

The School District of Lee County

Edgewood Academy



2020-21 Schoolwide Improvement Plan

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Edgewood Academy

3464 EDGEWOOD AVE, Fort Myers, FL 33916

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

Demographics

Principal: Angela Nader

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (42%) 2016-17: C (52%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Edgewood Academy

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	91%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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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. 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.

Edgewood Academy exists to engage students through quality instruction in rigorous and meaningful work aligned with the Florida State Standards.

Provide the school's vision statement.

Edgewood inspires a love of learning to create future leaders.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Nader, Angela	Principal	<p>We created an effective leadership team who have diverse skills and perspectives that will contribute to achieving our school improvement goals. We are leading the change initiative process for our school. We are a school based group of energetic individuals who work collaboratively to design an organizational process for a renewal of school improvements by focusing on collaborative structures, high yield strategies, distributive summarizing, frequent formative assessments, and the excellent learning moments that occur in the classrooms. We share those excellent teaching and learning experiences across the school campus through sharing best practices, teachers observing teachers, professional development, videotape, and learning walks. The roles of each member are as follows:</p> <p>Administration: The principal and assistant principal are the instructional and operational leaders of the school. Administration carries out the School Improvement Plan (SIP) planning and implementation and MTSS problem solving, serves on the School Advisory Committee and participates in the leadership initiatives of the school. Administration recognizes and motivates students and staff to reach their goals with quarterly AR BBQ, AR Ice Cream Social, Principal Parties, and Bucket Jump Parties. Administration serves on the Positive Behavior Intervention Support (PBIS) committee a school wide initiative. Implementation of the Sanford Harmony program school wide. This program identifies practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying. All committees utilize a collaborative decision making process. Administration conducts walk-throughs, evaluations, and observations. Administration addresses student discipline interventions and parent conferences.</p> <p>MTSS Coordinator: Oversees the Multi Tiered System Support (MTSS) process and supports the teachers in collecting data. Conducts regular meetings to evaluate intervention efforts. Arranges MTSS meetings, enters data into CASTLE, Gathers all of the necessary paperwork, communication between home and school, provides</p>

Name	Title	Job Duties and Responsibilities
		<p>teachers with weekly access to fluency checks, and weekly access to high frequency words. Provides quality services and intervention with students and families. Facilitates the MTSS Team meetings, schedules and leads MTSS Team meetings, maintains log of all students involved in the MTSS process, sends parent invites, completes necessary MTSS forms and conducts social developmental history interviews when requested and ensures Castle houses correct information. Teachers are supported with guiding reading, reading, writing, math and small group strategies and interventions for struggling students through the Tiered layers. MTSS coordinator frequently communicates with teachers regarding problem solving, new initiatives, and shared practices to assist in student improvement.</p> <p>Peer Collaborative Teachers: Coordinates and facilitates professional development, coaching, modeling, and mentoring assistance school-wide. Facilitates Professional Learning Communities (PLC) with a heavy focus on standards based teaching and learning and utilizes progress monitoring to differentiate the "how" they are going to teach. They provide professional development focusing on high yield strategies, cooperative structures, and rigor to our teachers in our faculty meetings.</p> <p>Assists with data analysis. They work with our teachers to build rigor in their teaching and learning by building challenging assignments and tasks so the students think in a new challenging way which will lead to a deeper understanding of the content. They teach 50% of their day and perform leadership duties the other 50% of their day.</p> <p>Classroom Teachers assess frequently, enter MTSS data into Castle, and monitor weekly progress using I-Ready, weekly fluency, sight words, curriculum assessments , FSA scores, work samples, and anecdotes. This information is filed in cumulative folder at the end of each school year or if transferring/ withdrawing. Teacher attend MTSS Team meetings to collaborate on & monitor students who are struggling. Teachers implement interventions designed by MTSS Team for students receiving supplemental and intensive supports. Teachers also implement the Sanford Harmony program and deliver instructional interventions and enrichment with fidelity.</p>

Name	Title	Job Duties and Responsibilities
		<p>School Counselor attends the MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports. The counselor monitors data collection process for fidelity, reviews and interprets progress monitoring data and collaborates with the MTSS Team on effective instruction and specific interventions. Assists with the implementation of Sanford Harmony.</p> <p>The School Leadership Team:</p> <ul style="list-style-type: none"> - Reviews, monitors, and adjusts the School Improvement Plan throughout the school year. - Monitors school wide initiatives. - Analyzes and monitors school wide data from STAR, Early STAR, I-Ready, and District Formative Assessments. - Implements procedures that will increase and support student achievement. - Implements procedures to increase parent involvement. - Implement procedures for a safe school environment. - Communicates at our weekly Professional Learning Community (PLC). - Builds capacity to improve student achievement, retain highly effective and effective staff, safe and orderly school, and build a strong parent and community relationship.
Adams, Tiffany	Assistant Principal	
Butler, Kendra	Other	
Paiva, Sarah	Instructional Coach	
Anthony, Tonisha	Instructional Coach	
Shields, Noel	Instructional Coach	

Demographic Information

Principal start date

Wednesday 7/1/2020, Angela Nader

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (42%) 2016-17: C (52%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	86	76	84	74	70	0	0	0	0	0	0	0	469
Attendance below 90 percent	13	23	10	26	11	12	0	0	0	0	0	0	0	95
One or more suspensions	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	2	14	17	6	13	0	0	0	0	0	0	0	52
Course failure in Math	0	3	7	7	8	11	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	7	7	8	11	0	0	0	0	0	0	0	36

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 10/25/2020

Prior Year - 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	
Number of students enrolled	99	112	80	80	90	95	0	0	0	0	0	0	0	556
Attendance below 90 percent	23	26	19	17	24	15	0	0	0	0	0	0	0	124
One or more suspensions	3	0	0	3	5	4	0	0	0	0	0	0	0	15
Course failure in ELA or Math	18	35	16	18	26	10	0	0	0	0	0	0	0	123
Level 1 on statewide assessment	0	0	0	24	46	40	0	0	0	0	0	0	0	110

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	9	6	20	32	15	0	0	0	0	0	0	0	90

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	8	7	0	3	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	99	112	80	80	90	95	0	0	0	0	0	0	0	556
Attendance below 90 percent	23	26	19	17	24	15	0	0	0	0	0	0	0	124
One or more suspensions	3	0	0	3	5	4	0	0	0	0	0	0	0	15
Course failure in ELA or Math	18	35	16	18	26	10	0	0	0	0	0	0	0	123
Level 1 on statewide assessment	0	0	0	24	46	40	0	0	0	0	0	0	0	110

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	9	6	20	32	15	0	0	0	0	0	0	0	90

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	8	7	0	3	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	57%	57%	39%	55%	55%
ELA Learning Gains	53%	56%	58%	43%	53%	57%
ELA Lowest 25th Percentile	54%	50%	53%	43%	49%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	39%	62%	63%	53%	60%	61%
Math Learning Gains	48%	65%	62%	67%	60%	61%
Math Lowest 25th Percentile	58%	54%	51%	65%	50%	51%
Science Achievement	32%	52%	53%	53%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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
03	2019	38%	58%	-20%	58%	-20%
	2018	26%	55%	-29%	57%	-31%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	32%	55%	-23%	58%	-26%
	2018	27%	53%	-26%	56%	-29%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	34%	54%	-20%	56%	-22%
	2018	37%	52%	-15%	55%	-18%
Same Grade Comparison		-3%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	61%	-7%	62%	-8%
	2018	32%	58%	-26%	62%	-30%
Same Grade Comparison		22%				
Cohort Comparison						
04	2019	35%	62%	-27%	64%	-29%
	2018	36%	58%	-22%	62%	-26%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
05	2019	23%	58%	-35%	60%	-37%
	2018	43%	57%	-14%	61%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-20%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	50%	-20%	53%	-23%
	2018	41%	52%	-11%	55%	-14%
Same Grade Comparison		-11%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	33	36	22	48	64	19				
ELL	25	61	65	28	47	53	25				
BLK	30	38	36	31	44	64	24				
HSP	36	56	62	37	49	54	30				
WHT	58	75		65	56		50				
FRL	37	52	52	39	47	63	33				
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	20	42	56	23	35	29					
ELL	15	40	53	30	42	53	30				
BLK	28	52	62	28	38	31	20				
HSP	32	44	50	41	44	37	46				
WHT	38	56		50	56		43				
FRL	32	46	57	38	43	35	43				
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	16	29	45	30	46	67					
ELL	20	50	47	53	76	71					
BLK	41	37		32	44		30				
HSP	34	45	44	57	74	73	58				
WHT	58	41		50	65						
FRL	37	43	43	51	65	59	49				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

5th Grade Math proficiency remains the same this year. This is a trend over the last 3 years. 16-17-(58%), 17-18-(43%), 18-19-(23%). 4th Grade Math proficiency shows a trend of decline over the last 3 years. 16-17-(51%), 17-18-(36%), 18-19-(35%)
 Science proficiency is the lowest this school year and in 3 years. Science dropped 11% points from last year. ELA proficiency is also low at 36% proficient, but we gained 4% points from the 17-18 school year. Math proficiency is also low at 39% proficient and Math Learning Gains is low at 45% Learning Gains, but math proficiency and math learning gains stayed the same percentage. We did not show improvement or loss since the 17-18 school year. This is a trend over the last three years: 16-17-(53%), 17-18-(41%), 18-19-(30%)

The contributing factors to last year's low performance in 5th Grade Math proficiency, Science and ELA proficiency and Math proficiency scores are attendance, language barrier, mobility, loss of academic time due to transitions, not with us throughout K-5, and management. Our black and students with disabilities scored low in ELA achievement and math achievement. 30% of our black students were proficient in ELA and 31% of our black students were proficient in math. 17% of our SWD were proficient in ELA and 22% of our SWD were proficient in math.

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

Science proficiency and 5th Grade Math proficiency showed the greatest decline from the prior year. 5th Grade Math proficiency dropped 20% points this year. The prior year we lost 15% points. This is a trend over the last 3 years. 16-17-(58%), 17-18-(43%), 18-19-(23%). The factors that contributed to this decline was attendance, loss of time due to transitions, management. Our students with disabilities saw a decline from 20% proficient in ELA 2018 to 17% proficient in ELA 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math proficiency and Science showed the greatest gap compared to the state average. Our 5th grade Math proficiency was 23% and the state average was 60%, a gap of 37% points. Yes, this is a trend over the last 3 years. Also, Science proficiency was 30% and the state average was 53% points. Yes, this is a trend over the last 3 years. The factors that contributed to this gap are attendance, loss of time due to transitions, classroom management.

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

Our school-wide math learning gains of the lowest 25% showed the most improvement. We increased 24% points from last year. Also our 3rd grade math proficiency showed the most improvement. 3rd grade math proficiency increased 22 % points from last year. The actions that we took were: reduce class size in 3rd grade, administration hold data chats with our L25, administration work in small groups on math concepts, all students worked in I-Ready monitoring tool for reading and math, math assessments, weekly data walls, teacher accountability, High Yield Strategies, Collaborative pairs, engagement strategies. We also motivated the students with Bucket Jump Parties. Using the I-Ready data, if students jumped a bucket level from quarter to quarter they would participate in a fun quarterly Bucket Party. All students wanted to participate and tried their best to show improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We identified a large numbers of students scoring a level 1 in 4th grade ELA and Math and in 5th grade Math.

We have a concern with the increase number of students with two or more early warning indicators. These areas have been identified and are areas of concern. Another big area of concern is our attendance. We have worked in strategies to motivate the students and parents to make attendance a top priority for learning. We have parenting classes and this coming year will be the 2nd year we offered to our parents. The parenting classes are offered through Lee Health and are held on our campus for our parents.

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

1. We will focus on reading as our top priority to increase our number of proficient readers.
2. We will focus on attendance both teachers and students.
3. Increase engagement strategies that hold students accountable for their learning.

4. Implement Coaching Cycles with all teachers
5. Focus on student need by reducing disruptions to allow learning to occur.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Our Math learning gains are: 2016-17 - 67%, 2017-18 - 45%, 2018-19 48%

Measurable Outcome: Increase the % of students making learning gains from 48% to 58% as measured by the FY20 Math FSA.

Person responsible for monitoring outcome: Angela Nader (angelamn@leeschools.net)

Evidence-based Strategy: I-Ready is evidence based to improve academics. I-Ready differentiates instruction for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Implement High Yield Strategies to increase engagement. Hold weekly data chats with all grades 3-5 and students have data binders. Distribute frequent assessments to monitor learning. Provide students with after school tutoring to zero in on the targeted needs.

Rationale for Evidence-based Strategy: We selected I-Ready to differentiate instruction based on student needs. Our students get to work on I-Ready daily for 20 minutes in a small group rotation center. They strive to reach 45 minutes a week using this strategy. We also selected High Yield strategies to increase engagement and to hold students accountable for their learning.

Action Steps to Implement

1. Implement High Yields Strategies to promote engagement and learning.
 2. Continue with I-Ready to differentiate instruction based on student needs.
 3. Teachers hold weekly data chats with their students in grades 3-5. All students have data binders. Data walls are posted in the classrooms. Administration holds data chats with the L25% and works in small groups with these kids to support learning.
 4. Teachers distribute frequent assessments to monitor learning. We will also monitor IReady data.
 5. Provide students with after school tutoring to zero in on the targeted needs.
 6. Admin will hold quarterly data chats with the grade levels digging deep into the data and selecting strategies to best meet students needs.
- Students that gave effort will sign the principal's book and announced on the morning news.
7. Teachers will use strategies: High Yield Strategies: Distributive Summarizing, Collaborative Pairs, Thinking Maps, Questioning, Teach Like A Champion Techniques.
 8. Our 3-5 grade teachers stay after school one day a week for one hour to plan Math lessons using the crosswalk and levels. A District Math support person is leading the training and the Executive Director is also supporting our teachers after school during this time.
 9. Instructional strategic Plan aligned with District supports are in place.
 10. Provide additional supports in the classrooms in grades 3-5.
 11. Administration push in supports.
 12. Reorganize 5th grade Master Schedule to accommodate our monolinguals and to receive District instructional support for our LY students.
 13. PCT support in grades 3-5, Resource teacher support in grades 3 & 4, Reading intervention support in 4 & 5 grades and para support in grade 5.

Person Responsible: Angela Nader (angelamn@leeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus	ELA achievement performed low again this year. 38% of our students were proficient in ELA. 2016-17 we were 39% proficient, 2017-18 we were 32% proficient, and this year 2019 we were 38% proficient in ELA.
Description and Rationale:	
Measurable Outcome:	Increase the number of proficient students from 38% to 48% as measured by the FY20 ELA FSA.
Person responsible for monitoring outcome:	Angela Nader (angelamn@leeschools.net)
Evidence-based Strategy:	We will focus on reading as our top priority to increase our number of proficient readers. To do this, we will focus on state standards, use data to drive instruction, and provide consistent implementation of rigorous instruction and activities to increase student achievement. Edgewood is joining Florida's initiative JUST TAKE 20 (JT20). Just Take 20 is geared to improve student achievement in reading by recognizing that literacy begins at home! It is an expectation that all of our students read at least 30 minutes every night. I-Ready is evidence based to improve academics. Really Great Reading daily as part of our Walk To Read. Implement High Yield Strategies to increase engagement through Kagan, Thinking Maps, and Teach Like a Champion techniques. To help our reading efforts, Monday through Friday I will read a bedtime story and post on our school's Facebook page. It's a personal connection that comes through online. Many of our families don't read or speak our language.
Rationale for Evidence-based Strategy:	The more a child reads the better a reader they will become. They will be exposed to more words. When parents read with their child this will foster a positive relationship and a love for reading. This is something they can do together to promote positive outcomes and academic success.

Action Steps to Implement

1. Continue I-Ready ELA and Math. Have students strive for 45 minutes of I-Ready a week in both reading and math. Use I-Ready diagnostic assessment tool to determine student needs.
2. Continue to use Really Great Reading program during our Walk To Read
3. Place a heavy emphasis on our AR program. Students receive AR recognition for meeting their AR goals quarterly: AR BBQ and AR Ice Cream Party.
4. Communicate Just Take 20 to our parents and students and bedtime stories. Post this information on our website and Facebook.
5. Promote attendance using our programs PBIS, Principal Parties and Lunch to motivate our kids to be in school for academic success.
6. We will monitor IReady data and hold data chats with our students. We will also hold Grade level data chats digging deep into the data and identifying strategies to support student needs.
7. Students that gave effort will sign the principal's book and announced on the morning news.
8. Teachers will use strategies: High Yield Strategies: Distributive Summarizing, Collaborative Pairs, Thinking Maps, Questioning, Teach Like A Champion Techniques.
9. Our 3-5 grade teachers stay after school one day a week for one hour to plan ELA lessons using the crosswalk and levels. A District ELA support person is leading the training and the Executive Director is also supporting our teachers after school during this time.
10. Instructional strategic Plan aligned with District supports are in place.
11. Provide additional supports in the classrooms in grades 3-5.

12. Walk to Read groups
13. Reorganize 5th grade Master Schedule to accomodate our monolinguals and to receive District instructional support for our LY students.
14. ELL additional reading supports during specials.
15. PCT support in grades 3-5, Resource teacher support in grades 3 & 4, Reading intervention support in 4 & 5 grades and para support in grade 5.

Person Responsible Angela Nader (angelamn@leeschools.net)

#3. Culture & Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

The majority of our discipline referrals were written a referral for disrespecting the teacher. We need to keep our kids in class learning, and we want to teach them social skills. When they are not in class they are not learning. We need to motivate them to do the right thing and teach them that it's not polite to be disrespectful especially to their teacher. We implemented many PBIS strategies that we were using school-wide, but we want to specifically want to target disrespect. Our greatest decline was 5th Math & Science proficiency. Our ELA proficiency continues to still be lower than the District and State percentages. Teachers use the Sanford Harmony lessons & Morning Meet Ups will build those relationships and foster the social-emotional skills our kids need. Our 4 & 5 grade students if they're respectful and following our CORE4 they get to play with special person at recess.

Measurable Outcome:

We need to decrease the number of students receiving ISS and/or OSS from 3% to 2% as measured by the SESIR reported to District Support Application System by May 2020. We implemented PBIS strategies called Eagle Values "CORE 4" Be Responsible, Be Respectful, Be Safe, and Be an Active Learner. When we catch someone not being nice, safe, responsible, or an active learner we recite the CORE 4 with them. This becomes a teaching moment. Our Eagle Values "CORE 4" poster explains what it means to be Responsible (Respectful, Safe, Active Learner) and what it looks like at home, the bus, the classroom, the office, and the cafe. We displayed our Eagle Values "CORE 4" poster in our front office, in the classrooms, and cafe for all to view. We teach everyone our CORE 4. Our hope is that this will reduce the amount of disrespect in the classroom.

Person responsible for monitoring outcome:

Angela Nader (angelamn@leeschools.net)

Evidence-based Strategy:

Positive Behavior Support strategies to promote positive behavior.
Teach Sanford Harmony lessons to make the social emotional connections.
Conduct Morning Movement Meet Ups to build those positive relationships and create a safe classroom environment.

Rationale for Evidence-based Strategy:

Positive Behavior Support strategies to promote positive behavior. To reduce the level of disrespect and to promote positive behaviors.
Teach Sanford Harmony lessons to make the social emotional connections. To support their social emotional needs.
Conduct Morning Meet Ups to build those positive relationships and create a safe classroom environment.

Action Steps to Implement

1. Create a PBIS Committee
2. Implement Eagle dollars to reward kids for complying with the 4 core values.
3. Implement the 4 core values: Be responsible, Be respectful, Be safe, and Be an Active Learner. Teach the students and parents the 4 core values and what it looks like in the classroom, cafe, on the bus, and at home.
4. If they receive a referral or receive an N or U on their report card and they are not absent more than 3 days they get to participate in the quarterly Principal Party.
5. Implement Sanford Harmony social emotional lessons and Morning Meet Ups to build relationships daily.
6. Continue with our school-wide Eagle Pledge every morning.
7. Class DoJo to communicate with parents.
8. Classroom expectations posted.

9. Teachers greet students at the door.
10. Restorative Practices.
11. Guidance Counselor does classroom lessons on social skills and coping skills.
12. Alternative to Suspension program called PASS offered after schools 2 days a month from 2:45-5:20

Person
Responsible Angela Nader (angelamn@leeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	<p>The percentage (%) of students with an absence rate > 10%:</p> <p>Kindergarten: 23%</p> <p>1st: 26%</p> <p>2nd: 19%</p> <p>3rd: 17%</p> <p>4th: 24%</p> <p>5th: 15%</p> <p>School's total absent percentage: 20% are absent greater than 10%.</p> <p>Attendance effects learning and academic success.</p> <p>Attendance rate in the CASTLE early warning system is high. When students aren't in school they aren't learning. Students must be in school to learn for success.</p>
Measurable Outcome:	<p>Improving attendance will increase learning and improve academic success. Our measurable outcome is to improve attendance. Decrease the percentage of chronically absent students from 20% to 15% as measured by the CASTLE early warning system by May 2020.</p>
Person responsible for monitoring outcome:	<p>Angela Nader (angelamn@leeschools.net)</p>
Evidence-based Strategy:	<p>Attendance Works has evidence based research strategies on attendance, policies and programs that can improve attendance, and interventions designed to encourage students to be in school every day.</p> <p>PBIS strategies to increase attendance and encourage kids to be in school. PBIS is evidence-based behavioral interventions that provides supports and strategies to improve attendance.</p> <p>Sandford Harmony is a research based program that teaches social and emotional skills to our students. This program is taught daily.</p> <p>Morning Meet Ups is a program that builds character and relationships between the teacher and students. This program is performed daily.</p>
Rationale for Evidence-based Strategy:	<p>We selected the above strategies because our students need a social-emotional learning program designed to enhance their ability to succeed in school, careers, and in life. These evidenced based strategies provide a foundation for a safe and positive learning environment while building healthy relationships and supportive classroom communities.</p>

Action Steps to Implement

1. Implement Sandford Harmony lessons daily school-wide. This will promote the social-emotional support our students need.
2. Implement Morning Movement Meet Ups to build and foster relationships. This will promote the social-emotional support our students need.
3. Continue to grow our PBIS program for a safe learning environment and motivate students to be in school. School-wide we implemented PBIS strategies to increase student attendance. Every Friday is our Spirit Day, students can wear their spirit shirts. Teachers teach skills that promote good attendance and punctuality. We have implemented a PBIS Team. This team is monitoring the attendance data school-wide. PBIS strategies are being implemented to help with attendance. We tied attendance with our Principal Parties. To attend our Principal parties you must have good behavior also you can't be absent more that 3 days that quarter. Our PBIS Team, MTSS Team, and teachers are monitoring attendance data. If students are absent three days in a row a phone call is made to check on the child. If a student has excess absences monitored by our

FOCUS system our Parent Involvement Specialist and Social Worker get involved to make phone calls and home visits. PBIS professional development training was provided to teachers on how to promote good attendance and punctuality.

4. Communicate how important attendance is for school success. Edgewood Academy joined the ATTENDANCE AWARENESS CAMPAIGN - Team Up for Attendance! We are increasing our stakeholders' knowledge of "why" we teach attendance and how we promote the 2019 attendance campaign. If classes are present Monday through Thursday the class gets to eat outside on Fridays.
5. Use the Attendance Works strategies and implement school-wide. Provide evidence when parents, schools, communities work together, we can beat the odds and turn around chronic absenteeism. Teach attendance and promote a 2019-2020 attendance campaign pledge.
6. Daily perfect attendance classrooms will dance in the hallway to celebrate perfect attendance for today.
7. Perfect attendance classes for a whole week will eat outside on Friday to celebrate.
8. Our monitoring plan is to review daily and weekly attendance. We give rewards based on this data. Our Social Worker, MTSS, Guidance, and Parent Involvement meet to discuss attendance.
9. When a student is absent for two days the teacher will call home.
10. A sign is posted at front parent drop off, instructing parents to park and sign their child in the front office.
11. Perfect attendance awards announced on morning news.
12. Created an Attendance PLC which meets weekly: Social Worker, MTSS, Guidance, Parent Involvement Specialists, and occasionally District support.
13. The District supports purchased a washer and dryer for our school. Families in that need clean clothes can use our washers.
14. Contact transportation to see if our walking students can be picked up by a school bus and brought to school.
15. We incorporated the Walking School Bus. Every morning at 7:00 am we walk the neighborhood to pick up students and walk them to school. They get to school on time.

Person Responsible Angela Nader (angelamn@leeschools.net)

#5. Instructional Practice specifically relating to Math

Area of Focus	Math achievement performed low again this year. 39% of our students were proficient in Math. 2016-17 we were 53% proficient, 2017-18 we were 39% proficient, and this year again we were 39% proficient in Math.
Description and Rationale:	
Measurable Outcome:	Increase the number of proficient students from 39% to 49% as measured by the FY20 Math FSA.
Person responsible for monitoring outcome:	Angela Nader (angelamn@leeschools.net)
Evidence-based Strategy:	I-Ready is evidence based to improve academics. I-Ready differentiates instruction for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Implement High Yield Strategies to increase engagement. Hold weekly data chats with all grades 3-5 and students have data binders. Distribute frequent assessments to monitor learning. Provide students with after school tutoring to zero in on the targeted needs.
Rationale for Evidence-based Strategy:	We selected I-Ready to differentiate instruction based on student needs. Our students get to work on I-Ready daily for 20 minutes in a small group rotation center. They strive to reach 45 minutes a week using this strategy. We also selected High Yield strategies to increase engagement and to hold students accountable for their learning.

Action Steps to Implement

1. Implement High Yields Strategies to promote engagement and learning.
2. Continue with I-Ready to differentiate instruction based on student needs.
3. Teachers hold weekly data chats with their students in grades 3-5. All students have data binders. Data walls are posted in the classrooms. Administration holds data chats with the L25% and works in small groups with these kids to support learning.
4. Teachers distribute frequent assessments to monitor learning.
5. Provide students with after school tutoring to zero in on the targeted needs.
6. Provide push in support from support staff to help in small groups. Students that gave effort will sign the principal's book and announced on the morning news.
7. Teachers will use strategies: High Yield Strategies: Distributive Summarizing, Collaborative Pairs, Thinking Maps, Questioning, Teach Like A Champion Techniques.
8. Our 3-5 grade teachers stay after school one day a week for one hour to plan Math lessons using the crosswalk and levels. A District Math support person is leading the training and the Executive Director is also supporting our teachers after school during this time.
9. Instructional strategic Plan aligned with District supports are in place.
10. Provide additional supports in the classrooms in grades 3-5.
11. Administration push in supports.
12. Reorganize 5th grade Master Schedule to accommodate our monolinguals and to receive District instructional support for our LY students.
13. PCT support in grades 3-5, Resource teacher support in grades 3 & 4, Reading intervention support in 4 & 5 grades and para support in grade 5.

Person Responsible Angela Nader (angelamn@leeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

n/a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parents, students, teachers, community members and stakeholders are invited to attend our school events throughout the school year. We work hard to engage all stakeholders in Edgewood events. Through these events we build positive relationships with parents, families, and other community stakeholders. We have many strategies to help connect families with Edgewood. One of our community partners Lee Health is providing our parents parenting classes. We also hold many events throughout the year and we made teachers available at these events for parents. We send home school messenger to connect with families. We have parents participate in surveys to help us better our efforts and give the parents and community what they want. This is our second year we are partnering with Lee Health to offer our parents a 6 week parenting class. Golisano Childrens Hospital Lee Health is providing our parenting classes to meet the needs of our parents and to build a partnership with the community and parents. All parents are asked to become volunteers and to support our classrooms. Quarterly we seek the support from our parents, business partners, and community to create our school plans. We ask all stakeholders to be a part of our school advisory committee/PTO. The SAC/PTO creates parent involvement events for the upcoming school year and finds ways to support student needs. This is the group that helps create our Parent Family Engagement Plan, School Home Compact Agreement, and School Improvement Plans. We monitor the attendance from these planned activities at the end of each school year. We brainstorm strategies to increase parent involvement at Edgewood Academy. Our parent involvement activities build positive relationships with parents, families, and community stakeholders and we continuously strive to engage students through quality instruction in rigorous and meaningful work aligned with the Florida State Standards.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00