

Orange County Public Schools

Edgewater High



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Edgewater High

3100 EDGEWATER DR, Orlando, FL 32804

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

Demographics

Principal: Heather Kreider

Start Date for this Principal: 6/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	95%
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: C (47%) 2018-19: B (55%) 2017-18: C (49%)
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	ATSI

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

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Edgewater High

3100 EDGEWATER DR, Orlando, FL 32804

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>95%</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>73%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Kreider, Heather	Principal	Assistant Principals, Math, Performing and Fine Arts, Resource Teachers, Office Classified Staff, Evaluation oversight, PTSO/SAC/FAC/Foundation liaison, School, Operations, School Resource, Officers, Social Media Contact, Budget
Schmidt-Sutton, Maria	Assistant Principal	Guidance supervisor, Engineering, and Technology Magnet Program, Center for Future Educators Magnet Program, Agriscience, Senior classes (i.e. English 4, Government/ Economics), Certification, U.S. History, Accreditation, AdvancED, Skyward, Curriculum Guide, FTE, Graduation Rate, Acceleration, Master Schedule, Registration, CTE, Report Cards, Student Schedules, Bell Schedules, Project Lead the Way
Berkes, Scott	Assistant Principal	ELA, ESE, Athletics, Electives, ESE Paraprofessionals, Support Facilitators, Leave of Absence, Digital Administrator, Staffing Specialist, Alternative Assessment, Media Center, Performance Matters Administrator, Testing
Tolbert, Deana	Assistant Principal	Physical Education, Science, ESOL, World Languages, Professional Learning Communities, After School Tutoring, Discipline, Administrative Deans DTM Hearings, Character Lab, Clubs/Community Outreach
Corbo, Alexa	Curriculum Resource Teacher	Develop, lead and evaluate school core content standards/ programs, identify and analyze scientifically-based curriculum, assessment, and intervention with the expressed intent of learning for all students. Provides the necessary staff development for learning and intervention initiatives. Monitors student data to make necessary changes in plans as needed for the differentiation of individual students. Leads school-wide Professional Learning Community implementation.
Malcolm, Kirk	Dean	Monitors behavior and provides support to increase student achievement and decrease academic and disciplinary disruptions for students identified in the lowest 25 percentile. Monitors Title IX Support and assist with monitoring schoolwide safety efforts.

Demographic Information

Principal start date

Tuesday 6/1/2021, Heather Kreider

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.*

0

Total number of teacher positions allocated to the school

126

Total number of students enrolled at the school

2,066

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

9

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

16

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	0	0	496	491	513	472	1972
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	174	207	246	232	859
One or more suspensions	0	0	0	0	0	0	0	0	0	97	91	92	58	338
Course failure in ELA	0	0	0	0	0	0	0	0	0	7	23	46	29	105
Course failure in Math	0	0	0	0	0	0	0	0	0	9	23	32	52	116
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	170	157	169	0	496
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	155	225	206	58	644
Number of students with a substantial reading deficiency	0	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	184	227	238	111	760

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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	7	4	6	21

Date this data was collected or last updated

Friday 7/15/2022

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	0	0	1	428	418	413	396	1656
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	138	158	147	131	574
One or more suspensions	0	0	0	0	0	0	0	0	0	0	43	54	32	25	154
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	72	100	106	93	372
Course failure in Math	0	0	0	0	0	0	0	0	0	0	46	94	106	130	376
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	72	106	59	81	318
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	84	102	62	62	310
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	41	36	33	110

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	125	172	142	142	581

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	7	4	9	4	25

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	0	1	428	418	413	396	1656
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	138	158	147	131	574
One or more suspensions	0	0	0	0	0	0	0	0	0	43	54	32	25	154
Course failure in ELA	0	0	0	0	0	0	0	0	1	72	100	106	93	372
Course failure in Math	0	0	0	0	0	0	0	0	0	46	94	106	130	376
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	72	106	59	81	318
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	84	102	62	62	310
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	41	36	33	110

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	184	227	238	111	760

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	1	4	7	4	16

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	44%	49%	51%				50%	55%	56%
ELA Learning Gains	42%						51%	53%	51%
ELA Lowest 25th Percentile	26%						34%	40%	42%
Math Achievement	17%	36%	38%				34%	43%	51%
Math Learning Gains	31%						41%	49%	48%
Math Lowest 25th Percentile	45%						38%	46%	45%
Science Achievement	54%	31%	40%				73%	70%	68%
Social Studies Achievement	61%	43%	48%				68%	73%	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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	67%	4%	67%	4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	69%	-2%	70%	-3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	63%	-38%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	53%	-16%	57%	-20%

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	10	21	19	6	29	40	21	39		97	14
ELL	22	32	23	21	23	31	30	37		97	48
ASN	59	57		31			71	67		100	100
BLK	28	35	25	8	30	47	35	48		99	36
HSP	35	32	23	19	30	50	51	53		100	49
MUL	58	48		13	16		64	71		100	73
WHT	72	59	27	43	36	20	83	84		98	68
FRL	28	33	24	9	29	46	38	46		99	43
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	13	38	41	6	14	22	23	36		97	42
ELL	20	45	53	13	8		55	50		100	68
ASN	73	69		33	10		81	90		100	100
BLK	31	35	27	9	10	17	45	45		100	50
HSP	36	44	42	10	13	19	53	65		100	66
MUL	80	65					70	79		100	75
WHT	74	57	55	33	21		86	79		99	79
FRL	29	35	31	8	12	18	46	46		99	56
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	23	36	24	26	57	46	44	47		96	52
ELL	23	52	41	21	44	36	39	43		84	76
ASN	76	63		72	50		100	90		100	75
BLK	30	40	33	22	35	29	55	52		98	60
HSP	48	54	39	29	41	46	69	71		91	67
MUL	83	66		50	67		89				
WHT	73	63	32	54	47	40	93	91		99	72
FRL	37	44	32	26	35	36	62	60		97	61

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)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	10
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
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	55
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	59
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Based on data from the 2022 FSA/EOC, English Language Arts (ELA), Math, Science, and Social Studies experienced a decline in achievement from the previously tested year. ELA declined by 3%, Math declined by 22%, Science declined by 13%, and Social Studies declined by 7%. Learning gains for the lowest 25 in ELA and Math continued to be low-performance component areas. Based on 2021 EOC results, 30% of ELA 9/10 showed learning gains, a 4% decreased from the previous tested year. Math scores revealed learning gains for 12% of Algebra and Geometry students, which was a 22% decline from the previously tested year. A potential contributing factor could be the result of insufficient instructional practices in addressing instructional gaps as a result of students being taught via launchEd or students/teachers being quarantined.

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

Based on 2021 EOC data, Math’s learning gains showed the greatest need for improvement. Math learning gains decline 29% from the previous tested year. Math learning gains for the lowest 25 percentile decline by 22%. And ELA learning gains for the lowest 25 percent decreased from 34% to

30%.

Comparative PMA 3 data showed during the 2020-2021 school year, English 10th-grade increased by 1% from the previous school year.

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 2020-2021 school posed an instructional challenge with retaining highly qualified personnel. During the school year, several teachers resigned from their position in the classroom as a result of the pandemic. This left core classrooms with an instructional gap as the replacements were onboarded to their positions. Another potential contributing factor is not maintaining instructional practices with the suggested pacing provided by the district.

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

The component that showed an improvement was ELA learning gains, which increased from 51% to 52%.

Based on 2020--2021 district PMA data, social studies achievement showed the most improvement. Comparative data showed during the 2019-2020 school year, U.S. History increase by 6% from the previous school year.

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

This increase can be attributed to strong collaboration in Professional Learning Communities (PLCs) and effective support and professional development. Teacher teams consistently monitored student performance through data and planned and executed instruction to differentiate the need of students in the mastery of the standards.

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

Teachers will need to engage students in the learning process by using multimodality for learning. Edgewater has a diverse population of students. Consequentially, students benefit from multiple learning opportunities. Teachers will facilitate the learning process by provided standards-based instruction and allowing students to demonstrate mastery of learning. Data chats will become a regular part of the classroom.

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.

Based on data from the 2021 school years, the administrative team has set aside the first three weeks of school to walk classrooms and analyze trends for professional development opportunities for teachers. Teachers will also be trained on Engaging students and accelerating learning. As students return to school amidst the pandemic, Edgewater will accelerate and fill learning gaps rather than begin with remediation.

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

Core areas, ELA 9/10, Algebra, Geometry, Biology, and US History will have MTSS teachers working with the classwork teachers to target students who identified in the L25 for ELA and Math. MTSS teachers in ELA and Math and interventionists in Biology and US History will target students based on student data.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Edgewater HS will increase student achievement and decrease the achievement gap by improving teacher instructional capacity with a deeper understanding of the Florida standards and their implementation of effective pedagogical practices within the focused areas of Math and ELA. Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Edgewater HS will increase student proficiency levels by 5% in the areas of Math, ELA, Biology and US History while reducing the overall achievement gap for all subgroups. Edgewater HS will show a 10% increase in learning gains within the bottom 25% in the areas of Math and ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Big Six content area classroom instructional practices will be frequently monitored by the administrative team using using the classroom walkthrough tool. The trends and data collected during these classroom visits will be shared within PLCs to foster the necessary shifts in delivery of instruction.

Person responsible for monitoring outcome:

Heather Kreider (heather.kreider@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

By addressing misconceptions and correcting errors in their work, students will be able to make connections to information previously recorded. Teachers will encourage and support students will make to revisions their previous knowledge and thinking processes. Teachers will identify and address common misconceptions allowing students to examine content on a deeper level through the increase of student collaboration and discussion.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students' revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base. By attending to the conative needs of students in connection with this cognitive process, teachers help to support student facilitation of responsible-decision making.

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.

Collaborative standards aligned common planning in all core content areas (twice a week)

Person Responsible Heather Kreider (heather.kreider@ocps.net)

Administration will provide Big Six teachers with actionable feedback based on student assessment data and walk-through trends. The administrative team will review and discuss the trends observed and make plans for professional development lead by the CRT.

Person Responsible Alexa Corbo (alexa.corbo@ocps.net)

Increased data analysis with a specific focus on lesson planning for ESSA subgroups in all Blg Six Areas.

Person Responsible Heather Kreider (heather.kreider@ocps.net)

All Big Six content areas will meet quarterly throughout the school year for a full-day or half-day common planning.

Person Responsible

Heather Kreider (heather.kreider@ocps.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Edgewater HS will increase proficiency and achievement in all subgroups by implementing:
 differentiated instruction, utilization of district curriculum resources, targeted small group instruction based on data, collaborative planning with corrective program personnel and the instructional push-in support by interventionists.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Edgewater HS will increase by 10% in learning gains in the following content areas of Math and ELA. Edgewater HS will increase in proficiency and learning gains within ESSA groups by 5%-7%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Culminating Tasks and PMA data, Teacher created checks for understanding & Classroom walkthrough trends/data

Person responsible for monitoring outcome:

Alexa Corbo (alex.corbo@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Edgewater HS teachers will implement the differentiated instructional practices, collaborative learning for all students and targeted small group instructional based on reviewing of regular shifting and adjustment to student groups.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Once teachers take ownership of effective planning for targeted instructional delivery, students will be provided an opportunity to practice strategies and processes within smaller groups and at their capacity levels. By creating these safe learning hubs, students will strengthen their confidence and their automaticity of problem-solving during their engagement in appropriate practice tasks and activities. Students who develop this increased confidence in their ability to correctly answer questions, accurately solve the problems and lead discussions will lead to a natural ownership for their learning processes.

Describe the resources/ criteria used for selecting this strategy.

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.

The Big Six content areas teachers will meet twice a week for common planning. Teachers will be provided quarterly PLC days to plan for targeted instructional for students.

Person Responsible Heather Kreider (heather.kreider@ocps.net)

Teachers will identify students in L25 in Math and ELA. Teachers will identify struggling students based on FSA Reading data L25 in Biology and US History.

Person Responsible Heather Kreider (heather.kreider@ocps.net)

Administration will provide Big Six teachers with actionable feedback based on student assessment data and walk-through trends. The administrative team will review and discuss the trends observed and make plans for professional development lead by the CRT.

Person Responsible Alexa Corbo (alexa.corbo@ocps.net)

Administrative Team and teachers will attend content specific professional developments.

Person Responsible Heather Kreider (heather.kreider@ocps.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning & School-wide Culture

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Edgewater will establish a culture for Social and Emotional Learning (SEL) with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By ensuring that Edgewater has a culture for social and emotional learning, we will address the following school needs:

- Integrate SEL strategies for subgroups, including students identified in the lowest 25.
- Increase students' proficiency in core content areas.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Through a collaborative effort with school personnel and ongoing school-wide professional development, Edgewater will integrate SEL competencies (self-awareness, social awareness, responsible decision making, self-management, and relationship skills) with academic content to build a school-wide SEL community.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Understand the connections between social and emotional learning and instructional strategies.
Establish a common language to support a culture of social and emotional learning at your school with adults and students.
Use a process to examine the current school climate and culture

Person responsible for monitoring outcome:

Heather Kreider
(heather.kreider@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Edgewater will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.
Edgewater will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and

examination of impact data. Edgewater will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, Edgewater will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

Understand the connections between social and emotional learning and instructional strategies.

Person Responsible

Kirk Malcolm (kirk.malcolm@ocps.net)

Establish a common language to support a culture of social and emotional learning at your school with adults and students.

Person Responsible

Heather Kreider
(heather.kreider@ocps.net)

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.

Edgewater delivers a weekly electronic newsletter to all parents, students, faculty, and interested community members. In addition to the newsletter, the website is updated regularly. Additionally, our PTSA and SAC are strong pieces of our school's plan encouraging parent and community involvement. Edgewater has a strong connection to the community through athletics and school partnerships. Skyward and Canvas are used to communicate students' academic progress. During the pandemic, Edgewater adjusted to a virtual learning environment through the use of digital tools for asynchronous and synchronous learning (i.e. Big Blue Button, Microsoft teams, Youtube, etc.). During this time, Social media (i.e. Facebook and Instagram) served as a vehicle to communicate pertinent information to the parents, students, and community. This will continue to serve a tool to ensure stakeholders have access to school-related information. Guidance counselors and instructional leaders monitor students' progress toward graduation requirements and communicate with parents via meetings, phone and emails.

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

Principal, Heather Kreider
SAFE, Nate Moran
Mental Health Counselor, TBA
Edgewater HS SAC & PTSA

The stakeholders vital to promoting a positive culture and environment within the school are Administrators, teachers, classified personnel, students, and families of students, Partners in Education, district personnel, and the community/ business members of College Park. The role is to adhere to district and state policies created to ensure all students are being educated in a safe learning environment that promotes student learning while simultaneously supporting the students' social-emotional health.