Edgewood Academy

2014-15 School Improvement Plan

Edgewood Academy

3464 EDGEWOOD AVE, Fort Myers, FL 33916

http://ewd.leeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	96%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	88%

School Grades History

Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Grade	D	C	C	C

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Edgewood Academy exists to engage students through quality instruction and art integration in rigorous tasks aligned with state standards.

Provide the school's vision statement

Edgewood Academy will create a community of lifelong learners who develop into world class citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers here at Edgewood Academy honor student experiences by exploring personal and social identity. Teachers provide a safe classroom where students are seen as, valued, cared for and respected. Students have opportunities to learn from one another's varied experiences and perspectives. Teachers at Edgewood have been trained in Kagan Structures and Thinking Maps. Thoughtful classroom set-up and structure has been created so students can share and learn in a collaborative environment. Students learn diversity, relationship building, communication and creative and critical thinking skills. Teachers were trained in the Harry Wong first day of school strategies. These strategies help teachers build relationships with their students. Edgewood is an Arts school. Art is integrated school-wide to build relationships and learn about the different cultures.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Edgewood is an Arts school. Art is integrated school-wide to build relationships and learn about the different cultures. Breakfast is provided before school for all of our students. Students art work is posted around school and in the cafe where students eat breakfast and lunch. This atmosphere creates a positive caring environment. Students feel safe and cared for at Edgewood. Edgewood doesn't provide an after school program. Many neighboring community businesses offer the free after school program for students. During school, Edgewood Academy students learn through engaging and exciting learning activities. The model we use was developed by Dr. Spencer Kagan and his team of educational professionals. Their ideas hinge on one key concept "When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks." Kagan has designed hundreds of ways to "structure" the classroom setting so that all students are highly engaged and individually accountable to think and learn about the concepts the teacher is teaching. "Traditional classroom teaching captures the minds and attention of some students, but not all. Good teachers engage more students…Kagan Structures and Thinking Maps to engage every student."

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each grade level has a consistent Behavior Plan that each teacher in that grade level uses. Students in Kindergarten through 3rd Grade use a Color Chart in which the teacher requests the student to

"Change their Color" when an inappropriate choice occurs. Each 'Color Change' has a consequence, such as warning, time out, parent phone call, or office referral. This plan is given to parents at the beginning of the year and reviewed at Back to School Night. The Color Changes are recorded in the Student Planner daily. In 4th and 5th grade, teachers also have a consistent discipline plan by grade level. This plan is also given to parents at the beginning of the school year and reviewed at Back to School Night. For the 2014-2015 school year to reduce out of school suspensions, Edgewood Academy implemented the Opportunity Room which would keep students in school to be engaged in academic focus and review of behavior choices. Edgewood Academy utilizes the District Support System. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of District, school, classroom, and student level data. These analyses assist with tracking of student progress, management of diagnostic, summative, and formative assessment data, and the responsive of students to implemented interventions. MTSS problem solving process for all students is designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student support. Edgewood Academy's three school-wide expectations are: Respect yourself, Respect others and Respect property.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Edgewood Academy utilizes the School Counselor, Social Worker, School Psychologist, specialized staff and teachers to ensure the social and emotional needs of all students are met. Edgewood Academy offers many special areas of instruction including Head Start and various ESE programs. All Teachers were trained at the beginning of the school year with Dr. Lisa Dieker on inclusion best practices to help all students be successful. Edgewood Academy assists the preschool children in transition from early childhood programs through attending school performances, special guest presentations, general assemblies and other school functions. MTSS problem solving process for all students is designed to improve the educational outcomes for students with academic and behavioral/ emotional needs within a multi-tiered system of student support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/167703.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The SAC assisted the SIP committee by reviewing the previous year student data. Input was collected on programs and budgetary decisions to enhance student achievement. We continue to have partnerships with the local Kiwanis Club. Kiwanis provides atlases to all 4th graders, volunteers read to Kindergartners once a month and give each kindergarten student a book to take home, BUGs "Bringing up grades awards", and donate books to the library. In addition, the Rotary Chapter donates dictionaries to 3rd grade students. Edgewood Academy partners with the Foundation of Lee County Schools to provide Dancing Classroom to 5th grade students. The Piper Center provides Edgewood Academy with elderly citizens that enhance the classroom.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Trombetti, Laura	Principal
Frink, Carol	Assistant Principal
Oatley, Kori	Instructional Coach
Rosenthal, Tracy	Instructional Coach
Colleran, Kerrie	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles of each member are as follows:

Classroom Teacher

* Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

* Attend MTSS Team meetings to collaborate on & monitor students who are struggling

* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports. * Deliver instructional interventions and enrichment with fidelity

Reading or Math Coach/Specialist

* Attend MTSS Team meetings

* Train teachers in interventions, progress monitoring, differentiated instruction and enrichment

* Implement supplemental and intensive interventions

* Keep progress monitoring notes & anecdotals of interventions implemented

* Administer screenings

* Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

* Attend MTSS Team meetings for students receiving supplemental and intensive supports.

* Completes Communication Skills screening for students unsuccessful with Tier 2 interventions

* Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact

* Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions Principal/Assistant Principal

* Facilitate implementation of the MTSS problem-solving process in your building

* Provide or coordinate valuable and continuous professional development

* Assign paraprofessionals to support MTSS implementation when possible

* Attend MTSS Team meetings to be active in the MTSS change process

* Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor

* Often MTSS Team facilitators

* Schedule and attend MTSS Team meetings

* Maintain log of all students involved in the MTSS process

* Send parent invites

* Complete necessary MTSS forms

* Conduct social-developmental history interviews when requested

School Psychologist

* Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports

* Monitor data collection process for fidelity

* Review & interpret progress monitoring data

* Collaborate with MTSS Team on effective instruction & specific interventions

* Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

* Consult with MTSS Team regarding intensive interventions

* Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

* Consult with MTSS Team

* Provide staff trainings Social Worker

* Attend MTSS Team meetings when requested

* Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

* Attend all MTSS Team meetings for identified ELL students, advising and completing LEP

paperwork
* Conduct language screenings and assessments
* Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Problem-Solving team at Edgewood Academy meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
Title I, Part A:
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School Improvement plans are written to ensure compliance with all state and additional regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C:
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of cummunication and encourage cooperation between programs.
Title I, Part D:
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title iii and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.
Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs
Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of al programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X, Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing on going collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wid targeted assistance schools may have unique challenges that are not addressed by the regular Title I program a these schools. These challenges may create barriers to full participation in Title I programs and defeat the over arching program goal of helping all students meet challenging state and national standards. For instance, students residing in shelters, motels, or other overcrowded condidiotns may not havea quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, studentwho is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, in conjuction with Title X, McKinney-Vento funcing homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Laura Trombetti	Principal
Carol Frink	Principal
Helen Maxwell	Teacher
Dorothy Eddie	Education Support Employee
Wanda Cartagena	Education Support Employee
Madeline Cortez	Parent
Irwin Moskowitz	Business/Community
Joe Capasso	Business/Community
Meschelle Sahli	Parent
Jane Clark	Parent
Yansi Vigil Henriquez	Parent
Angelina Jose Dominguez	Parent
Amalia Paxtor	Parent
Rosa Dominguez	Parent
Clay Zengel	Parent
Maria Garcis	Parent
Soledad Garcia Santana	Parent
Angelina Antonio	Parent
Margarita Garcia	Parent
Cathleen O'Haver	Parent
Milm Owens	Parent
Juliana Sica	Parent
Sonia Sivestre	Parent
Theresa Jack	Teacher
Kathy Bodiker	Education Support Employee
Tiffany Daley	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Edgewood Academy's SAC met at it's first meeting to review school improvement plan. Input was collected from the SAC members. The survey results were tallied and the majority vote was to purchase licenses for English in a Flash and then Readers and writer's notebooks. The SAC members were supportive of using left over monies for the Family Science Night.

Development of this school improvement plan

The SAC assisted the SIP committee by reviewing the previous year student data. Input was collected on supplemental programs and budgetary decisions to enhance student achievement.

Preparation of the school's annual budget and plan

The SAC assisted the SIP committee by reviewing the previous year student data. Input was collected on supplemental programs and budgetary decisions to enhance student achievement. Monies from 2013-2014 were rolled over to the 2014-2015 school year. We will allocate the combined school improvement funds to assist in school improvement. Our SAC was surveyed and given three options on how the group would like to spend school improvement funds. The three options are more English in a Flash computer student licenses, Professional Development in Kagan WIN WIN Discipline and Readers and writer's notebooks to enhance ELA time. With any left over funds SAC voted to have a Family Science Night with the Imaginarium. The survey results were tallied and the majority vote was to purchase licenses for English in a Flash and then Readers and writer's notebooks. The SAC members were supportive of using left over monies for the Family Science Night.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds will be used for supplemental materials for students or professional development for teachers.
Monies from 2013-2014 were rolled over to the 2014-2015 school year. We will allocate the combined school improvement funds to assist in school improvement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Trombetti, Laura	Principal
Frink, Carol	Assistant Principal
Oatley, Kori	Instructional Coach
Rosenthal, Tracy	Instructional Coach
Womack, Sherrie	Instructional Coach
Swartz, Bernie	Instructional Coach
Moomaw, Melissa	Teacher, K-12
Maxwell, Helen	Teacher, K-12
Marshall, Aysia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To work on continuous improvement model to align Edgewood Academy's curriculum and supplemental curriculum to distict K-12 Comprehensive Research-Based Reading Plan.
To continue to support students in the lowest 25% with quality Triple iii interventions.
The school based leadership team will meet once a month to track student and teacher ELA standard based data. The Reading Coach will lead the meeting and create the agenda based on the need.

Each grade level representative will be responsible for leading their grade level initiatives from the team meeting.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers receive ongoing professional development throughout the year. Grade level teams meet weekly in their Professional Learning Community (PLC). Teachers learn new strategies and are encouraged to collaborate with their grade level team. They utilize their common planning time for curriculum development to create lesson plans, share best practices and track data to drive current and next week's instruction/intervention/enrichment.
All teams have created norms for collaborative meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruitment:
1. attend district recruitment fair in May
2. interview process based on Danielson Model
3. school website
Retainment:
1. district APPLES program for new teachers
2. new teacher professional development scheduled every Mondays based on needs assessment survey
3. email group for new teachers to share and collaborate
4. district PD throughout the year
5. peer mentoring
6. school culture, campus
7. Edgewood Sharepoint site for teacher information

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with experienced mentors from another grade level; mentors meet regularly to plan for instruction and assist with classroom management. Mentors observe classroom instruction and provide feedback for improvement. Additionally, mentors model lessons and effective teaching strategies and Kagan structures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All teachers received District pre-school training in Standard's Based Instruction through Backward Design. Teachers plan instruction through backward design utilizing the District grade level Academic Plan. Throughout the year District curriculum master teachers are scheduled to meet with grade levels to ensure alignment to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Edgewood Academy believes that student achievement will increase school wide when students are actively engaged in rigorous tasks aligned with state standards. All of our teachers are trained in Kagan Cooperative Learning structures and Thinking Maps. Compass Learning, Renaissance Place (Accelerated Math, English in a Flash, Accelerated Reader), System 44/Read 180 are used as supplemental programs. Students participate in WIN (What I Need) to differentiate instruction to meet the intervention/enrichment needs of all students.
- Compass Learning Odyssey includes lessons and activities that are built upon current and confirmed research about the way students actually think and learn. Odyssey software for elementary students makes differentiating and personalizing instruction easier, and its formative assessments and reporting tools help educators use real-time data to drive critical instructional decisions.
- Renaissance Place provides a Map backward to move forward plan for students. This program helps teacher to understand the needs of their students. It let's you know what's clear, what's confusing, what skills need practice and then addressing those needs in the right order, so that students can progress. The pathway a student follows to master a complex and interdependent web of skills is called a learning progression.
- Scholastic (Read 180 & System 44) provides a clear instructional path, integrated professional development, and resources for assessing students and differentiating instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

Edgewood Academy has created a What Is Needed (WIN) time. During this time standard based intervention/enrichment instruction will be given. Students will be instructed in the skills needed to make gains toward proficiency on the Florida State Standards Assessment, STAR and STAR Early Literacy.

Strategy Rationale

Our students performance in reading and math has decreased. We will focus on standards based intervention/enrichment instruction researched based teaching strategies and quality progress monitoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Trombetti, Laura, lauraat@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be reviewed weekly on Performance Matters and/or Renaissance Place at grade level PLCs which include formative/summative assessments in reading, writing, science, and mathematics. All teachers and coaches will monitor implementation and student progress of What Is Needed (WIN) time.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Edgewood Academy assists the preschool children in transition from early childhood programs in the following ways:

The school social worker conducts an attendance workshop with preschool parents which explains the K-5 Lee County School District Policy regarding attendance.

School tours are conducted at parent request during the spring and summer months.

Preschool students eat lunch in the school cafeteria the last few weeks of school.

All students are adessed prior to or upon entering within the area of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Open House is conducted before school starts for students to meet teachers and staff. The Principal conducts a parent presentation for school information.

Preschool students attend school performances, special guest presentations, general assemblies, and other school functions.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Student achievement will increase school-wide when students are routinely and actively engaged with rigorous tasks aligned with standards based instruction and District academic priorities.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase school-wide when students are routinely and actively engaged with rigorous tasks aligned with standards based instruction and District academic priorities. `1a`

🔑 G037290

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	59.0
Math Gains	67.0
FCAT 2.0 Science Proficiency	40.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- District Adopted Curriculum

- OnCourse Lesson Planning Tool funded by Title I

- Kagan Cooperative Learning Training and Coaching funded by Title II

- Supplemental Curriuculm Technology Funded by district/ Title I

- TIF Teachers funded by Race to the Top Grant

- Grade Level Resource Teachers funded by Title I

- Integrated Arts Classes funded by the district

- Parents

- Community Partners such as Fort Myers Police Department Truant Grant and Kiwanis

- Foundation of Lee County Schools enrichment opportunities for students

Targeted Barriers to Achieving the Goal `3`

- Teachers need training in standards based instruction

- Lack of standard based speaking and listening instruction

Plan to Monitor Progress Toward G1. `8`

3rd- 5th grade students will increase Performance Progress in Reading from our 2014 Percent Satisfactory of 49% as measured on FCAT to a Target of 59% on the 2015 Performance Progress in Reading as measured on the FL Standards Assessment.

3rd - 5th grade students will increase Performance Progress in Math from our 2014 Percent Satisfactory of 38% as measured on FCAT to a Target of 67% on the 2015 Performance Progress in Math as measured on the FL Standards Assessment.

Person Responsible

Kori Oatley

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Midyear Reading and Math Assessments and Core Curriculum Reading and Math Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Student achievement will increase school-wide when students are routinely and actively engaged with rigorous tasks aligned with standards based instruction and District academic priorities. [1]

🔑 G037290

G1.B4 Teachers need training in standards based instruction [2]

🔑 B089528

G1.B4.S1 Provide Florida standards training and support for our teachers [4]

🔑 S100253

Strategy Rationale

New Florida State Standards

Action Step 1 [5]

Provide training to add student center based standards instruction to all staff.

Person Responsible

Kori Oatley

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Inservice Records

Action Step 2 `5`

Coaches will facilitate common planning to incorporate differentiated instruction for students to meet intervention and enrichment needs.

Person Responsible

Theresa Jack

Schedule

Weekly, from 8/18/2014 to 5/18/2015

Evidence of Completion

lesson plans, coaching calendar, common planning meeting agenda, notes from PLC, Intervention calendar, WIN binder

Action Step 3 `5`

Provide coaching support on differentiated instruction through coaching cycles.

Person Responsible

Theresa Jack

Schedule

Daily, from 8/18/2014 to 5/18/2015

Evidence of Completion

Coaching calendar, observations, weekly coach meeting with administration

Action Step 4 `5`

Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.

Person Responsible

Theresa Jack

Schedule

On 5/18/2015

Evidence of Completion

PLC, student work

Action Step 5 `5`

Provide job embedded professional development during common planning unpacking standards and test item specs to develop lesson plans that engage students in rigorous tasks and assessments.

Person Responsible

Theresa Jack

Schedule

Weekly, from 9/15/2014 to 5/18/2015

Evidence of Completion

Coach calendar, common planning notes, PLC notes, formative assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Teachers need training in standards based instruction

Person Responsible

Kori Oatley

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Inservice Records

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Teachers need training in standards based instruction

Person Responsible

Tracy Rosenthal

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Professional Learning Communities Data Chats

G1.B10 Lack of standard based speaking and listening instruction 2

B093464

G1.B10.S1 Engage our ELL students in learning English 4

S104567

Strategy Rationale

Students need to read and write English

Action Step 1 5

Provide professional development to incorporate speaking and listening to standards.

Person Responsible

Theresa Jack

Schedule

On 9/22/2014

Evidence of Completion

In-service records, lesson plans

Action Step 2 5

During facilitated common planning coaches and support personnel will co-plan with teachers to incorporate speaking and listening strategies into their standard based lessons to support ELL students.

Person Responsible

Theresa Jack

Schedule

Weekly, from 8/18/2014 to 5/18/2015

Evidence of Completion

Documentation in lesson plans, coach calendar, resource calendar

Action Step 3 `5`

Components of SIOP training will be incorporated to teachers to help reduce the barrier.

Person Responsible

Theresa Jack

Schedule

On 5/18/2015

Evidence of Completion

Lesson plans, in-service record, educational impact professional development plan

Action Step 4 `5`

Our teachers will incorporated speaking and listening into their lesson to support ELL students.

Person Responsible

Theresa Jack

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Coaches, Resource Teachers and Grade Level Teachers will pull data from the English in a Flash, Performance Matters and STAR data.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 `6`

Our ELL Paraprofessional will work with our ELL students weekly, track data and monitor our ELL students progress for student achievement.

Person Responsible

Helen Maxwell

Schedule

On 5/29/2015

Evidence of Completion

Classroom walk throughs, teacher data, STAR test data and schedules.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 `7`

Frequent conversations with the teachers and paraprofessionals to ensure fidelity and effectiveness of support.

Person Responsible

Helen Maxwell

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher conversations, student observations, Performance Matters and STAR data will be used to monitor the effectiveness of this strategy.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Provide training to add student center based standards instruction to all staff.	Oatley, Kori	8/4/2014	Inservice Records	5/29/2015 quarterly
G1.B10.S1.A1	Provide professional development to incorporate speaking and listening to standards.	Jack, Theresa	9/15/2014	In-service records, lesson plans	9/22/2014 one-time
G1.B10.S1.A2	During facilitated common planning coaches and support personnel will co-plan with teachers to incorporate speaking and listening strategies into their standard based lessons to support ELL students.	Jack, Theresa	8/18/2014	Documentation in lesson plans, coach calendar, resource calendar	5/18/2015 weekly
G1.B4.S1.A2	Coaches will facilitate common planning to incorporate differentiated instruction for students to meet intervention and enrichment needs.	Jack, Theresa	8/18/2014	lesson plans, coaching calendar, common planning meeting agenda, notes from PLC, Intervention calendar, WIN binder	5/18/2015 weekly
G1.B10.S1.A3	Components of SIOP training will be incorporated to teachers to help reduce the barrier.	Jack, Theresa	8/18/2014	Lesson plans, in-service record, educational impact professional development plan	5/18/2015 one-time
G1.B4.S1.A3	Provide coaching support on differentiated instruction through coaching cycles.	Jack, Theresa	8/18/2014	Coaching calendar, observations, weekly coach meeting with administration	5/18/2015 daily
G1.B10.S1.A4	Our teachers will incorporated speaking and listening into their lesson to support ELL students.	Jack, Theresa	8/18/2014	Coaches, Resource Teachers and Grade Level Teachers will pull data from the English in a Flash, Performance Matters and STAR data.	5/29/2015 daily
G1.B4.S1.A4	Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.	Jack, Theresa	8/18/2014	PLC, student work	5/18/2015 one-time
G1.B4.S1.A5	Provide job embedded professional development during common planning unpacking standards and test item specs to develop lesson plans that engage students in rigorous tasks and assessments.	Jack, Theresa	9/15/2014	Coach calendar, common planning notes, PLC notes, formative assessments	5/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	3rd- 5th grade students will increase Performance Progress in Reading from our 2014 Percent Satisfactory of 49% as measured on FCAT to a Target of 59% on the 2015 Performance Progress in Reading as measured on the FL Standards Assessment. 3rd - 5th grade students will increase Performance Progress in Math from our 2014 Percent Satisfactory of 38% as measured on FCAT to a Target of 67% on the 2015 Performance Progress in Math as measured on the FL Standards Assessment.	Oatley, Kori	8/18/2014	Midyear Reading and Math Assessments and Core Curriculum Reading and Math Assessments	5/29/2015 weekly
G1.B4.S1.MA1	Teachers need training in standards based instruction	Rosenthal, Tracy	8/4/2014	Professional Learning Communities Data Chats	5/29/2015 quarterly
G1.B4.S1.MA1	Teachers need training in standards based instruction	Oatley, Kori	8/4/2014	Inservice Records	5/29/2015 quarterly
G1.B10.S1.MA1	Frequent conversations with the teachers and paraprofessionals to ensure fidelity and effectiveness of support.	Maxwell, Helen	9/1/2014	Teacher conversations, student observations, Performance Matters and STAR data will be used to monitor the effectiveness of this strategy.	5/29/2015 monthly
G1.B10.S1.MA1	Our ELL Paraprofessional will work with our ELL students weekly, track data and monitor our ELL students progress for student achievement.	Maxwell, Helen	9/1/2014	Classroom walk throughs, teacher data, STAR test data and schedules.	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase school-wide when students are routinely and actively engaged with rigorous tasks aligned with standards based instruction and District academic priorities.

G1.B4 Teachers need training in standards based instruction

G1.B4.S1 Provide Florida standards training and support for our teachers

PD Opportunity 1

Provide training to add student center based standards instruction to all staff.

Facilitator

District Trainers, TIF, Coaches

Participants

Teachers

Schedule

Quarterly, from 8/4/2014 to 5/29/2015

PD Opportunity 2

Standards based collaboration to unpack standards during weekly teacher curriculum planning periods.

Facilitator

TIF teachers, District support, Coaches

Participants

Teachers

Schedule

On 5/18/2015

G1.B10 Lack of standard based speaking and listening instruction

G1.B10.S1 Engage our ELL students in learning English

PD Opportunity 1

Components of SIOP training will be incorporated to teachers to help reduce the barrier.

Facilitator

District support

Participants

Teachers

Schedule

On 5/18/2015

PD Opportunity 2

Our teachers will incorporated speaking and listening into their lesson to support ELL students.

Facilitator

Coaches and Resource Teachers

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Student achievement will increase school-wide when students are routinely and actively engaged with rigorous tasks aligned with standards based instruction and District academic priorities.	58,500
Grand Total	**58,500**

Goal 1: Student achievement will increase school-wide when students are routinely and actively engaged with rigorous tasks aligned with standards based instruction and District academic priorities.		
Description	**Source**	**Total**
B4.S1.A1 - Supplemental standard based resources and materials to enhance student proficiency in standard based learning.	Title I Part A	5,000
B4.S1.A1 - Supplemental keyboarding program to enhance student writing and response to questions.	Title I Part A	5,000
B10.S1.A3 - Thinking Maps Resources, professional development, coaching support, provide substitutes for teachers, technology for teachers,	Title I Part A	10,000
B10.S1.A3 - Kagan Resources, professional development, coaching support, substitutes for teachers	Title I Part A	12,000
B10.S1.A3 - English in a Flash technology to support students and language development	School Improvement Funds	1,500
B10.S1.A3 - System 44/Read 180 supplemental reading program for our lowest 25% in grades 3 - 5. Additional licenses and upgrades consumable resources for students, additional professional development for teachers.	Title I Part A	10,000
B10.S1.A3		0
B10.S1.A3		0
B10.S1.A4 - Educational learning experiences away from school, bus transportation, fees and dues	Title I Part A	10,000
B10.S1.A4 - Educational learning experiences at school, speakers and presenters, fees dues and resources	Title I Part A	5,000
Total Goal 1		**58,500**