance by building positive relationships, providing individualized support, and monitoring progress.

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Action Plan

Person Monitoring:

Jacqueline Gonzalez

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Incentivize Homeroom Attendance

Person Monitoring:

By When/Frequency:

Attendance Committee

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Homerooms with perfect attendance for the month will receive basic incentives to encourage daily attendance.

Action Step #3

Incentivize Student Attendance

Person Monitoring:

Attendance Committee

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students with perfect attendance for each semester will receive a special incentive, with the first one being at the end of the grading period, October 17, 2025

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://edisonparkk8center.wixsite.com/epk8>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The plan for increasing the amount and quality of learning time, while providing an enriched and accelerated curriculum, is developed through coordination and integration with various Federal, State, and local services and programs. The goal is to leverage existing resources and expertise to comprehensively address the needs of students and communities. This involves collaboration with programs such as those supported under the Every Student Succeeds Act (ESSA), violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities under Section 1111(d) of the ESEA.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

During the 2025-2026 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.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00