

Orange County Public Schools

Edgewater High



2018-19 Schoolwide Improvement Plan

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Edgewater High

3100 EDGEWATER DR, Orlando, FL 32804

<https://edgewaterhs.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2017-18 Title I School</p> <p style="text-align: center;">No</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">60%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">71%</p>

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success through the support and involvement of families and the community.

Provide the school's vision statement.

To be the top producer of successful students in the nation.

School Leadership Team

Membership

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

Name	Title
Russ, Sasha	Assistant Principal
Shanoff, Mark	Principal
Bowles, Kenneth	Assistant Principal
Bispott, Kim	Dean
Leis, Betsy	Assistant Principal
Blevins, Jodi	Assistant Principal
Gray, Melissa	Instructional Coach
Adkins, Jessica	Dean
Malcolm, Kirk	Dean
Mahoney, Jessica	Instructional Coach
Smith, Rachel	Instructional Coach

Duties

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

Each Leadership Team member will be responsible for progress monitoring, managing, and supervising, specific curricular areas to determine student deficiencies and areas of student success. All instructional coaches will report observations and coaching opportunities to the assessing administrator weekly and the assessing administrator will report to the principal bi-weekly. Following initial data analysis, Tier 2 interventions will be developed by the leadership team for implementation in the classroom. Progress monitoring will be continuous throughout the intervention window. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The assistant principals also serve as instructional leaders by coaching teachers through monitoring their lesson plans, offering actionable feedback through iObservation, and building teacher-leader capacity. Professional development and coaching partnerships will be created through the instructional coaching model.

Early Warning Systems

Year 2017-18

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	96	124	141	109	470
One or more suspensions	0	0	0	0	0	0	0	0	0	122	130	97	61	410
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	248	296	269	130	943
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	232	194	15	10	451

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	233	237	151	92	713

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	11	0	6	6	3	26

Date this data was collected

Monday 7/9/2018

Year 2016-17 - As Reported

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	63	48	59	73	243

Year 2016-17 - Updated

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	63	48	59	73	243

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In analyzing the data, Math achievement performed the lowest. Although this component showed an increase from the previous year, it was still the lowest performing component. The overall achievement level is 33%, 8 percentage points up from the previous year. In looking at the past 3 years, this seems to be a trend. The math achievement level has been the lowest performing component, overall. However, we continue to see improvement in math learning gains. The trend is consistent in showing a continued struggle in Algebra 1, specifically. Geometry has shown more success in the desired outcome over Algebra 1.

Which data component showed the greatest decline from prior year?

The Biology achievement level showed the greatest decline from the prior year. Prior year's data showed the achievement level at 67%, whereas, this year's achievement level showed a decline at 59%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap in comparison to the state average was the FSA Algebra 1 EOC achievement. The state's achievement percentage was 63, while Edgewater's Algebra 1 EOC achievement level was 16%.

Which data component showed the most improvement? Is this a trend?

There were two data components that showed the most improvement. Both components were in the learning gains for math. The overall learning gains as a whole increased from 23% to 38%, an overall increase of 15 percentage points. There was also an increase in the lowest 25% learning gains for math. Previous year's data showed the learning gains in the lowest 25% were at 29%. This year's math learning gains in the lowest 25% showed an increase of also 15 percentage points to 44%.

Describe the actions or changes that led to the improvement in this area.

By implementing a process by which administration and instructional coaches monitor PLC's and the use of common assessments has created a sense of accountability. This implementation has provided a more structured process to support a standards-based instructional environment. Administrators and instructional coaches would review PLC evidences on a continual basis, specifically monitoring backward planning, common assessment use, PLC checklists, and lesson plans with fidelity. A focus calendar was also used to ensure consistency in standards-based instruction and assessment. Teachers within their PLC's regularly reviewed common assessment data to revise instruction in order to meet student needs and provide for retake opportunities for standards not yet mastered as outlined in lesson plans. Lesson plans were monitored to ensure teachers were utilizing instructional strategies that get to the complexity and rigor of the standards.

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	41%	50%	-9%	53%	-12%
	2017	45%	49%	-4%	52%	-7%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2018	45%	49%	-4%	53%	-8%
	2017	44%	47%	-3%	50%	-6%
Same Grade Comparison		1%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	62%	-5%	65%	-8%
2017	65%	60%	5%	63%	2%
Compare		-8%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	65%	-6%	68%	-9%
2017	59%	64%	-5%	67%	-8%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	17%	61%	-44%	62%	-45%
2017	16%	53%	-37%	60%	-44%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	37%	65%	-28%	56%	-19%
2017	27%	43%	-16%	53%	-26%
Compare		10%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	32	31	22	39	43	21	31		79	17
ELL	13	46	38		25		35	28		70	68
ASN	80	65		75			90			100	70
BLK	27	35	29	20	31	47	44	48		88	24
HSP	38	46	38	28	35	50	60	60		89	58
MUL	77	41					78	81			
WHT	70	58	46	56	53	42	79	82		97	63
FRL	34	40	32	26	35	47	50	51		86	31
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	26	25	3	14	18	29	37		82	21
ELL	20	27	14	16	25	38	47	14		68	38
ASN	94	77		63	40		77	70		91	60
BLK	29	32	29	13	19	25	52	48		85	20
HSP	52	47	31	25	26	34	70	46		89	43
MUL	54	43		33	22		93			77	60

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	68	55	38	47	28	42	86	87		91	59
FRL	33	35	29	16	20	28	59	51		84	28

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student achievement on high-stakes assessments
Rationale	Although Edgewater's standardized assessment areas increased overall from the previous year, there are components that still performed below the intended achievement level. Targeted areas for improvement are for teachers to consistently use assessment data to guide and differentiate instruction, to utilize instructional strategies to differentiate lessons so all students can progress to the intended level of complexity for the standard, and to utilize PLC's with fidelity. This would continue to create a sense of accountability for the PLC's and give structure to the process of creating and using common assessment in a standards-based instructional environment. Edgewater will see an overall increase in the various high-stakes assessments as follows:
Intended Outcome	Algebra I EOC - Targeted Pass Rate 30.0 (16.0) U.S. History EOC – Targeted Pass 65.0 (61.0) FSA ELA – Targeted Pass Rate 50.0 (45.0) Bio I EOC – Targeted Pass Rate 70.0 (59.0) Geometry EOC – Targeted Pass Rate 40.0 (39.0)
Point Person	Mark Shanoff (mark.shanoff@ocps.net)
Action Step	
Description	Administration and instructional coaches will utilize and monitor the PLC checklist and other evidences such as lesson plans and other artifacts from PLC meetings. Administration and coaches will also utilize collaborative common planning to produce high-quality and rigorous standards-based instruction and assessments to improve student achievement. The DPLC will guide the PLC planning and collaboration process as it relates to instructional strategies to support with literacy. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance and District Division Priority #2 Invest in human capital. All teachers will use common assessments based on the focus calendar assessment dates. Administration will consistently review and post common assessments to Performance Matters/UNIFY for data analysis, and within PLC's, teachers will review the common assessment data to revise instruction in order to meet the needs of our students.
Person Responsible	Mark Shanoff (mark.shanoff@ocps.net)
Plan to Monitor Effectiveness	
Description	Students' achievement on common assessments will be monitored for progress toward our goal of mastering standards and improving students' academic achievement. Progress monitoring will be done weekly for PLC's and iObservations, and bi-weekly for assessment data from 8/20/2018 to 5/31/2019. Administration and instructional coaches will monitor by utilizing lesson plans, common assessments clustered by standard, data reported and recorded by standards, collaboration forms, common retake assessments, iObservation data, and PLC evidence and artifacts.
Person Responsible	Mark Shanoff (mark.shanoff@ocps.net)

Activity #2	
Title	Post-Secondary Readiness
Rationale	In order for students to achieve post-secondary readiness through accelerated course work in college readiness courses, AP courses and/or CTE Dual Enrollment courses, teachers will need to vary or differentiate instructional strategies for students. Currently, teachers are not differentiating instructional strategies to prepare students for post-secondary readiness. Teachers will also need to ensure student grades are aligned in honors/regular and pre-requisite courses to reflect mastery of the subject area so students have knowledge of deficiencies. In addition, the number of males of color who participate in AP and honors courses will need to increase.
Intended Outcome	Students will achieve post-secondary readiness through accelerated course work in college readiness courses, AP courses and/or CTE Dual Enrollment courses. All teachers will be accountable for the deficiencies in mastery while AP/CTE teachers will review and monitor assessment data to implement intervention strategies to remediate the deficiencies. As a result, student mastery will increase, and shifts in mental models regarding access to AP, honors, gifted and talented programs will become evident.
Point Person	Mark Shanoff (mark.shanoff@ocps.net)
Action Step	
Description	AP teachers will write and submit chunked common assessments to the rigor dictated by their AP standards, and monitor assessment data to implement intervention strategies to remediate student deficiencies. Administration will review common assessments and student data for growth and progress. Teachers will plan effectively using PLC planning tools to ensure differentiated lessons move all students toward the rigor of the standard being taught. Observations will also be conducted by administration to provide actionable feedback. Teachers will need to continue to create remediation activities for each tested standard and allow students to complete remediation to demonstrate mastery of the previously deficient standards. In addition, incentives will be provided for students to meet graduation requirements via concordant scores and for students who earn industry certification in order to encourage post-secondary readiness.
Person Responsible	Mark Shanoff (mark.shanoff@ocps.net)
Plan to Monitor Effectiveness	
Description	Administration will monitor common assessments and student grades with the use of ProgressBook, common assessment data, and Performance Matters/UNIFY. Administration will also review remediation activities through lesson plans and observations and monitor assessment retake data.
Person Responsible	Mark Shanoff (mark.shanoff@ocps.net)

Activity #3	
Title	Culturally Responsive Instruction
Rationale	Strategies need to be incorporated to narrow achievement gaps and disparities among males of color.
Intended Outcome	At least 20% of the identified students exhibiting Early Warning Indicators will see a decrease in tardiness, absences, and behavior referrals.
Point Person	Mark Shanoff (mark.shanoff@ocps.net)
Action Step	
Description	Males of Color who demonstrate high discipline data and low academic achievement will be targeted and progress monitored by the grade level dean, and school counselor. Students identified will be strongly encouraged to attend after school tutoring and Saturday tutoring through personal and parental contact. For Levels 1, 2, and particularly Level 3 disciplinary actions, males of color will receive a conference from grade level deans which features mentoring and data chats on grades, attendance, and previous disciplinary infractions. Program monitors will also monitor attendance to effectively assist the deans and intervene on attendance issues before they become disciplinary in nature.
Person Responsible	Mark Shanoff (mark.shanoff@ocps.net)
Plan to Monitor Effectiveness	
Description	Sign in sheets will be used to track attendance. Baseline data will be used to determine percentages from the first 9 weeks' attendance. Discipline data will also be monitored through the use of EDW.
Person Responsible	Mark Shanoff (mark.shanoff@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Edgewater delivers a weekly electronic newsletter to all parents, students, faculty and interested community members. In addition to the newsletter the website is updated on a regular basis. Additionally, our PTSA and SAC are strong pieces of our school's plan--encouraging parent and community involvement. Edgewater has a strong connection to the community through athletics and school partnerships. We utilize Progress Book, Canvas and Google Classroom for our students' academic progress. Teachers also use these tools to communicate with parents on a regular basis. Guidance counselors and instructional leaders monitor students' progress toward graduation requirements and communicates with parents via meetings, phone, and emails.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Edgewater High School utilizes the district's SAFE program, provides tutoring and mentoring through relationships with community groups, and has a school social worker and a psychologist. The administration, counselors, and teachers all help identify students who may have social and/or emotional needs and ensure those targeted students receive the appropriate levels of intervention in order to help students and parents both address any social/emotional needs.

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

Edgewater offers a transition camp during the summer for incoming freshmen who are ESE to learn about expectations in high school. Additionally, all freshmen who are not taking AP Human Geography or AP Computer Science are a part of our SOAR (Striving for Opportunities of Achievement and Readiness) program. Edgewater's College and Career Resource Center is always available for our students as they move to post-secondary schools and careers. Some students are targeted based on historical and demographic needs to receive one-on-one support in making choices and getting support for their future through our CCRC.

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 Principal will provide needed support through professional development activities to improve staff knowledge and skills through continual coaching on student interventions. There will be an intense focus to provide a common vision towards improving student achievement through the disaggregation of data compiled from several district data bases to include the Enterprise Database Warehouse, Student Management System, Performance Matters, and Instructional Management System. There will be ongoing progress monitoring of overall department data and assistance provided to specific teachers in data interpretation and implementation of Tier 2 interventions.

Guidance counselors will consult with parents and students about the SIP implementation. They will develop an academic plan with parents and students. Counselors will monitor students' progress in all classes and schedule conferences with parent, student, and teacher as needed. The Staffing Specialist and ESE counselor will ensure that IEP and 504 plans adhere to intervention plans. They will consult with the MTSS team about ESE students and assist in planning modifications to meet the required accommodations for ESE students.

Supplemental Academic Instruction (SAI): Edgewater High School provides tutoring activities during and after school for students needing additional academic review and support. Tutors are funded through the Edgewater SAC and the school site budget. SAI is also provided during the summer to provide students with assistance in multiple academic areas to include Math & Science. Additionally, AP teachers provide tutoring.

Career and Technical Education: Edgewater High School consistently offers a myriad of elective courses that provide students with the opportunity to explore career interests. Edgewater also offers engineering courses, architecture courses, web design, and computer science courses through the Engineering, Science, and Technology Magnet for students displaying an interest in exploring careers in the field of Engineering.

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

Edgewater High School's guidance counselors schedule meetings with students and parents to develop academic plans which correlate with students' interests. Students are also provided the opportunity during the second semester to request courses for the following year that will support their academic plan and career interests. Edgewater also has a counselor whose primary responsibility is to manage college visits and our CRCC and ensure our students are informed and receiving any assistance necessary as they pursue college. Currently, Edgewater has a relationship with Embry-Riddle, Valencia, and the OCPS tech centers.