Edgewood Academy

2016-17 Schoolwide Improvement Plan

Edgewood Academy

3464 EDGEWOOD AVE, Fort Myers, FL 33916

http://ewd.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	C

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Edgewood Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To inspire life-long learning through a collaborative, and safe learning environment that is centered around the arts.

b. Provide the school's vision statement.

Edgewood inspires a love of learning to create future leaders.

2. School Environment

a. 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.

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

Edgewood Academy's faculty greet students each morning. Our faculty and staff presence is very visible throughout the school day ensuring that all students are safe. Our school has a safety plan in place that positions staff members throughout the school when students arrive and dismiss. Our school counselor is available to speak with children if they are having any problems or anxiety. We are an Arts school. Art is integrated school-wide to build relationships and learn about the different cultures. 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. 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."

c. 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.

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.

d. 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. 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.

3. 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).

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/310927.

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

2. 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.

Edgewood Academy builds positive relationships and parental involvement by offering a variety of opportunities for parents to participate. Edgewood Academy utilizes our SAC members to build relationships and to provide input from the parents to foster the home-school relationship. We communicate with parents by student agenda books, PTO organization, SAC meetings, School events, parent link, flyers, and progress reports. The SAC assisted the SIP committee by reviewing the previous year student data. Parent 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Mazzoli, Robert	Principal
Frink, Carol	Assistant Principal
Tracey, Kori	Instructional Coach
Rosenthal, Tracy	Instructional Coach
Amico-Dodig, Bridget	Other
VonBehren, Danielle	Instructional Coach
Hammond, Katherine	School Counselor
Miller, Sarah	Teacher, K-12
Frankel, Ginny	Teacher, K-12
Sexton, Samantha	Teacher, K-12
Yeung, Luisa	Teacher, K-12
Trimble, Lindsay	Teacher, K-12
Turner, Kelly	Teacher, K-12
Lumsden, Jennifer	Teacher, K-12
Knapp, Colby	Teacher, K-12

b. Duties

1. 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 Teachers
* Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FSA scores, work samples, anecdotals) 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/TIF
* Attend MTSS Team meetings
* Train teachers in interventions, progress monitoring, differentiated instruction and enrichment
* Implement supplemental and intensive interventions
* Keep progress monitoring notes & anecdotals 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

MTSS Specialist
* 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 Counselor
* 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

2. 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 cummunication 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 al 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 a 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 havea 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 conjuction with Title X, McKinney-Vento funcing 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rob Mazzoli	Principal
Carol Frink	Principal
Cathleen O'Haver	Parent
Susan Gutierrez	Education Support Employee
	Student
John Scheller	Teacher
Ginny Frankel	Teacher
Cara Jones	Parent
Vera Cody	Business/Community
Irwin Moskowitz	Business/Community
Alisha Gutierrez	Education Support Employee
Betty Jones	Education Support Employee
Helen Leddy	Business/Community
Lucinda DeFreitas	Business/Community
Liana Izaguire	Parent
Maria Herrera	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members are given an overview of the previous year's school improvement plan, this year's goals, input for our Parent-School Compact Agreement and Parent Involvement Plan to review and discuss at our meeting. Recommendations for future changes can be made at this time.

b. 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.

c. Preparation of the school's annual budget and plan

SAC members are briefed on the school's budget once it is received. School administration presents the numbers and a plan for the following year. Members discuss the monies and how they are going to be utilized. Suggestions are made and input is given.

School improvement funds will be discussed with the SAC members. SAC members will be surveyed on how to budget for areas of improvement regarding student achievement.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Mazzoli, Robert	Principal
Frink, Carol	Assistant Principal
Tracey, Kori	Instructional Coach
Rosenthal, Tracy	Instructional Coach
Amico-Dodig, Bridget	Teacher, K-12
VonBehren, Danielle	Instructional Coach
Hammond, Katherine	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. An agenda will be created for every meeting based on the need.
Our grade level teams meet weekly to discuss data and ways to increase student engagement and design rigorous tasks. Our Resource teachers collaborate with their grade level teams to ensure curriculum is aligned and student needs are being met.

D. 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).

1. 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.

2. 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
Retainment:
1. district APPLES program for new teachers
2. new teacher professional development scheduled every Thursday based on need
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
8. APPLES Google Classroom
9. Provide teachers with leadership experience

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers meet with their grade level teams to discuss the Florida Standards, data and interventions and enrichment. Teachers use the District adopted curriculum and its materials. Teachers utilize the academic plan, formative assessments, and standards to drive instruction. Throughout the year District curriculum master teachers are scheduled to meet with grade levels to ensure alignment to Florida standards.

b. Instructional Strategies

1. 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, IRead, Renaissance Place (Accelerated Math, English in a Flash, Accelerated Reader), TenMarks, are used as supplemental programs. Students participate in WIN (What I Need) to differentiate instruction to meet the intervention/enrichment needs of all students. The STAR assessment is administered to all students to get a baseline reading and math data. Teachers review this data and discuss how they will accommodate the needs of every child. All teachers and support staff assist with small groups and individual needs during our daily WIN time.
- 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.

2. 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: Summer Program

Minutes added to school year:

Edgewood Academy provided our level 1 and level 2 students with the opportunity to attend summer school all day for 15 days of intense instruction focused on standards based instruction. Pre and post assessments were given to assess the effectiveness of the program. During the school year 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 academic performance in reading and math needs improvement. 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
Frink, Carol, carolaf@leeschools.net

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

Pre & Post assessment data will be administered and analyzed to determine the effectiveness of the strategy. Our data Math Check Points and STAR data was uploaded in Performance Matters and to the District Sharepoint site. During the school year the PLC teams review data weekly. Data is uploaded to Performance Matters and/or Renaissance Place and discussed 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

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.

2. Student Transition and Readiness

a. 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).

1. 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.

All students are addessed 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. Develop and enhance quality educational instructional programs to improve performance and enable students to meet their personal academic goals and become life long learners.

G2. Establish a safe, respectful school learning environment.

Strategic Goals Detail

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

G1. Develop and enhance quality educational instructional programs to improve performance and enable students to meet their personal academic goals and become life long learners. 1a

🔍 G082810

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	44.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Teachers need resources and support to create lessons based on student need - intervention and enrichment

Resources Available to Help Reduce or Eliminate the Barriers 2

- District adopted curriculum

- TIF Teachers funded by Race to the Top Grant

- Grade level resource teacher funded by Title I

- District Resource teacher

- Full faculty PLC and Professional Development Opportunities

- Common Gade Level Planning

- Supplemental programs

- ESE support

- Science Lab

- Science lab rotation in 5th grade

- Departmentalization in 5th grade

Plan to Monitor Progress Toward G1. 8

STAR Check points

Person Responsible
Danielle VonBehren

Schedule
Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion
Data binders

Plan to Monitor Progress Toward G1. `8`

Students will progress monitor standards

> **Person Responsible**
> Kori Tracey
>
> **Schedule**
> Weekly, from 8/15/2016 to 6/9/2017
>
> *Evidence of Completion*
> Data binders

Plan to Monitor Progress Toward G1. `8`

Science baseline, quarterly assessments, lab journal

> **Person Responsible**
> Kori Tracey
>
> **Schedule**
> Quarterly, from 8/15/2016 to 6/9/2017
>
> *Evidence of Completion*

G2. Establish a safe, respectful school learning environment. 1a

🔑 G082811

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	3.0

Targeted Barriers to Achieving the Goal 3

- Teachers want to decorate their classroom, need 100% SREF Compliance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom Behavior Charts

- Class DoJo

- Parent Involvement Specialist

- Quarterly Reward Party

- Safety Plan in place for security

- Safety Meetings monthly

- Quarterly expectation reminder to teachers

- Safety trainings

- Safety Inspections, Quarterly safety inspections

Plan to Monitor Progress Toward G2. 8

Obtain 100% compliance on SREF

Person Responsible
Tracy Rosenthal

Schedule
On 6/9/2017

Evidence of Completion
SREF inspection report

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. Develop and enhance quality educational instructional programs to improve performance and enable students to meet their personal academic goals and become life long learners. 1

🔍 G082810

G1.B3 Teachers need resources and support to create lessons based on student need - intervention and enrichment 2

🔍 B219466

G1.B3.S1 Provide additional instructional training and support for our teachers 4

🔍 S231829

Strategy Rationale

New Florida State Standards

Action Step 1 5

Provide training and resources to develop standards based student centers

Person Responsible

Danielle VonBehren

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

In-service records

Action Step 2 5

TIF and Academic Coach will facilitate grade level PLC's to incorporate differentiated instruction for students to meet intervention and enrichment needs.

Person Responsible

Kori Tracey

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

PLC agendas, minutes

Action Step 3 `5`

Provide coaching support on differentiated instruction through coaching cycles.

Person Responsible

Kori Tracey

Schedule

On 6/9/2017

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

Danielle VonBehren

Schedule

Weekly, from 8/15/2016 to 6/9/2017

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 6/9/2017

Evidence of Completion

In-service Record

Action Step 6 5

Leadership team will create a calendar to attend PLC meetings

Person Responsible

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Calendar

Action Step 7 5

Administration will review classroom walkthroughs

Person Responsible

Carol Frink

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

Classroom Walkthrough data

Action Step 8 5

Create a Science Lab calendar for classroom rotations.

Person Responsible

Kori Tracey

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Calendar

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Teachers attend professional development on standards based instruction and track data

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

sign in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Track standards mastered

Person Responsible

Danielle VonBehren

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Student data binders

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Track Science Journals

Person Responsible

Kori Tracey

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Science journals

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Lesson Plans

Person Responsible

Carol Frink

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Classroom Observation, PLC Planning

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Student data leveled buckets

Person Responsible

Kori Tracey

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Student data leveled buckets

G2. Establish a safe, respectful school learning environment. [1]

🔑 G082811

G2.B5 Teachers want to decorate their classroom, need 100% SREF Compliance [2]

🔑 B219477

G2.B5.S4 Hold monthly safety meetings [4]

🔑 S231835

Strategy Rationale

Ensure we are meeting the needs of our school and we meet 100% compliance on our SREF

Action Step 1 [5]

Communicate high expectations to staff

Person Responsible

Robert Mazzoli

Schedule

Monthly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Email, Faculty meeting

Action Step 2 [5]

Quarterly walk through SREF inspections

Person Responsible

Carol Frink

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

Evidence of Completion

SREF report

Action Step 3 `5`

Obtain 100% compliance on SREF

> **Person Responsible**
>
> Robert Mazzoli
>
> **Schedule**
>
> Annually, from 8/15/2016 to 6/9/2017
>
> *Evidence of Completion*

Plan to Monitor Fidelity of Implementation of G2.B5.S4 `6`

Hold monthly safety meetings

> **Person Responsible**
>
> Robert Mazzoli
>
> **Schedule**
>
> Monthly, from 8/15/2016 to 6/9/2017
>
> *Evidence of Completion*
>
> Agenda, Minutes, classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B5.S4 `7`

Safety communication to falculty

> **Person Responsible**
>
> Robert Mazzoli
>
> **Schedule**
>
> On 6/9/2017
>
> *Evidence of Completion*
>
> Inspection report of findings, email

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M299725	STAR Check points	VonBehren, Danielle	8/15/2016	Data binders	6/9/2017 quarterly
G1.MA2 🔍 M299726	Students will progress monitor standards	Tracey, Kori	8/15/2016	Data binders	6/9/2017 weekly
G1.MA3 🔍 M299727	Science baseline, quarterly assessments, lab journal	Tracey, Kori	8/15/2016		6/9/2017 quarterly
G2.MA1 🔍 M299730	Obtain 100% compliance on SREF	Rosenthal, Tracy	8/15/2016	SREF inspection report	6/9/2017 one-time
G1.B3.S1.MA1 🔍 M299720	Lesson Plans	Frink, Carol	8/15/2016	Classroom Observation, PLC Planning	6/9/2017 quarterly
G1.B3.S1.MA4 🔍 M299721	Student data leveled buckets	Tracey, Kori	8/15/2016	Student data leveled buckets	6/9/2017 weekly
G1.B3.S1.MA1 🔍 M299722	Teachers attend professional development on standards based instruction and track data	Mazzoli, Robert	8/15/2016	sign in sheets and agendas	6/9/2017 quarterly
G1.B3.S1.MA3 🔍 M299723	Track standards mastered	VonBehren, Danielle	8/15/2016	Student data binders	6/9/2017 weekly
G1.B3.S1.MA5 🔍 M299724	Track Science Journals	Tracey, Kori	8/15/2016	Science journals	6/9/2017 weekly
G1.B3.S1.A1 🔍 A296413	Provide training and resources to develop standards based student centers	VonBehren, Danielle	8/15/2016	In-service records	6/9/2017 quarterly
G1.B3.S1.A2 🔍 A296414	TIF and Academic Coach will facilitate grade level PLC's to incorporate differentiated instruction...	Tracey, Kori	8/15/2016	PLC agendas, minutes	6/9/2017 weekly
G1.B3.S1.A3 🔍 A296415	Provide coaching support on differentiated instruction through coaching cycles.	Tracey, Kori	8/15/2016	Coaching calendar, observations, weekly coach meeting with administration, classroom walkthroughs	6/9/2017 one-time
G1.B3.S1.A4 🔍 A296416	Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.	VonBehren, Danielle	8/15/2016	PLC progress monitor to track standards	6/9/2017 weekly
G1.B3.S1.A5 🔍 A296417	Provide job embedded professional development during common planning unpacking standards and test...	Rosenthal, Tracy	8/15/2016	In-service Record	6/9/2017 one-time
G1.B3.S1.A6 🔍 A296418	Leadership team will create a calendar to attend PLC meetings		8/15/2016	Calendar	6/9/2017 monthly
G1.B3.S1.A7 🔍 A296419	Administration will review classroom walkthroughs	Frink, Carol	8/15/2016	Classroom Walkthrough data	6/9/2017 daily
G1.B3.S1.A8 🔍 A296420	Create a Science Lab calendar for classroom rotations.	Tracey, Kori	8/15/2016	Calendar	6/9/2017 quarterly
G2.B5.S4.MA1 🔍 M299728	Safety communication to falculty	Mazzoli, Robert	8/15/2016	Inspection report of findings, email	6/9/2017 one-time
G2.B5.S4.MA1 🔍 M299729	Hold monthly safety meetings	Mazzoli, Robert	8/15/2016	Agenda, Minutes, classroom walkthroughs	6/9/2017 monthly
G2.B5.S4.A1 🔍 A296421	Communicate high expectations to staff	Mazzoli, Robert	8/15/2016	Email, Faculty meeting	6/9/2017 monthly
G2.B5.S4.A2 🔍 A296422	Quarterly walk through SREF inspections	Frink, Carol	8/15/2016	SREF report	6/9/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S4.A3 🔑 A296423	Obtain 100% compliance on SREF	Mazzoli, Robert	8/15/2016		6/9/2017 annually

V. Professional Development Opportunities

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

G1. Develop and enhance quality educational instructional programs to improve performance and enable students to meet their personal academic goals and become life long learners.

G1.B3 Teachers need resources and support to create lessons based on student need - intervention and enrichment

G1.B3.S1 Provide additional instructional training and support for our teachers

PD Opportunity 1

Provide training and resources to develop standards based student centers

Facilitator

District trainers, TIF, Coaches

Participants

Teachers

Schedule

Quarterly, from 8/15/2016 to 6/9/2017

PD Opportunity 2

Provide coaching support on differentiated instruction through coaching cycles.

Facilitator

District trainers, TIF, Coaches

Participants

Teachers

Schedule

On 6/9/2017

PD Opportunity 3

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

Facilitator

TIF, District support, Coaches

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 6/9/2017

PD Opportunity 4

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 and Coaches

Participants

Teachers, District support, coaches

Schedule

On 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide training and resources to develop standards based student centers	$0.00
2	G1.B3.S1.A2	TIF and Academic Coach will facilitate grade level PLC's to incorporate differentiated instruction for students to meet intervention and enrichment needs.	$0.00
3	G1.B3.S1.A3	Provide coaching support on differentiated instruction through coaching cycles.	$0.00
4	G1.B3.S1.A4	Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.	$0.00
5	G1.B3.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
6	G1.B3.S1.A6	Leadership team will create a calendar to attend PLC meetings	$0.00
7	G1.B3.S1.A7	Administration will review classroom walkthroughs	$0.00
8	G1.B3.S1.A8	Create a Science Lab calendar for classroom rotations.	$0.00
9	G2.B5.S4.A1	Communicate high expectations to staff	$0.00
10	G2.B5.S4.A2	Quarterly walk through SREF inspections	$0.00
11	G2.B5.S4.A3	Obtain 100% compliance on SREF	$0.00
		Total:	$0.00