

Volusia County Schools

The Reading Edge Academy



2021-22 Schoolwide Improvement Plan

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The Reading Edge Academy

2975 ENTERPRISE RD, Debary, FL 32713

<http://readingedgeacademy.org/>

Demographics

Principal: Sue Smith A

Start Date for this Principal: 9/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	1%
2020-21 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
School Grades History	2018-19: A (65%) 2017-18: C (51%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Volusia County School Board on 9/29/2021.

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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The Reading Edge Academy

2975 ENTERPRISE RD, Debarry, FL 32713

<http://readingedgeacademy.org/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	7%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	52%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	C

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<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.

The Reading Edge Academy is dedicated to launching children's academic careers with success, confidence and the love for reading.

Provide the school's vision statement.

Create life-long learners prepared for an ever-changing global society.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Comardo, Margaret A. (Peg)	Principal	To oversee the entire organization of Reading Edge Academy, Inc. To prepare the budget for the schools, work with the Reading Edge Academy, Inc. Governing Board and report/meet with the board monthly. To oversee the faculty and staff, instructional decisions, student/parent concerns, oversees the purchasing of supplies and equipment for the schools, shares information with business partners and organizations.
Smoak, Deborah	Assistant Principal	Oversees the daily operations of Reading Edge Academy, recruits, trains, evaluates and supports faculty and staff. Responsible for discipline, scheduling for students, special areas, and instruction. Preparing Professional development for faculty/staff, attending Professional Development for administrators offered through the district and state. Serve as the LEA for the ESE department and available for staffings. Respond to parents/guardians about concerns for their student. Reviewing the data for the school and tooling, explaining and supporting the learning trends. Recommending curriculum and insure the opportunity for training for staff.
Asmussen, Keith	Other	Security, discipline, transportation, various other jobs as needed
Bonfield, Kimberly		Finance, HR, Insurance, technology, web master
Walton, Daovy	Instructional Coach	works with teachers, PD, ESOL , Testing coordinator

Demographic Information

Principal start date

Wednesday 9/22/2021, Sue Smith A

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.*

5

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.*

15

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

303

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	13	17	9	5	3	5	0	0	0	0	0	0	0	52
Attendance below 90 percent	1	3	0	1	2	0	0	0	0	0	0	0	0	7
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	6	4	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	6	1	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	10	10	5	3	2	3	0	0	0	0	0	0	0	33

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	3	6	5	5	3	5	0	0	0	0	0	0	0	27

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	3	1	1	1	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	12	17	9	5	4	5	0	0	0	0	0	0	0	52
Attendance below 90 percent	1	3	0	1	2	0	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	2	4	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	6	4	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	6	1	0	0	0	0	0	0	0	17

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	13	17	9	5	3	5	0	0	0	0	0	0	0	52

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	3	1	1	1	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	56%	57%	56%	55%	56%
ELA Learning Gains				61%	56%	58%	39%	51%	55%
ELA Lowest 25th Percentile				59%	46%	53%	38%	39%	48%
Math Achievement				64%	59%	63%	65%	60%	62%
Math Learning Gains				77%	56%	62%	61%	54%	59%
Math Lowest 25th Percentile				69%	43%	51%	48%	40%	47%
Science Achievement				73%	57%	53%	47%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	57%	58%	-1%	58%	-1%
Cohort Comparison						
04	2021					
	2019	44%	54%	-10%	58%	-14%
Cohort Comparison		-57%				
05	2021					
	2019	67%	54%	13%	56%	11%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	60%	2%	62%	0%
Cohort Comparison						
04	2021					
	2019	53%	59%	-6%	64%	-11%
Cohort Comparison		-62%				
05	2021					
	2019	83%	54%	29%	60%	23%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	56%	17%	53%	20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Istation,(K-5) Moby Max (Math, Foundations of Reading, Science, and Social Studies) (K-5) SIPPS (K-3), Wilson (ESE),(K-5) Road To The Code (ESE),(K-5) Small Group Instruction and Interventions,(K-5) Sight Word Recognition (K-2) , Letter/Number Recognition (Kindergarten), Topic Check, Math, ELA and Science (2-5)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	54	54
	Economically Disadvantaged	32	32	32
	Students With Disabilities	0	0	0
	English Language Learners	12	12	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	54	54
	Economically Disadvantaged	32	32	32
	Students With Disabilities	0	0	0
	English Language Learners	12	12	12

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	46	46
	Economically Disadvantaged	25	25	25
	Students With Disabilities	4	4	4
	English Language Learners	12	12	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	46	46
	Economically Disadvantaged	25	25	25
	Students With Disabilities	4	4	4
	English Language Learners	12	12	12

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	57	57
	Economically Disadvantaged	34	34	34
	Students With Disabilities	9	9	9
	English Language Learners	16	16	16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	57	57
	Economically Disadvantaged	34	34	34
	Students With Disabilities	9	9	9
	English Language Learners	16	16	16
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	33	33
	Economically Disadvantaged	15	15	15
	Students With Disabilities	10	10	10
	English Language Learners	12	12	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	33	33
	Economically Disadvantaged	15	15	15
	Students With Disabilities	10	10	10
	English Language Learners	12	12	12
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	27	27
	Economically Disadvantaged	13	13	13
	Students With Disabilities	6	6	6
	English Language Learners	4	4	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	27	27
	Economically Disadvantaged	13	13	13
	Students With Disabilities	6	6	6
	English Language Learners	4	4	4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	27	27	27
	Economically Disadvantaged	13	13	13
	Students With Disabilities	6	6	6
	English Language Learners	4	4	4

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	9			27							
ELL	29			53							
BLK	53			60							
HSP	34			46							
WHT	58	69		60	69		69				
FRL	20										
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										
ELL	21			50							
BLK	44			81							
HSP	62	59		65	82						

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
WHT	59	63		62	71		85				
FRL	14	30		29	36						
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	20		19	18						
ELL	42			33							
BLK	60	31		87	62						
HSP	42	45		56	65		20				
WHT	63	39	45	64	58	53	48				
FRL	45			73							

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	6
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Third grade scores did not meet the 50% requirement for passing (level 3 or higher, 27/57) Level 2 & 1 had 30 students, 21 were in level 2 and 9 were level 1. Those 30 students out of 57 receive intensive interventions using the additional 30 minutes of daily interventions (Istation rediation, Moby Max, Reading Foundations, and small group instruction). Our 4th grade did meet the 50% requirement as did 5th grade. We recognize that our 3rd grade is not adequately prepared coming from second grade for the rigor expected in the curriculum. We also know that COVID-19 had a definite negative impact on our student scores. Many of these students were absent from traditional instructions from March of 2019 through November of 2020 We have determine what steps need to be taken to increase our rigor among the second grade team.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need is in the primary grade level of instruction. First and second grade will need to increase the expectation of rigor and better prepare those students for the rigor of the curriculum in third grade. This also indicates that kindergarten will need to insure that students are accurately evaluated with sight words, and reading levels (DRA, SIPPS, etc) Interventions and remediation will continue daily in small groups. This group of students (our primary) showed the greatest need for remediation and intervention support due to the absence of school of several months due to COVID-19. Although these students did have Google Classroom with a live teacher instructing, the transfer of learning was not as obvious for these students. The results of the monthly IStation report, Moby Max report and the DRA's that were done when school resumed were part of the data that was collected and reviewed. These students are now in 3rd, 2nd and first grade and being monitored monthly for progress.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

It appears that the 3rd grade students are coming into that grade with many 'holes' that must be plugged. Students were not fluent readers, lacking spelling and decoding skills, and writing skills were also weak. They also don't appear to have the stamina to endure long sessions of testing, such as the FSA. As previously stated, our primary grades (kindergarten, first and second) are going to have to increase their expectations and delivery of instruction. Students in those grades are learning to read, but need to transition to reading to learn for the intermediate grades and then on to middle school. We have added an additional curriculum "Benchmark Advance" to our program for the 2021-2022 school year. Teachers have had and will continue to have specific training in that program to assist with the remediation and interventions for those students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The FSA data and the IStation monthly reports showed that the 4th and 5th grades were progressing as expected and above the 50% learning mark. In those grades there were also 10 of the 61 students who were ESE and there were another 11 that were ESOL. Those two groups did show good growth with the FSA, particularly with their 3rd grade scores for 5th grade (they took the 3rd grade FSA in 2018/2019.) This group showed good gains from that test. Fourth grade did not take a 3rd grade FSA,

so there isn't any data to compare them to except what they did on the IStation monthly reports. These reports are gathered and discussed at the data meetings monthly. The teachers and administration look for the trends to determine what changes might need to occur or if the instructional piece is working as expected. We also know that the winter through spring tutoring that we do as a school made a good difference in our student scores. All faculty participates in the tutoring which allows for smaller instructional groups. This takes place after school on Early Release Wednesdays for one hour after regular dismissal.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The teachers in place for the 2019/2020 school year were experienced teachers with strong teaching strategies for ELA and/or Math. They chose to team teach and have each teacher focus on their personal strength with curriculum. That appeared to be a significant advantage to our program. It also required parent conferences to be held with more than one teacher as the motivation, or lack of completion of assignments showed up in both areas of math and ELA so parents were able to recognize that part of the issue was a lack of engagement on the student's part. The teachers worked closely together to encourage and motivate all students to stay focused and ready to learn. The fifth grade had only one teaching unit, so that teacher utilize the strategies in the fourth grade as much as possible to encourage participation in learning within the classroom. As previously stated, the school does tutoring in the winter and spring for students on Early Release Wednesday for one hour. Parents have been very willing to come back to school to pick students up after tutoring. The data showed that the students who participated in the tutoring did at least one level better than those who didn't. We will continue the tutoring.

What strategies will need to be implemented in order to accelerate learning?

As previously stated, 3rd grade is where the biggest concern is to increase the success of our students. The use of Benchmark Advance is designed with remediation and interventions for the students. The teacher has multiple resources and supports for those who are struggling which include Istation, Moby Max Reading Foundations, and Learning Ally. Our ESE department is also utilizing the Benchmark Advance, Wilson, Road to the Code, Corrective Reading and other available resources to deliver concrete instruction for those students identified as ESE. The faculty has had previous trainings on all the above mentioned resources and continue with online trainings as offered by the vendor. We held live-in person trainings in 'small group instruction utilizing the supports in the Benchmark Advance, IStation, and Moby Max so that there was a variety of options for our students and the teachers. We have adjusted our schedules and special areas so that teachers were able to have time to have an effective teaching and joint planning opportunities for their students. The Support faculty (ESE and Speech) are utilizing the 'push in' model so that students are not missing important instruction due to being pulled out to have those services We have observed the positive impact this has on our students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training is provided throughout the school year for all teaching staff along with our paraprofessionals. We utilize the paraprofessionals to help keep the other students actively engaged while the certified teacher is working with those students who need the interventions and remediation. The training includes, Benchmark Advance, SIPPS, Istation, Moby Max, Fluency checks, sight word recognition, etc. The trainings occur on designated district Professional Duty days within the calendar and during the hour of Early Release Wednesdays once a month. This training is delivered by teachers, administration, or district personnel that has experience or training in that field. Many of these initial trainings were done prior to school starting in July, 2021 and early August 2021 so that teachers had

the ability to appropriately plan a course of action for their students. New hired faculty is included in the trainings during the school year and placed with a veteran teacher who has had the training for support. The goal is to make sure that ALL students have the resources available with the instructional fidelity to allow the student to have a desired learning goal. Students don't know what they don't know and only with a trained faculty member will they be able to recognize when they have learned and/or mastered the expected skill.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

These trainings and services will continue throughout the year since the Early Release Wednesdays allow for an hour weekly as the need arises. Reading Edge Academy will also continue to utilize the Early Release Wednesdays during the second semester to host 'after school tutoring' at no cost to the families for that hour until two weeks prior to taking the FSA. This tutoring is done by all faculty for those students whose families agree to let them remain after school for the hour tutoring. There is no bus available at that time, so parents are required to come and pick their student up after the tutoring is done. The tutoring is designed with specific skills and lessons that students are continuing to struggle with during instructional time. The school and faculty are working together to close the gap these students are experiencing.. Students take 'checks' after the skill is taught again to show mastery or the need for another approach in the learning. The skills are specific to the student's needs so that they are 'plugging' their holes in their learning. The missing strategies and instructional pieces are a direct result of COVID-19 and the school closure that was required.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: The ESSA subgroups in our Academy, economically disadvantage, ESE and our ESOL typically did not score in the acceptable range on the third grade ELA FSA test in the spring. We know that these groups have specially challenges that we regularly address, however, we will take a much closer look at these individual groups of students. We will include our support staff to assist with determining what the expectations should be for these students and how we can best meet their needs to accomplish this task.

Measurable Outcome: The Academy expects the ESSA subgroup of third grade, specifically, will score in the acceptable range on the ELA FSA state assessment. The ESSA subgroup will increase their scores by 10% on the ELA FSA test in the Spring.

Monitoring: The Academy will continue to utilize the same assessments that are used for all students along with those that are available in the ESE program. We have IStation, Moby Max Reading Foundation, and Benchmark Advance. The monitoring takes place during the team weekly meetings that will include the ESE and support personnel. The trend will help the faculty and administration monitor the exact movement for these students.

Person responsible for monitoring outcome: Deborah Smoak (dcsmoak@volusia.k12.fl.us)

Evidence-based Strategy: The evidence-based strategy implemented is the same the Academy has in place for all students. We have adopted the B.E.S.T. standards are students are aware of the expectation, even with accommodations or modification. Teachers have been and will continue to be trained in the programs that are being implemented. Benchmark Advance, IStation, and Moby Max Reading Foundation, SIPPS, and those used in ESE when needed, Wilson, Road to the Code, etc.

Rationale for Evidence-based Strategy: This strategy has proven to be successful for the Academy in identifying the trends that can be tracked and monitored as the year progresses. Students are on a 'watch list' that helps all parties to be a little more aware of the needs in this subgroup/.

Action Steps to Implement

- Attendance Contract
- Weekly monitoring of student progress
- Collaborative planning with ESE support

Person Responsible Daovy Walton (dwalton@volusia.k12.fl.us)

- Administration will review and oversee:
- Attendance Contract
- Weekly monitoring of student progress
- Collaborative planning with ESE support

Person Responsible Deborah Smoak (dcsmoak@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The B.E.S.T Standards was selected due to the fact this is a new set of standards adopted by the state of Florida and was expected to be implemented this school year. The teachers and leadership had to be trained over the summer for these standards so that we can appropriately use them in the classroom.

Measurable Outcome: The Academy will see an increased in our third grade test scores from 47% proficiency on the ELA FSA assessment this spring to be at the 55% acceptable passing or higher. This can be monitored through out the year with supported data prior to the FSA being taken in the spring.

Monitoring: The Academy utilizes the weekly hour team meetings to review and analyze the data of the programs being used, Benchmark Advance, IStation, Moby Max Reading Foundations, and Topic Checks. These reports will be looked at weekly and the trends will determine how well we are doing and if we will be able to meet our goal of 55% scoring in the level 3 - 5 range.

Person responsible for monitoring outcome: Deborah Smoak (dcsmoak@volusia.k12.fl.us)

Evidence-based Strategy: The evidence will be the data collected from the reports and the analyzing that is done with the teachers and support faculty members. The Instructional Coach, ESE Specialist and Administration will help the teachers make adequate plans for additional support if needed.

Rationale for Evidence-based Strategy: Benchmark Advance is a new set of curriculum and standards for our staff. We know that the training is required to allow them to feel comfortable and supported to deliver this curriculum and standards to the students in a meaningful manner. 47% of 3rd graders scored a level 3 or above in ELA; 53% scored below a level 3 in ELA, therefore, those are the students we will be targeting for improvement through the use of teacher training, Data analysis, interventions, progress monitoring, using research based strategies, and response to intervention 1.07(Hattie 2009).

Action Steps to Implement

Provide ongoing professional learning and training in the Benchmark Advance series during data meetings and teacher duty days.

Conduct collaborative planning that includes planning for alignment between the standard/benchmark for lessons and learning tasks.

Teams will engage in ongoing teacher planning with their teams during planning times and integrate benchmarks into their planning.

Help teachers review and understand data to provide interventions for students who need additional instruction to be successful

Person Responsible Daovy Walton (dwalton@volusia.k12.fl.us)

Administrative walk-thrus to provide teachers with specific feedback on whole group and small group instruction.

Conduct PLC's focused on identifying learning targets for instruction and determine students who need additional instruction or intervention to be successful.

Help teachers review and understand data to provide interventions for students who need additional instruction to be successful.

Person Responsible Deborah Smoak (dcsmoak@volusia.k12.fl.us)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: The Academy adopted the Benchmark Advance to align our program with the newly adopted B.E.S.T. standards. Our teachers were trained over the summer with this new program and how the new standards are implemented within this program. As leadership, we want to be able to support the classroom teachers as they prepare and deliver the instruction for our students.

Measurable Outcome: The measurable outcome for our faculty will be seen in the 'walk throughs' that the leadership will be doing weekly during the ELA instruction in all classrooms. Leadership will be looking specifically at Domain 3 within the Danielson evaluation program that is used within our Academy. The expectation is that during the instruction the leadership will see the teacher participating in questioning techniques, building and expanding on statements, utilizing the evidence in the passages, etc.

Monitoring: The Leadership will request conferences with the teachers after 'walk throughs' are done and discuss what was seen and heard during the visit. Teachers will have the opportunity to express their view of how the lesson was received during that 'walk through'. Changes or supports may be offered or additional support may be required.

Person responsible for monitoring outcome: Deborah Smoak (dcsmoak@volusia.k12.fl.us)

Evidence-based Strategy: The evidence will be the outcome of the walk through and how well the teachers are implementing the lessons and the standards involved. The Danielson evaluation model is researched based and the Academy teachers are trained in the tool that is used. Providing formative and summative feedback that is data driven, specific, timely and actionable to teachers has an effect size of 0.74 (Hattie).

Rationale for Evidence-based Strategy: The rationale supports the idea that this is a new curriculum and these are new standards that teachers are implementing. The Benchmark Advance and B.E.S.T. standards are important new parts of the teaching profession. We know that it will take time for teachers to become well acquainted with all the parts and pieces. Training will be ongoing and supported frequently. Leadership team and teachers will work together to enhance the teaching-learning process.

Action Steps to Implement

Administration will support the teachers with the PD offered through the walk throughs and the feedback that is presented after each walk through. These walk throughs will also assist the administration and the Instructional Coach determine where the teachers are strong and where there might still be a need for additional specific training. Teachers will also complete brief surveys about the specifics of their standards and how comfortable they are with the resources and training available to teach it to their students with fidelity to gain mastery. The weekly team meetings will also allow for specific discussions about the various standards and resources available. This meeting includes the Instructional Coach and administration.

Person Responsible Deborah Smoak (dcsmoak@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Reading Edge Academy does not have a report in the Safe Schools for Alex site. That is primarily due to the fact that, as a Charter School, our families are extremely involved with their student's education and they chose to come to this charter school instead of the local district school. Making that decision to attend the academy comes with some requirements for the family. The Academy does require each family to do 30 hours of volunteer service for the school annually (that is per family not per student). This volunteer service is most often done in the form of service at the school during school hours, which means the family is visible on the school site and the students are aware the family is here. These volunteer hours allow the student to see the family and for the family to see the student in a learning environment. Therefore, we don't see the typical student misbehaviors that are seen at other schools. Parents work closely with the administration, faculty and staff to support the expectations for engagement during instruction within the school day. Another benefit that supports our students and helps them monitor their own behaviors is the camera system that is in each classroom within the school.

At Reading Edge Academy we have three faculty members that are NCI trained, Keith Asmussen (TOA), Kim Newell (Teacher), and Daovy Walton (Instructional Coach). These people intervene quickly to keep situations from escalating into something that distracts from the learning environment. The goal for our students is to redirect the behaviors, calm the student and allow that student to adjust back into the learning environment. This team along with administration reacts quickly to student disruptions to minimize the loss of instructional time.

Students in the kindergarten are adjusting to the school environment and seem to be the ones that have the most difficulty with monitoring their emotions and behaviors. Our administration along with our Governing Board utilizes our funding in order for our kindergartens to have paraprofessionals in each of those classrooms. The paraprofessionals are trained to know when to step in and assist with the classroom instruction or activity if the teacher needs to address the immediate needs of one student. The paraprofessional is also trained to know when to call for assistance when that teacher is working with that one student so that student is always being encouraged and sometimes protected from themselves. Kindergarten students need that additional level of support, especially in the first months of school to learn the socialization and interaction that occurs traditionally in a classroom. This has been very effective for our school with preventing students from escalating to any 'out of control' behaviors and allow them the opportunity to practice and observe strategies that help monitor and allow for self control. Older students are also allowed this opportunity to practice their self controlling techniques, such as deep breathing, moving to some 'safe' spot in the room, asking to go to see someone else that might help (administration, TOA, Instructional Coach, ESE teacher, etc) knowing that the goal is to return to the classroom with the shortest amount of time loss 'out of the classroom'.

We utilize the first three weeks of school teaching procedures and CHAMPS for all of our grades. Within these lessons are the tools to deescalate all kinds of situations, anything that would cause them to miss vital instruction or time on task. The students seem to do well with this instruction and the time loss in immediate curriculum instruction is made up in the lack of discipline issues experienced within the classroom after the three weeks of procedures. The Academy does utilize the ESE department and the teachers are trained to document any behavioral actions that a student may display that isn't considered within a 'normal' range. The documentation is then collected and the appropriate support staff become involved to insure that each student is having their needs met for that learning to occur. This support could include a behavioral plan, a behaviorist, counselor, therapist, or a different educational setting that would have the supports in place to allow this student to thrive and achieve success.

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.

Reading Edge Academy works together to build a positive school atmosphere and learning center. We wear uniforms to identify our students to us and to one another, sharing a common group, helping them to understand that we all belong together and work together. We believe that students need to know they belong to something or someone that is special and has the feeling of family. We also call our classes 'teams'. We want our students to work together as a team to become successful. We strive to share that we are stronger together. We emphasize the safety and security that is felt at Reading Edge Academy. The first few weeks of school are spent in sharing with students the safety and security drills, not to frighten them, but to assure them we have the ability to keep them safe while they are at school. We share the camera security with the classrooms so they know that we are watching and protecting, ensuring that we are always prepared. As the school year progresses, we celebrate all successes and share how that success was made possible. Students get to experience recognition in an assembly of their peers cheering them on to better things, it isn't only the top of the group, it is all positive movement within their learning (sight word recognition, letter/work sounds, reading level increases, moving forward with tiers, scoring well on assessments). Students who have difficulty being a positive friend or peer, is reminded how to turn that negative into a positive. Bullying is not tolerated, and our families are supporting that effort. At Reading Edge Academy, we begin and end our day with positive statements and 'happy' thoughts to help students hear what positivity sounds like. The morning announcements end every day with the word DOLPHINS (Do our best work, Own our Mistakes, Listen and Share, Play fair with all, Help those in need, Independently work hard, Never Stop trying, and Always show respect). This is our motto and is recited frequently for the students to hear. After just a few weeks of school, students are heard in the hallways saying positive things to one another or their teachers.

We also have activities that encourages students to stay positive and encouraging to one another. We are incorporating clubs for students to participate in. The idea of belonging to something bigger than just them helps with learning to work together for a common goal.

We encourage the student's parent to come and volunteer at the school and become a part of the great things happening on campus. Parents are asked to do the 30 hours of volunteering and that has helped them to see what is really done, the effort that teachers and staff put into making their student successful. This involvement has made a huge difference with multiple things at school. We are receiving parent support with student achievement, understanding the value of home practice, willingness to support the activities of the school since it is always designed to help their student.

Parent involvement allows us to give the students opportunities at school that they may not get elsewhere. Three times a year we host a Scholastic Book Fair. This is ran entirely by volunteers. They decorate the room, set up the displays, staff the fair daily for a week so that students can shop for books and host a Family Night where students can bring their families to the Book Fair. We are called Reading Edge

Academy, so we value students reading good books and having books available for student to read. Many of our families purchase additional books to give to those students who might not have the monetary funds to purchase on their own along with funds from the proceeds of the fair are used for student books. The Holiday Shop is another activity that is totally organized by our families and again the shop is open for students to shop for their families for the various holiday items. These are activities that could not occur without our family's support.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders actually includes all of us on campus; administration, teachers, support staff, cafe, students, volunteers, and parents. Reading Edge Academy is well aware that it takes all of us to be successful and educate our students. Administration recognizes it begins with us and how we work with our staff and families. We welcome our students and families into our school on a daily basis with the positive statements and attitudes, along with a smile on our faces. Families and students know that administration will be available to talk with them whenever the need arises. We make sure that someone (designee) will begin the conversation with the family or student and assure them that administration will be in contact as soon as they are available, should it not be a good time for the administration to be interrupted. The front office is the first line of defense with our families and we are blessed to have a receptionist/registrar who has that personality of always seeing the bright side of things. Students move through the halls to the classrooms and pass more faculty/staff that greets and ushers them to their classroom. We hear laughter as students go into the rooms. When they enter the room the teacher and/or paraprofessional greets each student by name and shares a statement for that student that day. It is always a positive one. Students are informed that school has officially begun when they hear the morning announcements, we do not use bell ringing. The announcements are started with a bright "Good Morning Reading Edge Academy" and then proceeds to the rest of the items of interest. Student birthdays are announced in the morning announcements with an invitation to come to the front office to get a birthday treat. We even announce our faculty and staff - they are important too. Morning announcements close with "We want you to have a (Marvelous, Monday - Thrilling Tuesday, Wonderful Wednesday, Terrific Thursday, or Fabulous Friday) daily. Students enjoy that and it is heard echoing in the halls during the day. Classes have begun and students move into their special areas, where that teacher is saying good-bye to one class and accepting their class. Again, the positive interaction between the teacher and students occurs. In the cafe, students see people working together to serve and/or clean up after a class has had lunch. Many volunteers come to assist with our lunch times and work to clean tables, help students with opening product, sweeping the floors, even taking out the garbage. Students see everyone working together and everyone being appreciated. At the end of the day, students are again dismissed with a voice, not bells, saying "You are dismissed, have a wonderful afternoon and we will see you tomorrow".

As previously stated, our families are an important part of our school and they not only support our positive culture, they help to define it with their students. They support the expectations of our school and the teachers. They are responsive when called for any reason, student illness, help with an activity, needs of the school and even with fund raising when needed. Our families are part of the backbone of this Academy.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00

	Total: \$0.00
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