

The School District of Lee County

Edgewood Academy



2015-16 School Improvement Plan

Edgewood Academy

3464 EDGEWOOD AVE, Fort Myers, FL 33916

<http://ewd.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Edgewood Academy exists to engage students through quality instruction and art integration in rigorous tasks aligned with state standards.

Provide the school's vision statement

Edgewood Academy will create a community of lifelong learners who develop into world class citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers here at Edgewood Academy honor student experiences by exploring personal and social identity. Teachers provide a safe classroom where students are seen as, valued, cared for and respected. Students have opportunities to learn from one another's varied experiences and perspectives. Teachers at Edgewood have been trained in Kagan Structures and Thinking Maps. Thoughtful classroom set-up and structure has been created so students can share and learn in a collaborative environment. Students learn diversity, relationship building, communication and creative and critical thinking skills. Teachers were trained in the Harry Wong first day of school strategies. These strategies help teachers build relationships with their students. Edgewood is an Arts school. Art is integrated school-wide to build relationships and learn about the different cultures.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Edgewood is an Arts school. Art is integrated school-wide to build relationships and learn about the different cultures. Breakfast and lunch are provided for free to all of our students. Students art work is posted around school and in the cafe where students eat breakfast and lunch. This atmosphere creates a positive caring environment. Students feel safe and cared for at Edgewood. Edgewood doesn't provide an after school program. Many neighboring community businesses offer the free after school program for students. During school, Edgewood Academy students learn through engaging and exciting learning activities. The model we use was developed by Dr. Spencer Kagan and his team of educational professionals. Their ideas hinge on one key concept "When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks." Kagan has designed hundreds of ways to "structure" the classroom setting so that all students are highly engaged and individually accountable to think and learn about the concepts the teacher is teaching. "Traditional classroom teaching captures the minds and attention of some students, but not all. Good teachers engage more students...Kagan Structures and Thinking Maps to engage every student."

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Edgewood Academy has implemented the Social and emotional skills program called 2nd Step. Second Step social emotional program will be implemented school wide in 2015 – 2016 school year.

Students will learn and identifying characteristics of successful learners through the use of this social emotional program. This will contribute to the health and wellness of students by learning how to succeed in school and in life. Teaching social and emotional skills will positively impact student achievement by allowing learning to occur. Each grade level has a consistent Behavior Plan that each teacher in that grade level uses. Students in Kindergarten through 3rd Grade use a Color Chart in which the teacher requests the student to “Change their Color” when an inappropriate choice occurs. Each ‘Color Change’ has a consequence, such as warning, time out, parent phone call, or office referral. This plan is given to parents at the beginning of the year and reviewed at Back to School Night. The Color Changes are recorded in the Student Planner daily. In 4th and 5th grade, teachers also have a consistent discipline plan by grade level. This plan is also given to parents at the beginning of the school year and reviewed at Back to School Night. These teachers use the online DoJo reward point system. Parents have access to this online system to view how their child is performing. Edgewood Academy utilizes the District Support System. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of District, school, classroom, and student level data. These analyses assist with tracking of student progress, management of diagnostic, summative, and formative assessment data, and the responsive of students to implemented interventions. MTSS problem solving process for all students is designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student support. Edgewood Academy's three school-wide expectations are: Respect yourself, Respect others and Respect property.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Edgewood Academy utilizes the School Counselor, Social Worker, School Psychologist, specialized staff and teachers to ensure the social and emotional needs of all students are met. Edgewood Academy offers many special areas of instruction including Head Start and various ESE programs. All Teachers were trained at the beginning of the school year with Dr. Lisa Dieker on inclusion best practices to help all students be successful. Edgewood Academy assists the preschool children in transition from early childhood programs through attending school performances, special guest presentations, general assemblies and other school functions. MTSS problem solving process for all students is designed to improve the educational outcomes for students with academic and behavioral/emotional needs within a multi-tiered system of student support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/167703>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The SAC assisted the SIP committee by reviewing the previous year student data. Input was collected on programs and budgetary decisions to enhance student achievement. We continue to have partnerships with the local Kiwanis Club. Kiwanis provides atlases to all 4th graders, volunteers read to Kindergartners once a month and give each kindergarten student a book to take home, BUGs "Bringing up grades awards", and donate books to the library. In addition, the Rotary Chapter donates dictionaries to 3rd grade students. The Piper Center provides Edgewood Academy with elderly citizens that enhance the classroom.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Trombetti, Laura	Principal
Frink, Carol	Assistant Principal
Oatley, Kori	Instructional Coach
Rosenthal, Tracy	Instructional Coach
Colleran, Kerrie	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles of each member are as follows:

Classroom Teacher

- * Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- * Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- * Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports. * Deliver instructional interventions and enrichment with fidelity

Reading or Math Coach/Specialist

- * Attend MTSS Team meetings
- * Train teachers in interventions, progress monitoring, differentiated instruction and enrichment
- * Implement supplemental and intensive interventions
- * Keep progress monitoring notes & anecdotes of interventions implemented
- * Administer screenings
- * Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- * Attend MTSS Team meetings for students receiving supplemental and intensive supports.
 - * Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
 - * Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
 - * Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
- Principal/Assistant Principal
- * Facilitate implementation of the MTSS problem-solving process in your building
 - * Provide or coordinate valuable and continuous professional development
 - * Assign paraprofessionals to support MTSS implementation when possible
 - * Attend MTSS Team meetings to be active in the MTSS change process
 - * Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor

- * Often MTSS Team facilitators
- * Schedule and attend MTSS Team meetings
- * Maintain log of all students involved in the MTSS process
- * Send parent invites
- * Complete necessary MTSS forms
- * Conduct social-developmental history interviews when requested

School Psychologist

- * Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- * Monitor data collection process for fidelity
- * Review & interpret progress monitoring data
- * Collaborate with MTSS Team on effective instruction & specific interventions
- * Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- * Consult with MTSS Team regarding intensive interventions
- * Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- * Consult with MTSS Team
 - * Provide staff trainings
- Social Worker
- * Attend MTSS Team meetings when requested
 - * Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- * Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- * Conduct language screenings and assessments
- * Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Problem-Solving team at Edgewood Academy meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A:

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School Improvement plans are written to ensure compliance with all state and additional regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C:

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D:

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs

funded under NCLB also open lines of communication and encourage cooperation between programs
Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X, Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing on going collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wid targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the over arching program goal of helping all students meet challenging state and national standards. For instance, students residing in shelters, motels, or other overcrowded condidiotns may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, studentwho is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness

Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laura Trombetti	Principal
Carol Frink	Principal
Helen Maxwell	Teacher
Dorothy Eddie	Education Support Employee
Madeline Cortez	Parent
Irwin Moskowitz	Business/Community
Joe Capasso	Business/Community
Meschelle Sahli	Parent
Cathleen O'Haver	Parent
Tiffany Daley	Teacher
Susan Gutierrez	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the first SAC committee meeting we review the school improvement plan. Input is collected from the SAC members.

Development of this school improvement plan

The SAC assisted the SIP committee by reviewing the previous year student data. Input was collected on supplemental programs and budgetary decisions to enhance student achievement.

Preparation of the school's annual budget and plan

The SAC assisted the SIP committee by reviewing the previous year student data. Input was collected on supplemental programs and budgetary decisions to enhance student achievement. Monies from 2014-2015 were rolled over to the 2015-2016 school year. We will allocate the combined school improvement funds to assist in school improvement. Our SAC will be surveyed and given options on how the group would like to spend school improvement funds. Professional Development in Kagan and Readers and writer's notebooks to enhance ELA time will be options. The survey results will be tallied and the majority vote for options will be implemented.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds will be used for supplemental materials for students or professional development for teachers.

We will allocate the combined school improvement funds to assist in school improvement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Trombetti, Laura	Principal
Frink, Carol	Assistant Principal
Oatley, Kori	Instructional Coach
Rosenthal, Tracy	Instructional Coach
Womack, Sherrie	Instructional Coach
Swartz, Bernie	Instructional Coach
Maxwell, Helen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To work on continuous improvement model to align Edgewood Academy's curriculum and supplemental curriculum to district K-12 Comprehensive Research-Based Reading Plan.

To continue to support students in the lowest 25% with quality Triple iii interventions.

The school based leadership team will meet once a month to track student and teacher ELA standard based data. The Reading Coach will lead the meeting and create the agenda based on the need.

Each grade level representative will be responsible for leading their grade level initiatives from the team meeting.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers receive ongoing professional development throughout the year. Grade level teams meet weekly in their Professional Learning Community (PLC). Teachers learn new strategies and are encouraged to collaborate with their grade level team. They utilize their common planning time for curriculum development to create lesson plans, share best practices and track data to drive current and next week's instruction/intervention/enrichment. All teams have created norms for collaborative meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruitment:

1. attend district recruitment fair in May
2. interview process based on Danielson Model
3. school website

Retention:

1. district APPLES program for new teachers
2. new teacher professional development scheduled every Mondays based on needs assessment survey
3. email group for new teachers to share and collaborate
4. district PD throughout the year
5. peer mentoring
6. school culture, campus
7. Edgewood Sharepoint site for teacher information

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with experienced mentors from another grade level; mentors meet regularly to plan for instruction and assist with classroom management. Mentors observe classroom instruction and provide feedback for improvement. Additionally, mentors model lessons and effective teaching strategies and Kagan structures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All teachers received District pre-school training in Standard's Based Instruction through Backward Design. Teachers plan instruction through backward design utilizing the District grade level Academic Plan. Throughout the year District curriculum master teachers are scheduled to meet with grade levels to ensure alignment to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Edgewood Academy believes that student achievement will increase school wide when students are actively engaged in rigorous tasks aligned with state standards. All of our teachers are trained in

Kagan Cooperative Learning structures and Thinking Maps. Compass Learning, Renaissance Place (Accelerated Math, English in a Flash, Accelerated Reader), System 44/Read 180 are used as supplemental programs. Students participate in WIN (What I Need) to differentiate instruction to meet the intervention/enrichment needs of all students.

- Compass Learning Odyssey includes lessons and activities that are built upon current and confirmed research about the way students actually think and learn. Odyssey software for elementary students makes differentiating and personalizing instruction easier, and its formative assessments and reporting tools help educators use real-time data to drive critical instructional decisions.

- Renaissance Place provides a Map backward to move forward plan for students. This program helps teacher to understand the needs of their students. It let's you know what's clear, what's confusing, what skills need practice and then addressing those needs in the right order, so that students can progress. The pathway a student follows to master a complex and interdependent web of skills is called a learning progression.

- Scholastic (Read 180 & System 44) provides a clear instructional path, integrated professional development, and resources for assessing students and differentiating instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

Edgewood Academy has created a What Is Needed (WIN) time. During this time standard based intervention/enrichment instruction will be given. Students will be instructed in the skills needed to make gains toward proficiency on the Florida State Standards Assessment, STAR and STAR Early Literacy.

Strategy Rationale

Our students performance in reading and math has decreased. We will focus on standards based intervention/enrichment instruction researched based teaching strategies and quality progress monitoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Trombetti, Laura, lauraat@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be reviewed weekly on Performance Matters and/or Renaissance Place at grade level PLCs which include formative/summative assessments in reading, writing, science, and mathematics. All teachers and coaches will monitor implementation and student progress of What Is Needed (WIN) time.

Strategy: Summer Program

Minutes added to school year: 6,000

Edgewood Academy has implemented a 5th Quarter. During this time, core academic instruction in reading and math will be provided. Students will be instructed in the skills needed to make gains toward proficiency on the Florida State Standards Assessment.

Strategy Rationale

Our students performance in reading and math has decreased. Many of our children loose knowledge over the summer. It is important that they receive instruction in the core academics for them to make adequate progress. We will focus on standards based instruction in reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Trombetti, Laura, lauraat@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR data will be collected and analyzed to determine growth.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Edgewood Academy assists the preschool children in transition from early childhood programs in the following ways:

The school social worker conducts an attendance workshop with preschool parents which explains the K-5 Lee County School District Policy regarding attendance.

School tours are conducted at parent request during the spring and summer months.

Preschool students eat lunch in the school cafeteria the last few weeks of school.

All students are adessed prior to or upon entering within the area of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Open House is conducted before school starts for students to meet teachers and staff. The Principal conducts a parent presentation for school information.

Preschool students attend school performances, special guest presentations, general assemblies, and other school functions.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Edgewood Academy will increase student achievement learning gains for 4th and 5th graders on the STAR from 52% on the FY14 FCAT to 55% on the FY16 STAR by March 2016.
- G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher and student engagement will increase at least .2% for the Q4 question in the FY16 Gallup Teacher Engagement Survey.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Edgewood Academy will increase student achievement learning gains for 4th and 5th graders on the STAR from 52% on the FY14 FCAT to 55% on the FY16 STAR by March 2016. 1a

G074093

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	55.0

Resources Available to Support the Goal 2

- After School Tutoring
- ELL support
- Build grade level teams

Targeted Barriers to Achieving the Goal 3

- Lack of grade level team collaboration

Plan to Monitor Progress Toward G1. 8

STAR and Check Points will be monitored for mastering standards

Person Responsible

Laura Trombetti

Schedule

Quarterly, from 5/27/2016 to 5/27/2016

Evidence of Completion

Grade level quarterly data meetings

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074094

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	44.0
Math Achievement District Assessment	44.0

Resources Available to Support the Goal 2

- CASTLE program
- District adopted curriculum
- TIF Teachers funded by Race to the Top Grant
- Grade level resource teacher funded by Title I

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training in standards based instruction

Plan to Monitor Progress Toward G2. 8

STAR Check points

Person Responsible

Laura Trombetti

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Data binders

Plan to Monitor Progress Toward G2. 8

Students will progress monitor standards

Person Responsible

Kori Oatley

Schedule

Weekly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Data binders

G3. Teacher and student engagement will increase at least .2% for the Q4 question in the FY16 Gallup Teacher Engagement Survey. 1a

G074095

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	0.2

Resources Available to Support the Goal 2

- Faculty get togethers for appreciation
- Grade Level common planning
- Bucket Filler program
- Rockie Award Certificates
- Strategic Plan Alignment - Focus Area 4: Hire and Retain the Best Talent

Targeted Barriers to Achieving the Goal 3

- Currently a school-wide recognition program is not in place.

Plan to Monitor Progress Toward G3. 8

Teachers will feel valued and appreciated with our new recognition-rich environment program in place. Our target is to increase at least .2% in the Q04 area as measured in the Employment Engagement survey.

Teachers will receive bucket fillers, Rocky Awards, celebration, and common time to collaborate. These actions will increase our teachers appreciation measured by the FY16 Employment Engagement survey.

Person Responsible

Carol Frink

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Rocky Awards, Bucket Fillers, Celebration, common time to collaborate

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Edgewood Academy will increase student achievement learning gains for 4th and 5th graders on the STAR from 52% on the FY14 FCAT to 55% on the FY16 STAR by March 2016. **1**

 G074093

G1.B3 Lack of grade level team collaboration **2**

 B193447

G1.B3.S2 Teachers meet weekly in their Professional Learning Community to gather data, analyze data and brainstorm interventions, differentiation, enrichment and instruction. **4**

 S205000

Strategy Rationale

Monitors students data to drive instruction

Action Step 1 **5**

Monitor student data

Person Responsible

Laura Trombetti

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student assessment data

Action Step 2 5

Create rigorous centers, interventions, differentiation of instruction and enrichment

Person Responsible

Laura Trombetti

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Rigorous centers using formative assessments and accountable tasks

Person Responsible

Laura Trombetti

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom observations, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Collaborative Planning periods for review student data

Person Responsible

Laura Trombetti

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Observations and participation in teacher planning periods

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Student Data Folders

Person Responsible

Laura Trombetti

Schedule

Quarterly, from 8/24/2015 to 5/27/2016


Evidence of Completion

Student data folders will outline standards mastered

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

 G074094

G2.B5 Teachers need additional training in standards based instruction 2

 B193452

G2.B5.S1 Provide additional Florida standards training and support for our teachers 4

 S205001

Strategy Rationale

New Florida State Standards

Action Step 1 5

Provide training to to develop standards based student centers

Person Responsible

Kori Oatley

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

In-service records

Action Step 2 5

TIF and Academic Coach will facilitate grade level common planning to incorporate differentiated instruction for students to meet intervention and enrichment needs.

Person Responsible

Kori Oatley

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC agendas, minutes

Action Step 3 5

Provide coaching support on differentiated instruction through coaching cycles.

Person Responsible

Kori Oatley

Schedule

On 5/27/2016

Evidence of Completion

Coaching calendar, observations, weekly coach meeting with administration, classroom walkthroughs

Action Step 4 5

Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.

Person Responsible

Tracy Rosenthal

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC progress monitor to track standards

Action Step 5 5

Provide job embedded professional development during common planning unpacking standards and test item specs to develop lesson plans that engage students in rigorous tasks and assessments.

Person Responsible

Tracy Rosenthal

Schedule

On 5/27/2016

Evidence of Completion

In-service Record

Action Step 6 5

Leadership team will create a calendar to attend Wednesday PLC meetings

Person Responsible

Laura Trombetti

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

Calendar

Action Step 7 5

Administration will review classroom walkthroughs

Person Responsible

Laura Trombetti

Schedule

Daily, from 9/9/2015 to 5/27/2016

Evidence of Completion

Classroom Walkthrough data

Action Step 8 5

We have two CASTLE Champions to support standard based tracking

Person Responsible

Tracy Rosenthal

Schedule

Semiannually, from 10/1/2015 to 5/27/2016

Evidence of Completion

Support help requests

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Teachers attend professional development on standards based instruction

Person Responsible

Laura Trombetti

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

sign in sheets and agendas

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Track standards mastered

Person Responsible

Kori Oatley

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student data binders

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Lesson Plans

Person Responsible

Laura Trombetti

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom Observation, PLC Planning

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Student data standards sheet

Person Responsible

Kori Oatley

Schedule

Weekly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Student data sheets

G3. Teacher and student engagement will increase at least .2% for the Q4 question in the FY16 Gallup Teacher Engagement Survey. **1**

G074095

G3.B1 Currently a school-wide recognition program is not in place. **2**

B193454

G3.B1.S1 Provide recognition and celebrations to support teachers and students to feel interconnected.

4

S205003

Strategy Rationale

New recognition-rich environment

Action Step 1 **5**

Administration will perform classroom walkthroughs. While in the classroom administration will recognize what each teacher does best.

Person Responsible

Carol Frink

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom walk-throughs

Action Step 2 **5**

Faculty and staff can recognize the great things that the staff does with a Rocky Award and Bucket Fillers.

Person Responsible

Laura Trombetti

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Rocky Awards

Action Step 3 5

Administration will recognize the many great things teachers do with kids to increase teaching and learning in the classroom.

Person Responsible

Carol Frink

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Bucket Filler notes placed in the teachers classroom bucket

Action Step 4 5

Staff meetings are started with positive recognition

Person Responsible

Laura Trombetti

Schedule

Monthly, from 8/19/2015 to 6/3/2016

Evidence of Completion

Meetings

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Positive recognition will be given at the beginning of every faculty meeting

Person Responsible

Laura Trombetti

Schedule

Monthly, from 5/27/2016 to 5/27/2016

Evidence of Completion

Awards will be given to staff and notes will fill teacher and staffs buckets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Positive recognition will be give to students daily.

Person Responsible

Laura Trombetti

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

When students do something good or receive good grades for something in class they come to the front office and sign the Principal's Book and ring the bell. The list of students is read on the morning news by the Principal.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom Walkthroughs

Person Responsible

Laura Trombetti

Schedule

Weekly, from 5/27/2016 to 5/27/2016

Evidence of Completion

Classroom walkthrough system data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Standards Tracking Challenge - Students are challenged and encouraged to go back and review their check point before submitting their work. Students are given their last standards tracking score and the teacher challenges them to beat that score. At this time before they submit their assessment the teacher challenges them to beat their previous standards score.

Person Responsible

Kori Oatley

Schedule

Quarterly, from 10/19/2015 to 6/3/2016

Evidence of Completion

Standards Tracking Document

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A1	Monitor student data	Trombetti, Laura	8/24/2015	Student assessment data	5/27/2016 weekly
G2.B5.S1.A1	Provide training to to develop standards based student centers	Oatley, Kori	8/24/2015	In-service records	5/27/2016 quarterly
G3.B1.S1.A1	Administration will perform classroom walkthroughs. While in the classroom administration will recognize what each teacher does best.	Frink, Carol	8/24/2015	Classroom walk-throughs	5/27/2016 weekly
G1.B3.S2.A2	Create rigorous centers, interventions, differentiation of instruction and enrichment	Trombetti, Laura	8/24/2015		5/27/2016 weekly
G2.B5.S1.A2	TIF and Academic Coach will facilitate grade level common planning to incorporate differentiated instruction for students to meet intervention and enrichment needs.	Oatley, Kori	8/24/2015	PLC agendas, minutes	5/27/2016 weekly
G3.B1.S1.A2	Faculty and staff can recognize the great things that the staff does with a Rocky Award and Bucket Fillers.	Trombetti, Laura	8/24/2015	Rocky Awards	5/27/2016 monthly
G2.B5.S1.A3	Provide coaching support on differentiated instruction through coaching cycles.	Oatley, Kori	8/24/2015	Coaching calendar, observations, weekly coach meeting with administration, classroom walkthroughs	5/27/2016 one-time
G3.B1.S1.A3	Administration will recognize the many great things teachers do with kids to increase teaching and learning in the classroom.	Frink, Carol	8/24/2015	Bucket Filler notes placed in the teachers classroom bucket	5/27/2016 weekly
G2.B5.S1.A4	Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.	Rosenthal, Tracy	8/24/2015	PLC progress monitor to track standards	5/27/2016 weekly
G3.B1.S1.A4	Staff meetings are started with positive recognition	Trombetti, Laura	8/19/2015	Meetings	6/3/2016 monthly
G2.B5.S1.A5	Provide job embedded professional development during common planning unpacking standards and test item specs to develop lesson plans that engage students in rigorous tasks and assessments.	Rosenthal, Tracy	8/24/2015	In-service Record	5/27/2016 one-time
G2.B5.S1.A6	Leadership team will create a calendar to attend Wednesday PLC meetings	Trombetti, Laura	9/16/2015	Calendar	5/25/2016 monthly
G2.B5.S1.A7	Administration will review classroom walkthroughs	Trombetti, Laura	9/9/2015	Classroom Walkthrough data	5/27/2016 daily
G2.B5.S1.A8	We have two CASTLE Champions to support standard based tracking	Rosenthal, Tracy	10/1/2015	Support help requests	5/27/2016 semiannually
G1.MA1	STAR and Check Points will be monitored for mastering standards	Trombetti, Laura	5/27/2016	Grade level quarterly data meetings	5/27/2016 quarterly
G1.B3.S2.MA1	Student Data Folders	Trombetti, Laura	8/24/2015	Student data folders will outline standards mastered	5/27/2016 quarterly
G1.B3.S2.MA1	Rigorous centers using formative assessments and accountable tasks	Trombetti, Laura	8/24/2015	Classroom observations, student achievement data	5/27/2016 weekly
G1.B3.S2.MA2	Collaborative Planning periods for review student data	Trombetti, Laura	8/24/2015	Observations and participation in teacher planning periods	5/27/2016 weekly
G2.MA1	STAR Check points	Trombetti, Laura	8/24/2015	Data binders	5/27/2016 quarterly
G2.MA2	Students will progress monitor standards	Oatley, Kori	10/26/2015	Data binders	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.MA1	Lesson Plans	Trombetti, Laura	8/24/2015	Classroom Observation, PLC Planning	5/27/2016 quarterly
G2.B5.S1.MA4	Student data standards sheet	Oatley, Kori	10/26/2015	Student data sheets	6/3/2016 weekly
G2.B5.S1.MA1	Teachers attend professional development on standards based instruction	Trombetti, Laura	8/24/2015	sign in sheets and agendas	5/27/2016 quarterly
G2.B5.S1.MA3	Track standards mastered	Oatley, Kori	8/24/2015	Student data binders	6/3/2016 weekly
G3.MA1	Teachers will feel valued and appreciated with our new recognition-rich environment program in place. Our target is to increase at least .2% in the Q04 area as measured in the Employment Engagement survey. Teachers will receive bucket fillers, Rocky Awards, celebration, and common time to collaborate. These actions will increase our teachers appreciation measured by the FY16 Employment Engagement survey.	Frink, Carol	8/24/2015	Rocky Awards, Bucket Fillers, Celebration, common time to collaborate	5/27/2016 weekly
G3.B1.S1.MA1	Classroom Walkthroughs	Trombetti, Laura	5/27/2016	Classroom walkthrough system data	5/27/2016 weekly
G3.B1.S1.MA4	Standards Tracking Challenge - Students are challenged and encouraged to go back and review their check point before submitting their work. Students are given their last standards tracking score and the teacher challenges them to beat that score. At this time before they submit their assessment the teacher challenges them to beat their previous standards score.	Oatley, Kori	10/19/2015	Standards Tracking Document	6/3/2016 quarterly
G3.B1.S1.MA1	Positive recognition will be given at the beginning of every faculty meeting	Trombetti, Laura	5/27/2016	Awards will be given to staff and notes will fill teacher and staffs buckets	5/27/2016 monthly
G3.B1.S1.MA3	Positive recognition will be give to students daily.	Trombetti, Laura	8/24/2015	When students do something good or receive good grades for something in class they come to the front office and sign the Principal's Book and ring the bell. The list of students is read on the morning news by the Principal.	6/3/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Edgewood Academy will increase student achievement learning gains for 4th and 5th graders on the STAR from 52% on the FY14 FCAT to 55% on the FY16 STAR by March 2016.

G1.B3 Lack of grade level team collaboration

G1.B3.S2 Teachers meet weekly in their Professional Learning Community to gather data, analyze data and brainstorm interventions, differentiation, enrichment and instruction.

PD Opportunity 1

Monitor student data

Facilitator

Oatley

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Create rigorous centers, interventions, differentiation of instruction and enrichment

Facilitator

Oatley

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 5/27/2016

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B5 Teachers need additional training in standards based instruction

G2.B5.S1 Provide additional Florida standards training and support for our teachers

PD Opportunity 1

Provide training to to develop standards based student centers

Facilitator

District trainers, TIF, Coaches

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.

Facilitator

TIF, District support, Coaches

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Provide job embedded professional development during common planning unpacking standards and test item specs to develop lesson plans that engage students in rigorous tasks and assessments.

Facilitator

TIF

Participants

Teachers, District support, coaches

Schedule

On 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B3.S2.A1	Monitor student data	\$0.00
2	G1.B3.S2.A2	Create rigorous centers, interventions, differentiation of instruction and enrichment	\$0.00
3	G2.B5.S1.A1	Provide training to to develop standards based student centers	\$0.00
4	G2.B5.S1.A2	TIF and Academic Coach will facilitate grade level common planning to incorporate differentiated instruction for students to meet intervention and enrichment needs.	\$0.00
5	G2.B5.S1.A3	Provide coaching support on differentiated instruction through coaching cycles.	\$0.00
6	G2.B5.S1.A4	Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.	\$0.00
7	G2.B5.S1.A5	Provide job embedded professional development during common planning unpacking standards and test item specs to develop lesson plans that engage students in rigorous tasks and assessments.	\$0.00
8	G2.B5.S1.A6	Leadership team will create a calendar to attend Wednesday PLC meetings	\$0.00
9	G2.B5.S1.A7	Administration will review classroom walkthroughs	\$0.00
10	G2.B5.S1.A8	We have two CASTLE Champions to support standard based tracking	\$0.00
11	G3.B1.S1.A1	Administration will perform classroom walkthroughs. While in the classroom administration will recognize what each teacher does best.	\$0.00
12	G3.B1.S1.A2	Faculty and staff can recognize the great things that the staff does with a Rocky Award and Bucket Fillers.	\$0.00
13	G3.B1.S1.A3	Administration will recognize the many great things teachers do with kids to increase teaching and learning in the classroom.	\$0.00
14	G3.B1.S1.A4	Staff meetings are started with positive recognition	\$0.00
Total:			\$0.00