

Brevard Public Schools

Edgewood Jr/Sr High School



2021-22 Schoolwide Improvement Plan

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Edgewood Jr/Sr High School

180 E MERRITT AVE, Merritt Island, FL 32953

<http://www.edgewood.brevard.k12.fl.us>

Demographics

Principal: Jacqueline Ingratta M

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
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)	17%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (90%) 2017-18: A (89%) 2016-17: A (88%)
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 is pending approval by the Brevard 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 7-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>16%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>32%</p>

School Grades History

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

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a positive and safe environment for all students with a challenging curriculum, with high expectations for student achievement, and with emphasis on critical thinking skills, problem solving, a sound knowledge base, and lifelong learning skills.

Provide the school's vision statement.

To seek excellence in who we are, what we know, and what we do.

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
Ingratta, Jacqueline	Principal	Principal
Diakakis, Julia	Assistant Principal	Assistant Principal Curriculum & Instruction
Stewart, Nicholas	Assistant Principal	Assistant Principal of Operations
Cooper-Denton, Kristi	School Counselor	Guidance Department Chair
Roessler, Sarah	Administrative Support	School Secretary
Saxenmeyer, Jacqueline	Other	School Resource Officer
Worcester, Jeff	Teacher, K-12	Athletic & Activities Director/Teacher
Taylor, Danielle	School Counselor	ESE Contact
Saul, Abby	Instructional Coach	
Phillips, Diane	SAC Member	SAC Chairperson

Demographic Information

Principal start date

Friday 7/1/2016, Jacqueline Ingratta M

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.*

8

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

925

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

1

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

6

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	0	0	0	0	0	0	0	180	180	177	132	135	121	925
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	2	2	5
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	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	1	0	1	0	3

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	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Wednesday 9/8/2021

2020-21 - 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	0	0	0	0	0	0	0	182	186	154	150	134	131	937
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	2	0	2	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	182	186	154	150	134	131	937
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	2	0	2	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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				96%	59%	56%	97%	58%	56%
ELA Learning Gains				75%	52%	51%	71%	53%	53%
ELA Lowest 25th Percentile				82%	40%	42%	75%	44%	44%
Math Achievement				96%	48%	51%	99%	50%	51%
Math Learning Gains				76%	49%	48%	70%	46%	48%
Math Lowest 25th Percentile				83%	45%	45%	78%	43%	45%
Science Achievement				95%	66%	68%	97%	67%	67%
Social Studies Achievement				99%	70%	73%	98%	70%	71%

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
07	2021					
	2019	95%	58%	37%	52%	43%
Cohort Comparison						
08	2021					
	2019	96%	63%	33%	56%	40%
Cohort Comparison		-95%				
09	2021					
	2019	98%	62%	36%	55%	43%
Cohort Comparison		-96%				
10	2021					
	2019	99%	59%	40%	53%	46%
Cohort Comparison		-98%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	97%	62%	35%	54%	43%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-97%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	90%	53%	37%	48%	42%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	66%	33%	67%	32%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	74%	24%	71%	27%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	61%	35%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	60%	36%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA's Measuring Academic Progress (MAP) tool will be utilized to progress monitor all students in MJ Accelerated Math 7, Algebra 1 Honors, and Geometry Honors. Students who did not earn a 3 or higher on the 2021 FSA (Reading) were recommended for Intensive Reading (IR). Read 180 Progress Monitoring will be utilized for students in Grades 7 through 11 who are enrolled in IR, to progress monitor reading and writing. Student data will be used in collaborative meetings within departments as well as cross-curricular discussion on shared students.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	65	66
	Economically Disadvantaged	18	17	15.5
	Students With Disabilities	1.6	1.7	1.7
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	61	56	82
	Economically Disadvantaged	59	72	82
	Students With Disabilities	3.7	3	3
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter
Civics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	90
	Economically Disadvantaged	N/A	N/A	15
	Students With Disabilities	N/A	N/A	4.3
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	95
	Economically Disadvantaged	N/A	N/A	17
	Students With Disabilities	N/A	N/A	2
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	86
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			95
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			88
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			95
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			98
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			91.7
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			87
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			98
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities			
	English Language Learners	N/A	N/A	N/A

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners	N/A	N/A	N/A

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	76	41		70	40			92			
ASN	96	73	70	97	73		95	100	97		
BLK	100	79		94	50				90		
HSP	87	59	57	90	50	71	93	94	91	100	94
MUL	96	72		100	48		95	93	95		

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
WHT	90	68	69	95	60	62	91	98	93	100	95
FRL	91	71	74	92	59	67	92	98	82	100	94
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	93	85		94	64						
ASN	100	79		93	78		96	100	89		
HSP	93	75	71	93	69	71	89	95	100		
MUL	98	91		100	81		100	100	100	100	100
WHT	97	73	83	97	77	85	95	99	97	100	92
FRL	96	76	77	93	75	73	93	98	90	100	83
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	92	36						100			
ASN	100	84		100	86		100	100	100		
HSP	97	73	79	100	73	83	98	97	100	100	95
MUL	98	73		97	73		96	100	94		
WHT	96	69	76	98	67	78	96	98	97	100	93
FRL	97	67	79	98	69	80	96	98	95		

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	84
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	921
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	83
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	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	84
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	84
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

As in past years, the data component that showed the lowest performance is math learning gains for students with disabilities. In order to assist our students with disabilities, we needed to increase opportunities for assistance. In pre-COVID years, Power Hour was used to provide supports and tutoring for students. During the 2021 school year, there were opportunities provided through Zoom where teachers could work with students. Academic support was provided through a program led by a math teacher outside of school hours. For the 2022 school year, we have gone back to in-person tutoring, teacher office hours, and Power Hour. There continues to be tutoring available in the media center and virtually twice a week or, as needed, by peer tutors from the National Honor Society, National Junior Honor Society and Mu Alpha Theta (Math Honor Society). In addition, we added an ESE-certified math teacher. Our curriculum is also more succinct. Previously and continuing for 2022, department teams spent time aligning our curriculum across all subjects and grade levels. Therefore, teachers are aware of what students learned the previous year, what they are expected to learn this year and what they will be learning in their next course. Teachers use pacing charts for students to ensure students are ready for the next level in the curriculum. Data from the MAP assessments have added to progress monitoring and teacher-driven instruction based on student progress.

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

The component that had the greatest decline from the previous year was the performance of Hispanic students in science. This dropped by 9% from the previous year. We explored factors that contributed to this decline. They are still unknown at this time. A curriculum change has been made for the 2020-2021 school year in which AP Biology and AP Chemistry are taught back to back with Biology 2 Honors and Chemistry 2 Honors to allow more in-depth instructional exposure and laboratory time. This change provided students with greater learning opportunities allowing increased focus on AP standards. Another factor that supported AP Biology and Chemistry changes was the district-wide block scheduling in 2021. Previously, a factor for the decline was the high stress levels in our students, which the curriculum change with these two high-level courses helped alleviate. Many students are stressed from their rigorous courses, and numerous standardized tests add to this stress as well. Our students care deeply about their grades and test scores so they feel the pressure very

easily. Also, the population of this subgroup is small, so this decline could represent results for as few as one or two students.

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

The data component that had the greatest gap when compared to the state average was math achievement. In the 2019 school year, we were 45% above the state in this category. One factor that contributed to this gap is the addition of a regular algebra and geometry class. While all of our students work above grade level, some of our 8th graders were not ready for the honor version of their mathematics course. The addition of one section of Algebra 1 and Geometry allowed the teacher to move at a pace that was better matched to these students, thus allowing them to be more successful. We typically trend in the 90th percentile for math compared to the state's trend in the 50th percentile. The plan was to add a section of Algebra 2 so that these students may continue to be supported with a more appropriate pace and instruction. Due to COVID-19 and a change in scheduling which affected state requirements with seat counts in the 2021 school year, we currently do not have courses in math below the honors or advanced level. Our teachers of these students are scaffolding and differentiating instruction in order to meet the needs of lower-performing students. This will enable these students to continue to learn at a more appropriate pace. For the 2022 school year, we are continuing to offer honors-level courses. This is due to the ability of many students to progress with two math classes, which was encouraged through block scheduling.

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

The area that improved the most was students with disabilities in ELA learning gains. They went from 36% in 2018 to 85% in 2019. One of the new actions taken was to develop a more consistent curriculum. Teams met to develop a vertical alignment. In addition, we had the benefit of adding an instructional assistant (IA). Our IA pushed into ELA classrooms and primarily assisted our students with disabilities. The IA also checked in with these students frequently and reminded them to complete assignments and answered questions in areas in which they were struggling. Due to the lack of state assessment data for the 2020 school year, we followed the district implementation of utilizing Reading Plus to collect baseline data for all ELA students in 2021. (Note that for the 2022 school year, the district has switched to the Read 180 program for ELA progress monitoring.) This data will be instrumental in providing teachers with progress monitoring of students' achievement gaps and levels. SAT data showed learning gains across the board for all of the students who took the assessment. The mean of scores from 2019 to 2020 schoolwide increased 43 points, in ERW Edgewood increased 25 points, and in math the increase was 17 points. Edgewood led the district in SAT ERW scores for 2020. Data from the iReady spring administration was utilized to determine placement for 7th grade students for school year 2022.

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

Department meetings and data analysis had a positive impact with addressing areas of deficiency. Another benefit has been the sharing of schoolwide data across the departments and involvement of guidance counselors and administration to track student success, as well as areas in need of improvement. The reinstatement of Power Hour for 2022 has given students additional support and time to seek academic assistance from teachers and tutors. Edgewood is also implementing a teacher/student mentor program to assist students who may be at risk for academic probation. Edgewood implemented a Mentoring Program for the 2022 school year to pair students with a staff member. The goal is to provide students with a trusted adult to support not only academic progress but attendance rate and social-emotional supports as well.

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

In 2021, block scheduling allowed students to accelerate in an organic way. Most accelerations were in math and world language. These two disciplines benefitted in that the learning momentum continued throughout the year. As a result, for 2022, many of our middle school students are well established for Edgewood's Diploma of Distinction track. School year 2022 presents challenges regarding the COVID backslide and more students requiring Intensive Reading instruction. In the past, Edgewood had one section of Intensive Language Arts, which combined middle school and high school students. The 2022 school year dictated the need to add four new sections of Intensive Reading and an additional Intensive Reading teacher. To date, we now have two middle school sections taught by a middle school reading-endorsed teacher and one combined high school section taught by a high school reading-endorsed teacher.

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.

Ms. Saul, our literacy specialist, has been instrumental in supporting our middle school Intensive Reading teacher, Ms. Marquez. Ms. Marquez did not previously teach Intensive Reading at Edgewood. New curriculum for middle school and high school has prompted professional development offered by the district to support teachers and leaders. Dr. Diakakis and Ms. Saul attended summer training for both curricula. The ELA department works to support all students, and the collaboration among other disciplines (e.g., social studies/history) has been instrumental in supporting acceleration in learning.

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

Leadership team data chats, student tracking, department data chats and data analysis are part of the plan for sustainability for improvement. Access to student data is allowing all teachers, guidance, and administration to support individual students and to deliberately schedule courses that will enable student success and college and career readiness. Guidance will also meet with all students to develop, review and tweak individual programs of study. Counselors will start with the Class of 2023.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on student survey data, students are lacking the ability to cope with stress and stressful situations. Our seniors have stated year after year that they do not feel they are taught the necessary skills to cope with stress. This causes students to stress out and shut down, thus putting them further behind. Additionally, students focus heavily on the grades they earn. When a student does not perform as expected, this adds additional stress and feelings of anxiety.

Measurable Outcome: The measurable outcome that we plan to achieve is favorable data on our student survey, particularly our senior student survey. Our class of 2019 ranked stress management education at a 2.67 on a one to five scale. In 2021, the school leadership team revised the survey to be more specific on how to provide support. As a result, 33% of the senior students who responded to the survey stated they do not feel supported in dealing with stress and anxiety. The Senior Project, homework, and the academic environment were noted as factors that contribute to student stress levels.

Monitoring: Building relationships with students is extremely important. Through our Homeroom classes, teachers are provided the opportunity to follow a class of students from 7th-12th grade, thus providing ample time for the teachers to get to know the students. In 2021, teachers were faced with not only establishing relationships with their in person students but eLearning students as well. The eLearning environment brought significant challenges as many teachers reported they did not feel they knew their students. In 2022, all students are required to attend school in person. Teachers hold in-person (and virtual) office hours twice per week to provide additional support. Guidance is meeting with every student to discuss their individual program of study. This academic plan will be reviewed and/or changed yearly to guide students as they navigate high school. Mental Health lessons provided in Homeroom supports areas of social emotional learning.

Person responsible for monitoring outcome: Jacqueline Ingratta (ingratta.jackie@brevardschools.org)

Evidence-based Strategy: All research suggests that individuals perform at their very best when they are valued and respected. When a student is known, they feel comfortable sharing feelings of stress and anxiety so that a plan can be developed to provide support. School counselors are trained annually to listen and intervene with professional support and resources as needed. Furthering on strategies is the mentoring program established this year (2022) which will provide students with an adult on campus to reach out for support as well as a relationship connection.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is the evidence behind the power of building relationships with students. In 'The 5 Powers of an Educator', Mawi Asgedom shares that power 5 is to champion student voice. He describes that student voice can transform culture. Students need meaningful relationships to feel valued and to succeed in school. When students feel that teachers are genuine, deeply care about them and desire for them to succeed, they are more likely to be successful. In 2021, some students did not socially interact as much due to eLearning platforms and difficulties faced as a result of indirect in person access to teachers and peers.

Action Steps to Implement

1. One way our students will learn stress management is through our Homeroom curriculum once per week in addition to building powerful relationships with their students.
2. We are continuing SOS (Sources of Strength) to strengthen its presence on campus. We have several students and staff trained in SOS, and the student leaders work with the staff to implement school-wide

initiatives ensuring students know that someone is always available to support them.

3. Guidance created a Google Classroom for every cohort so that the information needed is available in a one-stop shop. Counselors are also meeting with individual students and parents to map the an individual program of study to assist students with college/career planning.

4. Mental and Emotional Health Education lessons, provided by the district, is implemented across all grade levels 1-2 times per month. This is done designed Wednesdays during 3rd Homeroom for 30 minutes.

Person Responsible Kristi Cooper-Denton (cooper.kristi@brevardschools.org)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	The COVID-19 pandemic brought about challenges with student engagement and learning gains when Edgewood moved to virtual learning in the spring of 2020 and continued to have adaptations in learning throughout the 2021 school year. The addition to eLearning in 2021 required teachers to develop and learn virtual platforms in order to reach virtual students in synchrony with in-person students. Although students are now only accessing an in-person platform, some students have not had regular interaction with their teacher and/or peers in 1.5 years. As a result, motivation and engagement may be low.
Measurable Outcome:	A review of the D/F report every 4.5 weeks will provide administration and the Guidance Department with information on students who may not be engaged. These students will be assigned a teacher mentor based on the teacher's area(s) of certification and whether or not a relationship between the student and teacher already exists.
Monitoring:	Monitoring of student engagement is done through regular meetings with the attendance clerk, guidance counselors, teachers, and administration. Student concerns are a part of the Threat Assessment Team meetings so that all members are aware of students who are struggling to stay engaged in class or who have absenteeism occurrences. Parents and students are an important part of the conversations with administration, Guidance, and the attendance clerk. The mentoring program is another monitoring tool regarding student engagement. Mentors are able to establish relationships with students and to provide a safe sounding board for student voice.
Person responsible for monitoring outcome:	Julia Diakakis (diakakis.julia@brevardschools.org)
Evidence-based Strategy:	Continuity of instruction is a large concern, so strategies are in place to ensure regular attendance along with a Google document for quarantined students. We are continuing to modify attendance processes. We are also looking at strategies involved with delivering instruction and assignment submissions. Documentation of accommodations with quarantined students and in-person students is a priority as well. Teachers have made adaptations to accommodate students with IEPs or 504s who are quarantined.
Rationale for Evidence-based Strategy:	Even though all students are learning in person, quarantined students continue to be a challenge to engagement. Teachers continue to work toward providing meaningful instruction and the fluidity of learning through regular discussion. IEP and 504 meetings, as well as Individual Program of Study meetings are held in person or virtually, depending on the comfort level of families. School counselors and administration schedule regular meetings with parents to overcome a lack of motivation and engagement.

Action Steps to Implement

1. The establishment and provision of links to Google Classrooms, FOCUS and other resources are intended to support students during teacher quarantine. This enables continuity of learning/instruction. Teachers who are quarantined but are not sick may work from home through virtual platforms and interact with all of their students.
2. Teachers have access to professional development opportunities to help motivate students. Strategies for continuity of learning are centered around regular attendance and engagement with teacher/students in the classroom, even if the teacher is teaching through a virtual platform on a given day.
3. Teachers, counselors, students, parents and school leadership monitor and assure that 504 and IEP accommodations are implemented for all students.
4. The establishment of a mentoring program for students who have earned a D/F in any course or

students who need additional support reintegrating to an in-person, on-campus learning environment.
5. Student attendance and grades are regularly reviewed.

Person Responsible Julia Diakakis (diakakis.julia@brevardschools.org)

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Due to a decline in students with disabilities (SWD) in math during the 2018-2019 school year, we had chosen to focus on progress monitoring with our math teachers. The shift to at-home learning in the final months of the 2019-2020 school year and the resulting loss of assessment data mean that we must increase our monitoring of students' true current levels of mastery. State assessment data from 2021 indicated that our students still perform above the district, but our SWD students require additional supports. With the continued implementation and use of the NWEA MAP progress monitoring tool, we are able to guide our math teachers through the process of progress monitoring their students and adjusting their curriculum accordingly. Upper-level National Honor Society student tutors will be utilized for additional peer support as well as use of Power Hour teacher office hours.

Measurable Outcome:

Our school will see an increase in mathematics scores from the various standardized assessments offered and required (FSA Math, Algebra 1 EOC, Geometry EOC, PSAT and SAT), especially for students with disabilities.

Monitoring:

Math progress for all students will be monitored through continued data analysis and discussion among the school leadership team and departments in their department meetings. MAP data, D/F interim report data, EOC and FSA data, as well as classroom performance will be utilized for discussion on areas in need of targeted instruction for specific students.

Person responsible for monitoring outcome:

Julia Diakakis (diakakis.julia@brevardschools.org)

Evidence-based Strategy:

We will utilize the MAP progress monitoring tool. Teachers will then analyze this data so they can adjust their curriculum as needed. They will also be able to provide assistance to struggling students through individual data chats with all students. Instruction can also be more individualized based on the results of the MAP tool. Select teachers will hold Google Classroom academic support sessions as well as Power Hour office hours for students not meeting the MAP benchmarks.

Rationale for Evidence-based Strategy:

The rationale for selecting this strategy is our drop in mathematics scores for students with disabilities during the 2018-2019 school year and the overall learning backslide due to COVID 19 for school years 2020 and 2021. While our math scores continue to be at the 87th percentile and higher, our SWD students continue to need additional support. By using a progress monitoring tool, teachers will be able to formatively assess these students throughout the year and have accessible data to analyze. Teachers will also be able to meet one on one with students to discuss mastery and areas in need of additional support.

Action Steps to Implement

1. Teachers will utilize the MAP tool for progress monitoring three times per year. They will analyze their data and look for trends and patterns.
2. Teachers will meet in their PLTs and have data discussions in addition to planning strategies to assist their struggling students. Teachers will discuss ways to service these students either in small groups during class or during individual data chat conferences. Teachers can also combine groups to reach more students, especially during Power Hour.
3. Competency-based instruction will be the focus of the math teachers. Teachers of mathematics have expressed their desire to continue to use the Algebra Nation and Geometry Nation programs.

Person Responsible

Julia Diakakis (diakakis.julia@brevardschools.org)

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

We had some students during the 2018-2019 school year who scored below a level 3 opt out of Intensive Language Arts (ILA) instruction. Left unmonitored, these students may have been expected not to score proficient again the following year, causing great concern, especially in the 10th grade---a problem compounded by the shift to at-home learning at the end of 2019-2020 and the assessment data gap due to COVID-19. As a result, we monitored all ELA students during the 2020-2021 school year, broadening our focus from the ILA group. The implementation of two learning platforms in 2021 brought about challenges for eLearning students in that they did not have access to in-person supports of tutoring or teacher office hours. Upper-level National Honor Society student tutors continue to be utilized for additional peer writing support. Our goal is that all of our students are successful and earn a passing score on their English Language Arts (ELA) Florida Standards Assessment (FSA) during the 2021-2022 school year.

Measurable Outcome:

Students who previously scored below a level 3 on their last ELA FSA assessment (spring 2021) will be successful on their next assessment in spring 2022 and score a level 3 or higher.

Monitoring:

Reports from Read 180 will provide data for progress monitoring, which will allow teachers to target areas of deficiency. All departments are involved in using data from FSA and End of Course exams, as well as AP exam data to drive instruction. The COVID backslide in learning continuity dictates a need for whole-school data chats and analysis to assist our lower-performing students as well as continual progress for higher-performing students. Regular monitoring of interim reports, Read 180 data, and MAP data allows administration and the guidance counselors to inform all departments of struggling students and areas in need of targeted support.

Person responsible for monitoring outcome:

Julia Diakakis (diakakis.julia@brevardschools.org)

Evidence-based Strategy:

We will be using progress monitoring to assist us in helping these students achieve success. We will do this through the use of Read 180 at three times during the year: as a diagnostic tool in September 2021, as a midyear checkpoint in January 2022, and as an end-of-year summative assessment in late spring 2022. This program targets fluency, comprehension and vocabulary, and at-home access to the program means seamless data collection for all our students, regarding of their learning platform. By practicing these skills, students will have the tools needed to be successful on the ELA FSA. Select teachers will hold Google Classroom academic support sessions for students not meeting the Read 180 benchmarks. Additionally, students have additional access to teachers through Power Hour office hours.

Rationale for Evidence-based Strategy:

Utilizing the Read 180 program allows us to see comparison with previous assessments. This allows us to target specific areas of concern and provide interventions as needed. Read 180 is also a strong predictor of how successfully a student will perform on the FSA and which subskills still require additional instruction. Teachers can use the three testing data points for progress monitoring and for appropriate instructional adjustment.

Action Steps to Implement

1. Students are given a Read 180 account. Intensive Reading students work independently on their own time. All students will take a Read 180 assessment in September 2021, January 2022 and late spring 2022 for progress monitoring.
2. Ms. Saul, along with department chairs and Intensive Reading teachers (Ms. Tracy Hardy and Ms. Monica Marquez), will provide Dr. Diakakis weekly Read 180 reports. Dr. Diakakis will meet with these

students to discuss their progress.

3. Ms. Saul and Intensive Reading teachers (Ms. Tracy Hardy and Ms. Monica Marquez) will pull students three times per year to administer progress monitoring assessment using Read 180.

4. Ms. Saul and Intensive Reading teachers (Ms. Tracy Hardy and Ms. Monica Marquez) will work with teachers to monitor their grades and progress. Check-in will occur as needed.

5. Teachers will use data from Read 180 to hold data chats with students in need of support

Person Responsible Abby Saul (saul.abby@brevardschools.org)

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.

The school leadership team will continue to not only monitor their respective areas of focus, but discussions on progress will occur throughout the school year in PLLT (Professional Learning Leadership Team) and PLT (Professional Learning Team) meetings as well as leadership team meetings. Threat assessment meetings will target students who are a concern in any of our areas of focus. Review of relative reports such as attendance, course failures, D & F reports, college and career readiness, graduation status and cohort, and behavioral reports will occur with all members of the leadership team on a regular basis during the above-mentioned meetings. All reports are reviewed and analyzed every 4.5 weeks (at the interim mark) and/or every 9 weeks (quarterly), and appropriate conversations are held with instructional staff.

Additionally, the school leadership team meets with the SAC (School Advisory Council) and the PTO (Parent Teacher Organization) to share patterns/trends. When issues arise, information is key for all stakeholders to assist in problem solving. In reviewing the data provided in [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), Edgewood ranks very low in disciplinary incidents when compared to all high schools statewide. Edgewood reported 0.3 incidents per 100 students.

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.

Edgewood emphasizes the importance of building a positive school culture and environment by asking stakeholder groups to provide feedback on various areas, such as relationships, communication, support, student engagement, belonging, peer collaboration and college and career readiness. Stakeholder groups more proximal to the school (students, staff and parents) are surveyed. The parent survey provides feedback regarding the perspective of parents and how the school is responding to their needs. The Insight and district-created surveys allow instructional and support staff to provide feedback to administration on strengths and areas for improvement, and student surveys, such as YouthTruth as well as school-created (relationship and senior) surveys, provide administration and teachers with feedback from the perspective of students.

Each data set from every survey is reviewed in detail. Administration disaggregates the data and reads every comment. The data is shared with all staff, but the comments are typically removed for confidentiality purposes. All surveys are disseminated in the second semester of the school year. Once the data is disseminated, school staff take action to capitalize on the areas of strength and work to improve those areas that are of concern or prove to have a higher negative response rate. This often involves individual or group conversations, professional development and reflection. Overall, the staff is committed to building a positive, inclusive school culture and environment where all students are valued, respected and able to learn.

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

BPS administers a survey for both middle and high school parents. In 2020-2021, there was a pattern in the comments pertaining to Edgewood's communication. The most preferred form of communication is email, followed by text messaging. Additionally, approximately 82% of both middle and high school families who took the survey feel welcome at their child's school. Due to various work schedules, most parents prefer evening activities and meetings. Some families noted they would prefer to attend a meeting immediately after school. This year, to accommodate as many families as possible, Edgewood has offered both a virtual and an in-person option for parents to access events and meetings.

Parent Survey:

There were also areas noted for improvement regarding communication. Parents who responded to the survey stated that some teachers were not making contact if a child was underperforming in a course and/or the Guidance Department was not as responsive as they would like. After reviewing the feedback, administration met with teachers and guidance to discuss the importance of regular communication as well as providing families with as much information as possible regarding school issues. Administration shared with teachers that they are expected to contact parents should a student's grade drop to a D/F or if the teacher notices a change in behavior (e.g., attendance). Guidance has reinstated their IPS (Individual Program of Study) meetings to provide one-on-one information with parents and students, beginning with the students in 11th grade.

Teacher (Insight) Survey:

BPS launched its annual Insight Survey, where classroom teachers provide feedback to administration regarding regular school operations, leadership, and professional development as well as diversity, equity and inclusion. Two patterns that emerged based on the comments were the frustrations that existed with eLearning and that teachers thought administration could do more to recognize their hard work and efforts. Immediately following the feedback from the survey, administration met to discuss better ways to recognize teachers. Recognitions are now done via faculty meetings. Administration shares positive parent comments and feedback to individual teachers. Teachers recognize other teachers and staff members with "howl outs," and the Student Government Association selects certain teachers every month to spotlight. Regarding eLearning, that particular platform in learning is no longer in place.

Student (YouthTruth) Survey:

All students in Grades 3 through 12 took the YouthTruth Survey. This survey is designed to give schools feedback from the perspective of students. In disaggregating the data, the area of relationships is Edgewood's greatest strength. Specifically, 84% of high school students and 87% of middle school students felt that their teachers believe they can get a good grade if they try. In the area of Belonging and Peer Collaboration, 74% of high school students and 71% of middle school students feel that most students at the school are friendly to one another. Conversely, only 16% of high school students and 27% of middle school students feel their teachers make an effort to understand what their life is like outside of school. Only 39% of the high school students surveyed responded positively to the question "How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to?" Only 51% of the middle school students responded positively to the statement "I really feel like a part of my school's community." These data were shared with all teachers via email and meetings, and several data points were shared with parents via the school newsletter in March, April and May 2021. In the comments section, students noted that they wanted to connect their learning to world experiences as well as to have a better understanding of the steps they need to take to have the career they want. Further reflection and a deep discussion for teachers and administrators took place prior to students' returning for the 2021-2022 school year on the notion that adults in school need to understand the life of a student outside of school.

Toward the end of the school year, administration asked all students to complete a one-question survey: "Do you have at least one adult (teacher or staff) on this campus that you trust and are comfortable sharing your successes and anxieties?" In 2019, 72.3% of the students who responded to the survey answered yes. In 2021 (we did not issue the survey in 2020 due to all students learning from home), 74.3% of the students answered yes. This data was surprising as many students were not in-person in 2020-2021, yet Edgewood still saw a 2% positive response increase.