Edgewood Jr/Sr High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	17%
2021-22 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	2021-22: A (90%) 2018-19: A (90%) 2017-18: A (89%)
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	N/A
* 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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 7-12	No	17%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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
Taylor, Danielle	School Counselor	ESE Contact
Saul, Abby	Instructional Coach	
Declue, Dania	Administrative Support	School secretary
Kaltenbach, Andy	Administrative Support	Athletic and Activities Director
Phillips, Diane	SAC Member	SAC Chair and Instructional Staff
Cofer, Brandy	Graduation Coach	College and Career Coach

Demographic Information

Principal start date
Friday 7/1/2016, Jacqueline Ingratta M

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

939

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	177	182	160	165	121	134	939
Attendance below 90 percent	0	0	0	0	0	0	0	8	11	10	12	11	7	59
One or more suspensions	0	0	0	0	0	0	0	0	4	4	1	1	2	12
Course failure in ELA	0	0	0	0	0	0	0	0	1	2	1	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	1	5	3	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	2	1	0	0	0	4
Level 1 on 2022 statewide FSA Math assessment	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	2	1	0	0	0	4
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 7/12/2022

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	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA Math assessment	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	

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

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	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA Math assessment	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	

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

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	94%	52%	51%				96%	59%	56%
ELA Learning Gains	74%						75%	52%	51%
ELA Lowest 25th Percentile	79%						82%	40%	42%
Math Achievement	96%	40%	38%				96%	48%	51%
Math Learning Gains	80%						76%	49%	48%
Math Lowest 25th Percentile	85%						83%	45%	45%
Science Achievement	94%	37%	40%				95%	66%	68%
Social Studies Achievement	96%	44%	48%				99%	70%	73%

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	2022					
	2019	95%	58%	37%	52%	43%
Cohort Comparison						
08	2022					
	2019	96%	63%	33%	56%	40%
Cohort Comparison		-95%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019	97%	62%	35%	54%	43%
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		-97%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	90%	53%	37%	48%	42%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	99%	66%	33%	67%	32%
		CIVICS EOC			
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	98%	74%	24%	71%	27%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	71%	29%	70%	30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	61%	35%	61%	35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	60%	36%	57%	39%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	62	33									
ASN	95	82	88	97	69		96	100	96		
BLK	93	71									
HSP	92	81	76	90	87	71	92	95	92	100	93
MUL	94	76	100	97	76		89	94	91	100	92
WHT	94	72	76	96	80	86	95	95	96	100	100
FRL	93	70	80	93	76	81	91	93	91	100	100
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		
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

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	97	73	83	97	77	85	95	99	97	100	92
FRL	96	76	77	93	75	73	93	98	90	100	83

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	90
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	991
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	82
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	88
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	91
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	90
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	88
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 ELA learning gains for students with disabilities. In order to assist our students with disabilities (SWD), we have increased opportunities for assistance. During the 2022 school year, teachers worked with students in Power Hour Office Hour time slots. Academic support was provided through a program led by a math teacher outside of school hours. There was also a Lunch & Learn for ELA support led by an ELA teacher. Both of these programs continue for SY23. In-person tutoring, teacher office hours, and Power Hour continue to offer academic support. Tutoring is available in the media center throughout the week as needed by peer tutors from the National Honor Society, National Junior Honor Society and Mu Alpha Theta (Math Honor Society). In addition, we have an ESE-certified math teacher who provides added support for our SWD population. Our curriculum continues to be more succinct with smaller class sizes for the 7th Grade Accelerated Math classes. Previously and continuing for 2023, department teams spend time aligning curriculum across all subjects and grade levels. 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 and FAST assessments add to progress monitoring and teacher-driven instruction based on student achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The component that had the greatest decline from the previous year was the number of students scoring 3+ on 7th grade Math, Algebra and Geometry EOCs. Students scoring Level 1 or 2 on Algebra EOC increased 2.71% from SY21 to SY22, students scoring Level 1 or 2 on Geometry EOC increased .56%, and students scoring Level 1 or 2 on FSA Math (7th) increased by 1.55%. While these percentages are small, academic support in math remains a concern. We will explore factors that contributed to these increases in level 1 or 2 scores on state assessments. Factors are unknown at this time, but could be linked to COVID and prior year eLearning. Previously, a factor for any decline in academic achievement was the high stress levels in our students, which the continued progress monitoring and data chats could potentially 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.

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 block scheduling of SY21 presented issues with students having an entire semester without an ELA or math course. Additionally in the same school year eLearning presented challenges for teachers and students, and quarantines kept students out of school. We continue to experience the effects of the COVID 19 learning environment from SY21. Using data available through MAP and FAST progress monitoring, teachers are scaffolding and differentiating instruction in order to meet the needs of students who are lower-performing. This will enable these students to continue to learn at an appropriate pace. For the 2023 school year, we continue to offer honors-level courses. This is due to the ability of many students to progress. However, as previously mentioned, those students who were unable to take advantage of the ability to progress in math during SY21 through block scheduling there is a lapse in math education. To address this lapse, we have an IA who pushes into the classroom and is available before and after school in the media center. The IA works either one-on-one or in small group for students with disabilities. We have been purposeful in scheduling smaller classes for 7th grade math to allow more one-on-one time between instructor and student.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that improved in ELA learning gains was that 94.2% of students scored levels 3+ in SY22 . This is an increase from 91.2% in SY21. One of the new actions taken was to develop a more consistent

curriculum. Teams met to develop a vertical alignment. We have an instructional assistant for students with disabilities. 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. Read 180 data will be instrumental in providing teachers with progress monitoring of students' achievement gaps and levels.

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

Department meetings and data analysis continue to have a positive impact with addressing areas of deficiency. Another benefit seen over time 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 in 2022 has given students additional support and time to seek academic assistance from teachers and tutors. We continue to utilize Power Hour for academic support. Edgewood also implemented 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 that is a continuing practice. The program pairs students with a staff member and continues to provide added supports. The goal was, and continues to be, providing students with a trusted adult to support not only academic progress but attendance rate and social-emotional supports as well. Teacher mentors monitor academic performance through collaboration with mentee's teachers and progress monitoring data. An IA pushes into classes to support students with disabilities.

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

Most accelerations are in math and world language. As a result, many of our middle school students are well established for Edgewood's Diploma of Distinction track. School year 2023 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. Based on SY22 state assessment data, we have decreased the number of Intensive Reading classes. For SY23 we have one middle school section and one high school section. Virtual school is another option to accelerate. We do have a virtual lab that enables students to take courses for acceleration.

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. 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. Beginning with SY23, guidance, along with the college coach, will meet with all students to develop, review and tweak individual programs of study.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome that we plan to achieve is favorable data on our student survey, particularly our senior student survey. Out of 121 students. 87% took the Senior Student Survey. Of those 87%, 69% ranked "Do you feel supported in dealing with stress and anxiety during your time at Edgewood?" as "yes" or "sometimes." Conversely 31% responded that they did not feel supported. The goal is to decrease the percentage of students who do not feel supported from 31% to 25%. The ultimate goal is that all students feel supported in managing stress and anxiety.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 2022, all students were required to attend school in person. Teachers are expected to hold in-person office hours twice per week to provide additional support. Guidance meets with every student to discuss the student's individual program of study. This year (SY23) Edgewood hired a college coach who will meet with every junior and senior student and parent. This academic plan continues to be reviewed and revised yearly to guide students as they navigate high school. Mental Health lessons are provided in Homeroom in order to support areas of social emotional learning.
Person responsible for monitoring outcome:	Jacqueline Ingratta (ingratta.jackie@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	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 in year (2022) which continues to provide students with an adult on campus to reach out for support as well as a relationship connection. The addition of the college coach position has provided students

implemented for this Area of Focus.	an added support as they begin to navigate the postsecondary decisions affecting college and career readiness.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The rationale hinges on the social emotional well being of all students. 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. As in 2021, SY22 indicated that some students did not socially interact as much due to eLearning in the COVID period which led to adjustments in interactions with peers and teachers.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. One way our students will learn stress management is through our Homeroom curriculum once per week.
2. We are continuing SOS (Sources of Strength) to strengthen its presence on campus. We have several students and staff trained in SOS, and student leaders work with staff to implement school-wide initiatives ensuring students know that someone is available to support them.
3. In February of SY23, professional development on Social Emotional Learning will take place for all faculty (and we will revisit the results from the YouthTruth Survey).
4. Mental/Emotional Health Education lessons, provided by the district, is implemented across all grade levels 1-2 times per month. There is a Mental Health Committee comprised of teachers and administrators.
5. Guidance/Administration will complete a full review of the processes for the Senior Project and focus on balanced/purposeful scheduling.
6. Discussions during faculty and PLLT meetings reminding teachers of YouthTruth survey data results.

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

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The COVID-19 pandemic brought about challenges with student engagement and learning gains that remain visible as we continue to provide normalcy to the learning environment. Students continue to struggle to interact with teachers and to seek assistance when, and, where needed. Even though Edgewood reverted to Power Hour in the post COVID environment, many students do not access teachers or tutors. In SY 22 we implemented a academic support program to assist students who were struggling academically. While many of the students took advantage of the program, there were many who did not. Edgewood also implemented a mentoring program.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Continuing with SY 23 the practice of reviewing the D/F report every 4.5 weeks (at interims) will provide administration and the Guidance Department with information on students who may not be engaged. Through the mentoring program, these students are 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. As the school year progresses there will be a decrease in the number of students on the D/F report. Regardless a student's progress the relationship between mentee and mentor will continue throughout the year and possible beyond. In SY22, we had a total of 9 course failures in Math and 3 course failures in ELA. For SY23, our goal is to have 0 course failures in both Math and ELA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of student engagement continues to be 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:	Nicholas Stewart (stewart.nicholas@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Continuity of instruction is consistently large concern, so strategies continue to be in place to ensure regular attendance along with the use of Google Classroom for each course. This practice allows quarantined or absent students continuous access to daily lessons. We are continuing to modify attendance processes. We are also looking at strategies involved with delivering instruction and assignment submissions. Documentation of accommodations with all students is a priority as well. Teachers have made adaptations to accommodate students with IEPs or 504s who are quarantined.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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, the College Coach, and administration schedule regular meetings with parents to overcome a lack of motivation and engagement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.
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.
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 at interim mark, every 4.5 weeks.
6. ARP Funds will be used for teachers to provide before and afterschool tutoring in addition to their office hours during power hour.

Person Responsible	Nicholas Stewart (stewart.nicholas@brevardschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We continue to focus on progress monitoring with our math teachers, along with data chats within the Math Department PLC.. Previously, state assessment data from 2021 indicated that our students still perform above the district, but our SWD students required 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. Power Hour office hours continue to provide additional academic support to all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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. For SY22 there was not enough data on SWD as a subgroup to report, but of the 3.8% scoring Level 2 on EOCs our goal is for 80% of those students to score a Level 3 for SY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Nicholas Stewart (stewart.nicholas@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	We will continue to utilize the MAP progress monitoring tool. Teachers continue to analyze this data so they can adjust their curriculum as needed. They also continue to 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.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The rationale for selecting this strategy is the 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. We continue to work through the learning backslide brought on by COVID 19. There was also a drop in the multiracial subgroup between the 2019 to 2022 school years. Through the use of a progress monitoring tool, teachers are able to formatively assess these students throughout the year and have accessible data to analyze. Teachers continue to meet one on one with students to discuss mastery and areas in need of additional support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers continue to utilize the MAP tool for progress monitoring three times per year. They will analyze their data and look for trends and patterns.
2. Teachers continue to meet in their PLTs and have data discussions in addition to planning strategies to assist their struggling students. Teachers discuss ways to service these students either in small groups during class or during individual data chat conferences. Teachers also combine groups to reach more students, especially during Power Hour.
3. Competency-based instruction continues to be the focus of the math teachers. Administrative walkthroughs and individual teacher discussions will take place to ensure the teachers know and understand the data so they may provide additional support to struggling students.

Person Responsible	Nicholas Stewart (stewart.nicholas@brevardschools.org)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The COVID backslide brought about more students who were scheduled in Intensive Reading in both Middle School and High school. For SY 22 there was a need to have 2 periods of middle school intensive reading and one period of high school intensive reading. In the past, Edgewood had one a small section of combined high and middle school students. There are still a number of students who are substantially deficient in ELA so for SY 23 we continue to have two periods of intensive reading, one for middle school and one for high school. There was also a small decrease in the multiracial subgroup between the 2019 to 2022 school years. However, this is only attributed to 1 to 2 students because this subgroup is small.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students who previously scored below a level 3 on their last ELA FSA assessment (spring 2022) will show growth on FAST progress monitoring. Teachers will conduct data chats to include our literacy coach. In SY22 33% of students with learning disabilities made learning gains, for SY23 the goal is a 10% increase in learning gains. In SY22 5.1% scored Level 2 on FSA ELA. While we are unclear of how the data will translate with FAST, our goal is that at least 80% of these students will show learning gains for SY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Reports from Read 180 continue to 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 has continued to dictate 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, FAST, and MAP data allows administration and the guidance counselors to inform all departments of struggling students and areas in need of targeted support. Additionally, students who had parents who opted them out of Intensive Reading are routinely progress monitored through Ms. Saul, Dr. Diakakis, Mr. Stewart, and their ELA teacher. Data chats will occur regarding the data for these students to ensure their needs are met.
Person responsible for monitoring outcome:	Nicholas Stewart (stewart.nicholas@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy	We continue to use progress monitoring to assist us in helping these students achieve success. We do this through the use of Read 180 and FAST three times during the year: as a diagnostic tool in September 2022, as a midyear checkpoint in January 2023, and as an end-of-year summative assessment in late spring 2023. Read 180 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 have tools needed to be successful on the ELA FSA.

being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 FAST 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 2022, January 2023 and late spring 2023 for progress monitoring.
2. Ms. Saul, along with department chairs and Intensive Reading teachers (Ms. Luebcke and Ms. 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 will pull students three times per year to administer progress monitoring assessment using Read 180.
4. Ms. Saul and Intensive Reading teachers 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. Teachers and Ms. Saul will also analyse FAST data to provide targeted supports for struggling students.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 allows 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 feedback from the perspective of students.

Each data set from every survey is reviewed in detail. Administrative disaggregates the data and reads every comment. The data is shared with all staff, but the comments are typically removed. 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 school culture and environment.

Parent Survey:

BPS administers a survey for both Middle and High School parents. In 2021-2022, 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 89% of both middle and high school families who took the survey feel welcome at their child's school. This data point increased from 82% in 2020-2021. 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. Edgewood is working very hard to have families return in person. We are, however, still offering both in-person and virtual conferences with guidance to accommodate as many families as possible.

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 guidance was not as responsive as they would like, especially in Middle School. After reviewing the feedback, Administration met with teachers and guidance to discuss the importance of regular communication. Teachers are expected to contact parents should a student's grade drop to a D/F or if the teacher notices a change in behavior (ie: 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. Administration hired a College/Career Specialist, and the College/Career Specialist is expected to meet individually with every senior student and his/her parent by the end of September. The purpose of these meetings is to provide support, guidance and assistance for students as they plan their post-secondary goals.

Insight Survey:

BPS launched its annual Insight Survey where classroom teachers provide feedback to administration regarding regular school operations, leadership, professional development as well as diversity, equity and inclusion. Edgewood increased in all categories from 2020-2021 to 2021-2022. Most notably, Edgewood increased in the area of Leadership from 6.0 in 2021 to 7.6 in 2022 (above the average in Brevard and 0.1 below the top quartile). One area of concern is Academic Expectations. Edgewood decreased from 8.6 in 2021 to 8.1 in 2022. Although this is above Brevard's average of 4.4 and Brevard's top quartile of 5.3, teachers were frustrated with a loss in academic integrity (plagiarism). In the comment sections, teachers

also shared their frustrations with the lack of compensation (salaries) for the work they do as well as wage compression.

YouthTruth Survey:

All students in Brevard County for grades 3 through 12 participated in the 2022 administration of the Youth Truth survey. This survey is designed to give schools feedback from the perspective of students. In disaggregating the data, Edgewood's highest rated themes were in the areas of Belonging & Peer collaboration and School Culture. Specifically, in the area of Belonging and Peer Collaboration, 67% of high school students and 75% of middle school students feel that most students at the school are friendly to one another. Relating to School culture, 58% of high school students and 69% of middle school students felt that the adults at Edgewood treat all students with respect. In comparison, an area of concern is that of relationships. Only 16% of high school students and 24% of middle school students feel their teachers makes an effort to understand what their life is like outside of school. When asked "How many of your teachers connect what you are learning in class to life outside of class", only 21% of high school students and 33% of middle school students surveyed responded positively. These results show that Edgewood must continue to invest in building stronger relationships among staff and students. This data was shared with all teachers and staff during Pre-Planning week with the intent of continuing the conversation from last year's goals.

At the end of every school year, since 2019, 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, 74.3% of the students answered yes. In 2022, 77% of the students answered yes. While Edgewood saw a 5% positive response increase, relationships still need to be our focus based on the YouthTruth survey data.