Edgewater High School

2023-24

Schoolwide Improvement Plan (SIP)

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Edgewater High

3100 EDGEWATER DR, Orlando, FL 32804

https://edgewaterhs.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: - Have an overall Federal Index below 41%;   - Have a graduation rate at or below 67%;   - Have a school grade of D or F; or   - Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Kreider, Heather	Principal	The Principal collaborates with stakeholders, including students, parents, teachers, and community members, to enhance school programs, promote a culture of continuous improvement, and ensure a safe and nurturing educational experience. Additionally, the Principal oversees school policies, coordinates professional development opportunities for staff, manages budget allocations, and communicates effectively with all stakeholders. The Principal provides effective leadership to create a positive and inclusive learning environment, fostering academic excellence, character development, and community engagement. The Principal embodies strong leadership, communication, and problem-solving skills, with a commitment to fostering student success, staff growth, and the overall advancement of the school's mission. Responsibilities: Assistant Principals, Athletic Director, Athletic Trainer, Football, PE, Performing/Fine Arts, JROTC, SAFE Coordinator, Social Worker, CRTs
Schmidt-Sutton, Maria	Assistant Principal	The Assistant Principal over Instruction will play a pivotal role in curriculum development, instructional strategies, and teacher professional development. This position involves collaborating with educators to improve teaching practices, evaluating instructional materials, and facilitating workshops to ensure high-quality, engaging, and inclusive classroom experiences. Responsibilities: 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, ESOL/504, HERO Platform, Professional Development
Berkes, Scott	Assistant Principal	The Assistant Principal over Testing will oversee the planning, execution, and analysis of all standardized and internal assessments. This includes managing testing schedules, ensuring proper test administration, analyzing data to inform instructional strategies, and fostering a data-driven approach to enhance student achievement. Responsibilities: ELA, Reading, Athletics, Electives, ESE Paraprofessionals, Support Facilitators, Leave of Absence, Digital Administrator, Staffing Specialist, Alternative Assessment, Media Center, Performance Matters Administrator, Testing, School Discipline.
Louis-Jean, Steve	Assistant Principal	The Principal over Facilities will lead the enhancement and maintenance of the school's physical infrastructure, managing facilities staff, budget allocation, and safety protocols. This role involves coordinating facility improvements, addressing maintenance needs, and ensuring a conducive environment for both students and staff.

Name	Position Title	Job Duties and Responsibilities
		Responsibilities: Math, Science, World Languages, Professional Learning, Communities, After School Tutoring, Discipline, Administrative, DTM Hearings, Clubs/Community Outreach, Title IX, Summer School, Transportation, Fire Drills and Lockdowns, After School Program.
Corbo, Alexa	Science Coach	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.
Mannion, Carey	Math Coach	Th Math Instructional Coach at Edgewater High School, she holds a pivotal role in advancing mathematics education, particularly emphasizing Algebra 1 and Geometry. Her role entails close collaboration with the math department to align the curriculum with state standards, provision of crucial professional development for our educators, personalized coaching, data-driven analysis to inform instructional decisions, the creation and curation of instructional materials, cultivation of a collaborative learning culture, support for academically challenged students, active engagement with parents and the broader community, and continuous monitoring of evolving educational trends.
Everett, Carlos	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.
Steward-Garcia, Jacklyn	Instructional Coach	The Reading Coach will lead efforts to improve literacy outcomes throughout the school by collaborating with teachers to develop and implement research-based reading strategies and interventions. The Reading Coach will provide guidance in selecting appropriate reading materials, designing engaging literacy activities, and assessing student progress. Through one-on-one coaching, group workshops, and data analysis, the Reading Coach will support teachers in creating a rich and effective reading curriculum. Additionally, the Reading Coach will stay informed about literacy research, participate in professional development opportunities, and contribute to the school's commitment to fostering a strong reading culture.
Scussel, Laurie	Staffing Specialist	The Staffing Specialist will oversee all aspects of recruitment, selection, and staffing within the school. Responsible for creating and maintaining efficient processes, the Staffing Specialist will work closely with administrators to identify staffing needs, create job descriptions, and manage the recruitment pipeline. The Staffing Specialist will liaise with applicants, conduct interviews, perform reference checks, and coordinate onboarding procedures. With a

Name	Position Title	Job Duties and Responsibilities
		keen eye for talent, the Staffing Specialist will ensure the school attracts and retains high-quality educators who align with the institution's values and educational goals.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Edgewater High School, we believe in a collaborative approach to developing our School Improvement Plan (SIP) that involves key stakeholders to ensure a well-rounded perspective. Our process for involving stakeholders includes the following steps:

1. Identification and Inclusion: We identify the necessary stakeholders, which include the school leadership team, teachers, school staff, parents, students (for secondary schools), families, and business or community leaders. All these stakeholders are included in the School Advisory Council.

2. Communication and Outreach: We communicate the importance of SIP development and stakeholder involvement through various channels, such as school newsletters, emails, and meetings. This ensures that all stakeholders are aware of the opportunity to contribute to the process.

3. Formation of School Advisory Council:The School Advisory Council is formed with representation from each stakeholder group. This council serves as a platform for meaningful discussions and collaboration.

4.Data Sharing: We provide stakeholders with relevant data and information about the school's performance, strengths, and areas needing improvement. This data-driven approach helps stakeholders make informed contributions.

5. Input Gathering:The School Advisory Council holds regular meetings to gather input from stakeholders. We utilize surveys, focus groups, and open forums to ensure diverse perspectives are considered.

6. Feedback Integration: All input collected is carefully reviewed and analyzed. Common themes, concerns, and suggestions are identified and discussed within the council.

7. Goal Setting:Using the insights from stakeholders, we set specific, measurable, achievable, relevant, and time-bound (SMART) goals for improving various aspects of the school.

8. Strategy Development:The School Advisory Council collaborates to develop strategies and action plans that align with the identified goals. These strategies encompass academics, student support, school environment, and more.

9. Review and Approval: The draft SIP is shared with stakeholders for review and feedback. Adjustments are made based on their input to ensure the plan accurately reflects their concerns and ideas.

10. Finalization and Implementation: Once the SIP is refined, it's presented to the broader school

community for final approval. Upon approval, the plan is implemented with regular progress monitoring and updates shared with stakeholders.

11.Continuous Engagement: Stakeholder involvement doesn't end with the development of the SIP. We maintain ongoing communication and engagement to ensure transparency and gather insights for potential adjustments to the plan.

By involving a diverse group of stakeholders in the SIP development process, we ensure a comprehensive and well-rounded plan that reflects the needs and aspirations of our school community.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At Edgewater High School, we diligently monitor the School Improvement Plan (SIP) to ensure its successful implementation and impact on student achievement, particularly for those students facing significant achievement gaps. Regular data collection and analysis inform our progress, helping us gauge the effectiveness of the SIP's strategies. We track milestones, gather stakeholder feedback, and make data-driven decisions to assess the plan's impact. Our focus on equity ensures that we address and close achievement gaps for all students. If strategies fall short of expectations, we collaborate with the School Advisory Council and stakeholders to revise components, reallocate resources, and adjust implementation methods. Our commitment to continuous improvement allows us to adapt the SIP to best meet the evolving needs of our students and community.
At Edgewater High School, we foster a culture of reflection and learning, ensuring that our SIP monitoring process is a cyclical one. Regular reporting, transparent communication, and ongoing professional development empower our teachers and staff to make real-time adjustments based on student needs. By involving stakeholders, analyzing data, and making targeted adjustments, we strive to continually enhance student achievement and close achievement gaps. Through a collaborative, equity-centered approach, we remain dedicated to improving the lives and educational outcomes of all our students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	859
One or more suspensions	0	0	0	0	0	0	0	0	0	338
Course failure in ELA	0	0	0	0	0	0	0	0	0	105
Course failure in Math	0	0	0	0	0	0	0	0	0	116
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	496
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	644
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	760

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	21

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	49	50	44	49	51	46		
ELA Learning Gains				42			44		
ELA Lowest 25th Percentile				26			33		
Math Achievement*	23	34	38	17	36	38	13		
Math Learning Gains				31			12		
Math Lowest 25th Percentile				45			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	59	66	64	54	31	40	60		
Social Studies Achievement*	64	66	66	61	43	48	60		
Middle School Acceleration					44	44			
Graduation Rate	98	87	89	99	62	61	99		
College and Career Acceleration	48	65	65	52	70	67	64		
ELP Progress	23	45	45	10			49		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	2
ELL	44			
AMI				
ASN	86			
BLK	46			
HSP	48			
MUL	63			
PAC				
WHT	75			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	34	Yes	1	
AMI				
ASN	69			
BLK	39	Yes	1	
HSP	41			
MUL	55			
PAC				
WHT	59			
FRL	36	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			23			59	64		98	48	23
SWD	12			10			17	41		14	6	
ELL	26			13			41	42		62	7	23
AMI												
ASN	67							93		82	4	
BLK	34			16			48	53		29	6	
HSP	43			15			59	59		48	7	18
MUL	59			17			75			63	5	
PAC												
WHT	68			53			79	84		68	6	
FRL	37			15			48	51		36	7	22

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	42	26	17	31	45	54	61		99	52	10
SWD	10	21	19	6	29	40	21	39		97	14	
ELL	22	32	23	21	23	31	30	37		97	48	10
AMI												
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	6
MUL	58	48		13	16		64	71		100	73	
PAC												
WHT	72	59	27	43	36	20	83	84		98	68	
FRL	28	33	24	9	29	46	38	46		99	43	0

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	44	33	13	12	18	60	60		99	64	49
SWD	13	38	41	6	14	22	23	36		97	42	
ELL	20	45	53	13	8		55	50		100	68	49

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
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	50
MUL	80	65					70	79		100	75	
PAC												
WHT	74	57	55	33	21		86	79		99	79	
FRL	29	35	31	8	12	18	46	46		99	56	59

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	49%	49%	0%	50%	-1%
09	2023 - Spring	40%	46%	-6%	48%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	47%	-28%	50%	-31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	45%	-15%	48%	-18%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	63%	-7%	63%	-7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	62%	0%	63%	-1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performance was observed in the math achievement scores for the 2021-2022 academic year, which stood at a mere 17 percent. This low performance is concerning and requires a thorough understanding of the contributing factors.

Several factors may have contributed to the low math achievement scores. Firstly, it is important to consider the curriculum and instructional strategies employed during the academic year. If the curriculum was not aligned with the required standards or lacked rigor, it could have hindered students' ability to grasp mathematical concepts effectively. Additionally, the instructional methods used by teachers may not have been engaging or effective in promoting student understanding and retention of math concepts.

Analyzing the trends in math achievement scores over time is essential for understanding the trajectory of improvement. While the data provided only includes scores for the 2021-2022 academic year, it is evident that there is room for improvement. However, it is encouraging to note that there has been a slight increase in achievement scores for subsequent years. Algebra 1 achievement scores for 2023 improved to 20 percent, while Geometry scores increased to 30 percent.

This upward trend in math achievement scores suggests that efforts have been made to address the contributing factors and implement strategies to enhance student learning. It is crucial to continue monitoring these trends and identify any patterns or areas that require further attention. Regular data analysis and ongoing assessment will allow for timely interventions and adjustments to the school improvement plan.

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

The data component that exhibited the most substantial decline from the previous year's results at Edgewater High School is the performance of students in English 9. In 2022, the pass rate was 46%, but it decreased to 40% the subsequent year. This decline can be attributed to a combination of factors that

warrant careful consideration and strategic intervention.

One significant factor that could have contributed to the decline is curriculum alignment. If the curriculum for English 9 underwent modifications or adjustments during the year when the decline occurred, it might not have effectively addressed the students' learning needs. Misalignment between the curriculum and the assessed skills or standards can lead to confusion among students and hinder their ability to perform well on assessments.

Another potential factor is instructional quality. Variability in teaching methods, teacher expertise, and classroom practices can impact student outcomes. If there was inconsistency in the quality of instruction across different classrooms or if teachers faced challenges in adapting to new teaching methodologies, it could have negatively affected students' comprehension and performance.

Student engagement and motivation also play a pivotal role in academic achievement. If students in English 9 were disengaged or lacked motivation, it could have resulted in decreased effort, less active participation, and ultimately, lower performance on assessments. Factors such as the relevance of the curriculum, teaching techniques that foster student engagement, and creating a positive classroom environment contribute to students' willingness to learn and succeed.

Furthermore, external factors might have influenced the decline. The ongoing COVID-19 pandemic has introduced disruptions to education, including remote learning, hybrid models, and potential gaps in access to resources. These circumstances could have impacted students' ability to fully engage with the curriculum and assessments, leading to the observed decline in performance.

To address this decline and improve English 9 performance, a multi-faceted approach is essential. First, a thorough analysis of the curriculum's alignment with learning objectives and assessment standards is imperative. If discrepancies are identified, curriculum adjustments should be made to ensure that it adequately addresses students' learning needs.

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

High School's performance in the B.E.S.T. Algebra 1 and B.E.S.T. Geometry End-of-Course (EOC) assessments reveals a notable gap compared to the state averages. The greatest gap is observed in the B.E.S.T. Algebra 1 EOC assessment, where the percentage of students achieving Level 3 or above is 20% for Edgewater High School, whereas the state average stands at 54%. Similarly, in the B.E.S.T. Geometry EOC assessment, Edgewater High School's percentage of students reaching Level 3 or above is 30%, while the state average is 49%.

Several factors contribute to this significant gap in performance. Firstly, instructional practices and curriculum alignment play a crucial role. The discrepancy could be linked to the school's teaching methods, curriculum choices, and alignment with the assessment's content and format. It's important to assess whether the curriculum adequately prepares students for the specific skills and knowledge required in these assessments, and if adjustments are needed to align with state standards and expectations.

Secondly, student engagement and motivation are key contributors. A lower percentage of students achieving Level 3 or above could reflect challenges in engaging and motivating students to excel in these subjects. Factors such as teaching styles, relevance of the content, and student support services could influence student motivation and subsequently impact their performance on these assessments.

As for trends, the data indicates a consistent underperformance by Edgewater High School in both Algebra 1 and Geometry EOC assessments when compared to the state average. This might suggest

systemic issues that need to be addressed holistically. Identifying and analyzing these trends over multiple years could provide insights into whether specific interventions have been effective in closing the gap or if further adjustments are required.

In conclusion, the data demonstrates a notable gap in student performance at Edgewater High School in the B.E.S.T. Algebra 1 and B.E.S.T. Geometry EOC assessments compared to the state averages. Factors contributing to this gap include instructional practices, curriculum alignment, student engagement, standards based instruction, and socio-economic disparities.

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

The data component that exhibited the most noteworthy improvement in our school's improvement plan was the English 10 achievement scores. Over the course of a year, we observed a substantial increase in the scores, with the percentage rising from 41% in 2022 to an impressive 49% in 2023.

To achieve this progress, our school implemented a series of targeted actions within the English department. First and foremost, we recognized the need for a comprehensive curriculum review. Our educators collaborated to revise and enhance the English 10 curriculum, ensuring alignment with updated standards and effective teaching methodologies.

Furthermore, we identified the importance of individualized support for students who were struggling with English 10 coursework. We established a dedicated intervention program that provided additional resources, tutoring sessions, and personalized attention to students in need. This approach allowed us to address specific learning gaps and provide timely assistance, ultimately contributing to the rise in achievement scores.

Incorporating technology as an educational tool played a crucial role in our improvement strategy. We introduced digital resources and online platforms that engaged students in interactive learning experiences, fostering their understanding of English concepts and encouraging active participation. These technological enhancements not only appealed to the digital-native generation but also diversified the teaching methods for better comprehension.

Recognizing the impact of professional development, our school prioritized continuous training for English teachers. We organized workshops, seminars, and collaborative sessions focused on innovative teaching techniques, assessment strategies, and fostering a positive classroom environment. This investment in teacher growth directly translated into improved instructional practices, ultimately benefiting student learning outcomes.

In addition to curricular and instructional enhancements, we emphasized the significance of regular progress monitoring. Our school established frequent assessment checkpoints and data review sessions to closely monitor students' performance and identify trends. This allowed us to promptly intervene when students faced challenges, ensuring timely support and intervention strategies.

Lastly, we cultivated a culture of collaboration and open communication among all stakeholders. Teachers, students, parents, and administrators worked together to create a cohesive support system for English 10 achievement. Regular parent-teacher conferences, student-led discussions, and transparent reporting mechanisms fostered a shared commitment to success.

In conclusion, the significant improvement in the English 10 achievement scores from 41% in 2022 to 49% in 2023 can be attributed to a multifaceted approach. Our school's commitment to curriculum enhancement, individualized support, technological integration, professional development, progress monitoring, and collaborative efforts played a synergistic role in driving these positive outcomes. As we

move forward, we will continue to refine and expand these strategies to further elevate the academic achievements of our students at Edgewater High School.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon reviewing the EWS data provided in Part I, two potential areas of concern have emerged: student attendance and student suspensions.

Firstly, student attendance has raised a red flag, particularly in the 9th and 10th grade levels. The attendance figures for these grades indicate a higher number of absences, with 9th grade at 170 days and 10th grade at 238 days. This suggests a concerning trend of students missing a significant amount of school days, which can have detrimental effects on their academic progress and overall engagement in the learning process. The data also indicates a gradual decrease in attendance as students progress through the higher grades, with 11th grade at 223 days and 12th grade at 230 days. This decline is a worrisome sign, as it might indicate a lack of motivation or potential disengagement among upperclassmen.

Secondly, the student suspension rates by grade level present another area of concern. The suspension numbers reveal that 9th grade has the highest suspension rate with 145 cases, followed by 10th grade with 178 cases. Although there is a slight decrease in suspensions in 11th grade with 137 cases, it is concerning to see that the numbers remain relatively high across all grades. The drop in suspensions in the 12th grade, with 109 cases, is positive, but it's important to understand the reasons behind this decline and ensure that it's not due to external factors that could negatively impact the learning environment.

Addressing these concerns is crucial to improving the overall educational experience at Edgewater High School. To tackle the issue of student attendance, a multifaceted approach could be implemented. This may include targeted interventions for students with high levels of absenteeism, communication strategies to engage parents and guardians in promoting regular attendance, and perhaps even exploring the reasons behind the attendance decline among upperclassmen.

Regarding student suspensions, it's imperative to delve deeper into the root causes of the disciplinary actions. This could involve conducting qualitative interviews or surveys to understand the underlying issues leading to behavior that warrants suspension. Once these issues are identified, the school can work on implementing preventive measures such as social-emotional learning programs, mentorship initiatives, and conflict resolution strategies to address behavioral challenges before they escalate.

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

1. Student Math Achievement Scores: Enhancing student math achievement scores is a top priority. This involves revisiting the curriculum to ensure alignment with standards, offering targeted interventions for struggling students, and providing enrichment opportunities for those excelling in math. Regular assessments will help us track progress and tailor instruction accordingly.

2. Teachers Monitoring Student Learning: Effective teaching requires continuous assessment and feedback. Our focus will be on empowering teachers to closely monitor student learning through formative assessments, class participation, and projects. This ongoing evaluation will enable timely interventions and a personalized approach to addressing students' individual needs.

3. Authentic Student Engagement:Engaging students authentically in their learning journey is crucial. We will promote interactive teaching methods, project-based learning, and real-world applications of

concepts to make lessons more relatable and exciting. By involving students in discussions, problem-solving, and hands-on activities, we aim to foster a deeper understanding and passion for learning.

4. Students Processing New Information: Developing students' skills to process and apply new information is a fundamental goal. We will emphasize critical thinking, analysis, and synthesis across subjects. Encouraging students to ask questions, explore different perspectives, and connect concepts will contribute to their ability to think independently and adapt to various challenges.

5. School Climate and Culture: A positive school climate and culture are essential for effective learning. We will work towards creating a safe, inclusive, and respectful environment where students feel supported and motivated to excel. This involves implementing anti-bullying programs, promoting social-emotional learning, and providing platforms for student voices to be heard.

By focusing on these priorities, we aim to create a comprehensive and balanced school improvement plan that addresses the academic, social, and emotional aspects of students' growth. Regular collaboration between teachers, administrators, students, and parents will be key in implementing these initiatives effectively. Monitoring progress and adjusting strategies based on data-driven insights will ensure that we are on the right track to achieve our goals. Through a collective effort, we are committed to providing an enriched and holistic educational experience that prepares students for success in their academic pursuits and beyond.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The identified key area of focus for our school improvement plan at Edgewater High School is centered around improving achievement scores within the ESSA subgroup. This priority has been established based on a comprehensive review of relevant data sources, which highlight a crucial need for targeted intervention and improvement in this area.

Upon analyzing the data, it is evident that a total of four subgroups have missed the target for achievement scores. This discrepancy in meeting the target indicates a significant disparity in academic performance among certain student populations. Additionally, the total points earned for the Federal Index stand at 481, indicating that there is room for improvement to ensure that all students are meeting the necessary academic benchmarks.

The rationale behind selecting this area of focus is rooted in our commitment to equity and inclusivity. As educators, it is our responsibility to ensure that every student has an equal opportunity to succeed academically. By addressing the challenges faced by the ESSA subgroup, we not only enhance their educational experience but also contribute to a more equitable learning environment for all students.

Furthermore, improving achievement scores within the ESSA subgroup aligns with the broader goals of the school improvement plan, which aims to elevate overall academic performance and create a supportive educational ecosystem. By dedicating resources and tailored strategies to this area, we aim to narrow the achievement gap, foster student growth, and provide a well-rounded education that prepares all students for success.

In conclusion, the data-driven decision to prioritize improving achievement scores within the ESSA subgroup is essential to the betterment of Edgewater High School. By addressing this area of focus, we are taking proactive steps toward creating an equitable and inclusive learning environment that empowers all students to reach their full potential.

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

The following outcomes have been identified:

1. Increase in Achievement Scores: The primary objective is to raise the achievement scores within the ESSA subgroup. Our target is to improve the total points earned for the Federal Index from the current 481 to a minimum of 520 within the next academic year. This increase will signify tangible progress in narrowing the academic gap for this subgroup.

2. Subgroup Target Achievement: The goal is to have zero subgroups missing the achievement target by the end of the academic year. Addressing the needs of each subgroup individually and tailoring interventions accordingly will contribute to this outcome.

3. Reduction in Disparities: Another data-based objective is to decrease the disparities in achievement scores among different student populations. We aim to achieve a 10% reduction in the standard deviation of achievement scores between the ESSA subgroup and the overall student population.

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

1. Data Collection: Relevant data, including assessment scores, attendance records, and subgroup demographics, will be collected at regular intervals. This data will serve as the foundation for monitoring progress and making informed decisions.

2. Regular Progress Reviews:Periodic meetings will be conducted to review the progress of the ESSA subgroup's achievement scores. These reviews will involve key stakeholders, including teachers, administrators, and data analysts, to ensure a comprehensive assessment.

3. Data Analysis: The collected data will be analyzed to track trends, identify patterns, and measure progress towards the specific measurable outcomes. This analysis will provide insights into the effectiveness of interventions and areas that require further attention.

Person responsible for monitoring outcome:

Laurie Scussel (laurie.schssel@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The decision to implement SGIS is grounded in research indicating the effectiveness of small-group instruction in improving student outcomes, particularly for students who are struggling academically. Numerous studies have shown that targeted interventions that provide personalized attention and instruction can lead to significant gains in achievement.

1: Regular Progress Monitoring: Student progress will be monitored consistently through formative assessments and ongoing data collection. This will allow teachers to identify areas of improvement and adjust instruction accordingly.

2. Adaptation and Differentiation:The SGIS approach allows for flexibility. If certain strategies prove more effective for a particular group, they can be further emphasized. Similarly, if adjustments are needed, they can be made to cater to evolving student needs.

3. Data-Driven Decisions: The success of the intervention will be evaluated through ongoing analysis of student assessment data. Based on this analysis, decisions will be made regarding the continuation, modification, or discontinuation of the intervention.

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

Small-Group Instructional Support involves creating small, focused instructional groups consisting of students who share similar academic needs and challenges within the ESSA subgroup. These small groups allow teachers to provide tailored instruction, address specific learning gaps, and deliver content at a pace that meets individual student needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The identified key area of Focus for Edgewater High School's school improvement plan is to improve instructional practices by encouraging the use of professional learning communities (PLCs). This decision stems from a comprehensive analysis of various data sources, which highlighted a crucial need to address the persistent challenge of below-average student achievement scores in Math, Science, and English Language Arts (ELA) compared to state and district averages.

Upon reviewing student achievement scores, it became evident that a targeted approach was required to enhance academic outcomes in these critical subjects. The rationale behind prioritizing the implementation of professional learning communities is multifaceted. Firstly, PLCs foster a collaborative environment where educators can share best practices, discuss student needs, and collectively develop effective instructional strategies. This collaborative approach allows teachers to benefit from their colleagues' expertise and collectively address the challenges faced in teaching these subjects.

Secondly, the utilization of PLCs is backed by educational research that demonstrates their positive impact on student learning. By engaging teachers in ongoing professional development and reflective discussions, PLCs empower educators to make informed decisions about curriculum, pedagogy, and assessment methods. This targeted collaboration ensures that instructional practices are aligned with student needs, leading to more meaningful learning experiences and improved outcomes.

Furthermore, the implementation of PLCs aligns with a broader trend in education that emphasizes continuous improvement and data-driven decision-making. By reviewing student achievement data in regular PLC meetings, educators can identify trends, areas of concern, and opportunities for intervention. This enables timely adjustments to teaching strategies, curricular content, and assessments to better address student needs and close the achievement gap.

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

The specific measurable outcome that Edgewater High School plans to achieve through the implementation of professional learning communities (PLCs) is to increase student achievement scores in Math, Science, and English Language Arts (ELA) by at least 10% within the next academic year. This objective outcome will be based on the analysis of standardized test scores and other relevant assessments, comparing the results to both state and district averages. The aim is to clearly demonstrate significant progress in student learning and bridge the gap between current performance and desired proficiency levels.

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

The progress of the area of focus, which involves improving instructional practice through professional learning communities (PLCs), will be closely monitored using a multifaceted approach. Regular assessment of student achievement data in Math, Science, and ELA will be conducted to track improvements and compare scores against the set goal of a 10% increase. Additionally, PLC meetings will involve ongoing reflective discussions where teachers can share insights, strategies, and the impact of their collaborative efforts. These discussions will provide qualitative feedback on the effectiveness of the implemented changes. Progress will also be measured through classroom observations to evaluate the integration of new instructional approaches inspired by PLC discussions. Continuous communication and

data analysis will ensure timely adjustments and targeted interventions, fostering a dynamic process of improvement.

Person responsible for monitoring outcome:

Maria Schmidt-Sutton (maria.schmidt-sutton@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention focuses on differentiated instruction, implemented through professional learning communities (PLCs). Teachers will collaboratively analyze student data to identify learning challenges in Math, Science, and ELA. Through PLCs, they will develop customized teaching materials, methods, and assessments to cater to individual and small group needs. This approach aims to engage students at their level, enhancing comprehension and retention. Regular PLC meetings will allow educators to assess the effectiveness of these strategies, making adjustments based on student progress. By tailoring instruction, Edgewater High School seeks to address diverse learning needs, ultimately boosting achievement scores in a collaborative and evidence-driven manner.2dc

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

The rationale for selecting differentiated instruction, implemented through professional learning communities (PLCs), is based on its proven efficacy in addressing diverse student learning needs. Recognizing varying abilities and styles in Math, Science, and ELA, this strategy offers tailored support for struggling students and appropriately challenges high achievers. Collaborative PLCs enable data-driven identification of learning gaps, fostering targeted instructional approaches. Continuous meetings allow real-time progress evaluation and adjustment. By enhancing engagement and comprehension, this evidence-based intervention aligns with research advocating individualized teaching. Edgewater High School's aim is to elevate student outcomes in Math, Science, and ELA, ensuring an equitable and effective learning experience for all.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The evidence-based intervention being implemented for the positive culture and environment focus in schools with a high number of suspensions is a Restorative Practices program. This program aims to reduce suspensions and improve student behavior by fostering a sense of belonging, addressing conflicts, and building relationships among students, teachers, and staff. By promoting open communication and understanding, Restorative Practices can create a more supportive and inclusive environment, ultimately enhancing student engagement and academic performance.

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

The specific, measurable outcome of the Restorative Practices intervention could be a reduction in the number of student suspensions by at least 20% within the next academic year. Additionally, a measurable improvement in student attendance, as well as an increase in positive interactions and engagement among students and between students and staff, should be observed. These outcomes will be data-based, objective measures to assess the effectiveness of the intervention in creating a positive culture and environment in the school.

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

The positive culture focus will be monitored by tracking suspension rates, attendance, and positive interactions. Data analysis will assess the intervention's impact on reducing suspensions by 20% and improving engagement. Surveys and focus groups will gather insights from students and staff about the school's culture. Findings will guide adjustments to ensure an inclusive environment. This combined approach will provide a holistic view of the intervention's success.

Person responsible for monitoring outcome:

Carlos Everett (carlos.everett@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for the positive culture and environment focus is a Restorative Practices program. This intervention focuses on building a sense of community and belonging within the school. It encourages open communication, conflict resolution, and relationship-building among students, teachers, and staff. By addressing underlying issues and conflicts in a constructive manner, the program aims to reduce suspensions and improve student behavior. Restorative Practices promote a more inclusive and supportive school environment, leading to better engagement, academic performance, and overall well-being for students. This intervention is rooted in research and has demonstrated effectiveness in creating positive cultural shifts within educational settings.

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

The rationale for selecting the Restorative Practices program as the evidence-based intervention stems from its alignment with addressing the identified issues of suspensions, underperformance, and a weakened sense of belonging among students. The program's emphasis on open communication, conflict resolution, and relationship-building directly tackles the root causes of these challenges. By providing a

structured framework for students and staff to engage in meaningful conversations, the program aims to reduce suspensions by addressing conflicts rather than resorting to punitive measures.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#4. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing the relevant data sources, the key area of focus that has been identified as the highest priority for Edgewater High School is improving the graduation rate by 2% to ensure that all seniors receive their high school diploma by the end of the 2023-2024 school year.

The rationale behind this area of focus stems from the analysis of the graduation rate data. The data indicates that the current graduation rate at Edgewater High School is below the desired level. By setting a goal to increase the graduation rate by 2%, the school aims to address this crucial need and ensure that all students successfully complete their high school education.

A high graduation rate is a vital indicator of a school's effectiveness in preparing students for future success. It reflects the school's commitment to providing quality education, supporting student engagement, and meeting the academic requirements necessary for graduation. Improving the graduation rate not only benefits the individual students by opening doors to higher education and career opportunities but also enhances the overall reputation and standing of the school within the community.

By focusing on increasing the graduation rate, Edgewater High School can implement targeted interventions and support systems to address the factors that contribute to students not completing their high school education. This may involve providing additional academic support, counseling services, or mentoring programs to ensure that students have the necessary resources and guidance to overcome any challenges they may face.

Furthermore, improving the graduation rate aligns with the school's mission and vision of fostering a positive and inclusive learning environment where all students can thrive. It demonstrates a commitment to equity and ensuring that every student has an equal opportunity to succeed academically and graduate on time.

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

he school aims to achieve a 2% increase in the graduation rate within the next academic year. This will be measured by comparing the number of graduating students to the total number of enrolled students. The objective outcome will be tracked using a database that records individual student progress and outcomes. The database will be regularly updated to monitor the graduation rates and assess the success of the improvement plan. This data-driven approach will provide insights into the effectiveness of the strategies implemented, allowing for timely adjustments to ensure the desired outcome is achieved.

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

The area of focus, which is the 2% increase in graduation rate, will be closely monitored through a systematic and data-driven approach. The school's database will play a pivotal role in this monitoring process. It will be updated regularly with information on student progress, attendance, course completion, and ultimately, graduation status. This data will be used to generate real-time reports and dashboards, providing insights into the overall trends and progress towards the desired outcome.

Regular meetings and discussions will be held among school administrators, teachers, and relevant stakeholders to review the data, identify any challenges, and implement targeted interventions if necessary. The database will enable a comprehensive analysis of individual student performance and the

effectiveness of specific initiatives.

By maintaining a close eye on the database-driven metrics and adjusting strategies as needed, the school will ensure a proactive and adaptive approach to achieving the 2% increase in graduation rate.

Person responsible for monitoring outcome:

Heather Kreider (heather.kreider@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

This system uses predictive analytics to identify students who may be at risk of not graduating on time. By analyzing data such as attendance, course performance, and behavior, the EWS generates alerts for educators to intervene early with targeted support.

This intervention is supported by research showing that identifying and addressing students' challenges as soon as they arise can significantly improve their likelihood of graduating. The EWS enables teachers, counselors, and administrators to provide timely interventions, such as tutoring, counseling, or personalized learning plans, to help struggling students get back on track.

The data collected through the Early Warning System will also contribute to the monitoring and assessment of the graduation rate improvement plan. This evidence-based approach ensures that resources are allocated effectively and interventions are tailored to individual student needs, ultimately leading to the desired outcome of a 2% increase in graduation rate.

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

The selection of the Early Warning System as the intervention strategy is based on its proven effectiveness in addressing the underlying factors that can lead to decreased graduation rates. Research indicates that identifying students who are at risk of falling behind early allows for timely and targeted interventions. The EWS leverages data-driven insights to pinpoint attendance, performance, and behavioral patterns that might impede students' progress.

By intervening promptly with personalized support and resources, the EWS aims to mitigate these challenges and prevent students from veering off track academically. The rationale behind this strategy lies in its ability to proactively address individual student needs, fostering a culture of support and engagement. The collected data will also facilitate continuous monitoring, enabling educators to refine strategies based on real-time feedback. Overall, the EWS aligns with the school's goal of increasing the graduation rate by addressing potential obstacles in a proactive and evidence-based manner.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Edgewater School is committed to ensuring that our students receive the highest quality education and support to achieve their full potential. As a school identified for Targeted Support and Improvement (TSI), we recognize the importance of strategic resource allocation to address specific needs and enhance student outcomes. Below, we outline our professional process for reviewing school improvement funding allocations and ensuring that resources are allocated based on identified needs.

Data-Driven Approach:
Our resource allocation process is rooted in data analysis. We start by collecting and rigorously analyzing a wide range of data, including standardized test scores, attendance records, graduation rates, and other pertinent metrics. This meticulous review allows us to pinpoint areas where improvement is most needed.

Needs Assessment:
Conducting a comprehensive needs assessment is central to our resource allocation strategy. We engage our stakeholders, which include teachers, parents, students, and community members, in identifying key priorities. Through collaborative discussions and data review, we gain a holistic understanding of our school's unique challenges and strengths.

Resource Identification:
With identified needs in focus, we then proceed to list the specific resources required to address these needs effectively. These resources may encompass personnel, instructional materials, technology, professional development opportunities, and community partnerships. Our aim is to be exhaustive in resource identification, both in the short-term to address immediate needs and in the long-term for sustained improvements.

Intervention Prioritization:
We prioritize interventions based on their potential impact on student outcomes. Each intervention undergoes a rigorous assessment to ensure alignment with research-based practices and evidence-based strategies. This alignment is crucial to achieving our desired outcomes as outlined in our School Improvement Plan (SIP).

Stakeholder Engagement:
Our stakeholders are integral to the resource allocation process. We actively seek input and feedback from teachers, parents, and community members to ensure that their perspectives are considered in our resource allocation decisions. We believe that involving all relevant parties fosters a sense of ownership and shared commitment to our improvement efforts.

Alignment with Funding Sources:
To ensure effective resource allocation, we align our decisions with available funding sources. This includes careful consideration of federal grants, state allocations, and district funds. We also adhere to regulatory requirements related to the use of specific funding streams, particularly ESSA Title I funds.

Regular Review and Adjustments:
Our commitment to continuous improvement extends to resource allocation. We have established a systematic process for ongoing monitoring and review of our allocation decisions. This approach enables us to assess the effectiveness of our resource allocation and make adjustments as needed based on changing needs or emerging data.

Transparency and Reporting:
Transparency is at the core of our resource allocation philosophy. We maintain open communication with stakeholders, keeping them informed about how funds are being utilized and the expected outcomes. Regular reporting mechanisms are in place to update our community on progress made in addressing identified needs and achieving SIP goals.

In conclusion, the professional resource allocation process at Edgewater School reflects our unwavering commitment to our students' success.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

n/a

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

n/a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

n/a

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Graduation: Graduation	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No