FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EDGEWOOD ACADEMY

District Name: Lee

Principal: Laura A. Trombetti

SAC Chair: Clay Zengel

Superintendent: Dr. Joseph P. Burke

Date of School Board Approval: Pending

Last Modified on: 11/16/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Laura A. Trombetti	M.S. Educational Leadership Nova Southeastern University Certifications: Educational Leadership (All Levels) Elementary Education (Grades 1-6) English to Speakers of Other Languages (All Levels) School Principal (All Levels)	6	7	06-07: C Grade; 85% AYP 07-08: B Grade; 97% AYP 08-09: A Grade; 100% AYP 09-10: C Grade; 90% AYP 10-11: C Grade; 82% AYP 11-12: C Grade;
		M.ed. Educational Leadership Florida Gulf Coast University			07-08: B Grade; 97% AYP

Assis Principal	Kimberly Mannari	Certifications: Educational Leadership (All Levels) Elementary Education (Grades 1-6)	5	3	08-09: A Grade; 100% AYP 09-10: C Grade; 90% AYP 10-11: C Grade; 82% AYP 11-12: C Grade

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Bernie Swartz	M.S. Elementary Education (K-6) ESOL endorsed, Gifted endorsed, Social Science (Middle Grades)	5	5	07-08: B Grade; 97% AYP 08-09: A Grade; 100% AYP 09-10: C Grade; 90% AYP 10-11: C Grade; 82% AYP 11-12: C Grade
Reading	Keri Moorey	B.S. Elementary Education (K-6) M.Ed ESOL endorsed, Reading endorsed	2	1	07-08: B Grade; 97% AYP 08-09: A Grade; 100% AYP 09-10: C Grade; 90% AYP 10-11: C Grade; 82% AYP 11-12: C Grade
Math	Melissa Moomaw	B.S. Human Development and Family Science (Pre K- Grade 3) ESOL endorsed	9	1	07-08: B Grade; 97% AYP 08-09: A Grade; 100% AYP 09-10: C Grade; 90% AYP 10-11: C Grade; 82% AYP 11-12: C Grade

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	TEAM Meetings with Administrators	Administrators	June 2013	
2	TEAM Meetings with Grade Levels	Grade Level Chair Person	June 2013	
3	Teacher Surveys	Administrators	June 2013	
4	Professional Development: Kagan Cooperative Learning training, district support in core curriculum areas, and technology training.	Administrators	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1) Teachers out of field = 5% (2 teachers) 2) Teachers NOT	Professional Development Mentoring Program Common planning/Best practices Classroom Walkthrough feedback

effective/highly effective based on their 2012 manager's evaluation = 8% (3 teachers) 3) Paras not highly qualified =0%	Midyear/Final Classroom Observations Final Evaluation Meeting with each teacher Teachers out-of-field (ESOL) are currently working on their endorsement through district on line classes.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	10.3%(4)	33.3%(13)	46.2%(18)	10.3%(4)	41.0%(16)	100.0%(39)	20.5%(8)	0.0%(0)	59.0%(23)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melissa Moomaw, Clinical Ed. Coach	Lauren Alto	District Teacher Induction Program- APPLES First Year Teacher	Pre, post conferences Observations Teacher Support Meetings
Kori Oatley, Clinical Ed. Coach	Haylee Wood	District Teacher Induction Program- APPLES First Year Teacher	Pre, post conferences Observations Teacher Support Meetings
Brianna Hacker, Clincal Ed. Coach	Emily Laughman	District Teacher Induction Program- APPLES First Year Teacher	Pre, post conferences Observations Teacher Support Meetings
Keri Moorey, Clinical Ed. Coach	Kyla Sanders	Although Kyla completed the District A.P.P.L.E.S. program,she continues to receive support from peer teacher	Pre, post conferences Observations Teacher Support Meetings
Lauren Useman, Clinical Ed. Coach	Rebecca Grimming	District Teacher Induction Program- APPLES First Year Teacher	Pre, post conferences Observations Teacher Support Meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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 national 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- Migrant

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 communication 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

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 AYP. 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 all 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 ongoing 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-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a 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, a student who 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, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding 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. 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.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Problem-Solving Team for Edgewood Academy consists of the following members:
Kerrie Colleran, Guidance Counselor
Classroom Teachers
Laura A. Trombetti, Principal
Kimberly Mannari, Assistant Principal
Kellie Schopmeyer, Resource Teacher
Alice Lance, School Psychologist
Alejandra Benito, ELL Representative
Mary Miller, ESE Teacher
Shannon Peckham, Speech and Language Pathologist
Bernie Swartz, Reading Coach
Liz Brumm, School Social Worker

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Problem-Solving team at Edgewood Academy meets weekly(or more often as needed to analyze school and/or student progress data in need of further support and monitor the progress of students receiving interventions to ensure the needs of all students are being met within a multi-tiered system of students support. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. 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 with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• 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/Curriculum Specialist
• 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 role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions,

curricula, and school systems.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Edgewood Academy utilizes the district adopted data management system, Pinnacle Analytics. 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 the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem idenitification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Describe the plan to support MTSS.

The Lee county School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

Identify the school-based Literacy Leadership Team (LLT).

Kelly Schopmeyer, Learning Resource Teacher
Keri Moorey, Curriculum Specialist
Bernie Swartz, Reading Coach
Lorie Trombetti, Principal
Kim Mannari, Assistant Principal
Kori Oatley, Kindergarten Teacher
Stephanie Schmitt, First Grade Teacher
Jenn Early, Second Grade Teacher
Joe Mancini, Third Grade Teacher
Trina Emler, Fourth Grade Teacher
Cassandra Siwarski, Fifth Grade Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The School-Based LLT will meet once a month on Wednesday afternoons. Bernie Swartz, Reading Coach, will lead the meetings. Each grade level representative will be responsible for leading their grade level in initiatives from the LLT.

What will be the major initiatives of the LLT this year?

To make continued improvements to align Edgewood Academy's curriculum and supplemental curriculum to the district K-12 Comprehensive Research-Based Reading Plan.
To continue to supporting the lowest 25% with qualtiy Triple iii interventions.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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 assessed prior to or upon entering within the areas 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.
Pre school students attend school performances, special guest presentations, and other school fuctions.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2011-2012, 28% of our students (178) scored Level 3 on FCAT reading. In 2012-2013,we will improve to 34% as measured by the Florida AMO report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28% (49) of Edgewood Academy's 200 students scored Level 3 in Reading on the FCAT.	In 2013, we will improve to 34% (60) as measured by Florida AMO report.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	None	Edgewood Academy will continue FAIR assessments to monitor student progress.	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers	Review FAIR data reports to ensure that teachers are asessing students according to the district created schedule, and conference with grade level teams to ensure that intervention strategies are in place.	FAIR Assessment
3	None	Edgewood Academy will provide students in grades K-5 with 90 minutes uninterrupted reading instruction per day using the core reading program McMillan Treasures/Triumphs.	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers	Classroom walkthroughs will be conducted by administration and lesson plans will be reviewed.	Classroom walkthrough logs and observations
4	None	Edgewood Academy will utilize and closely monitor student reading practice through Accelerated Reader for 30 minutes a day.	Administration and Reading Coach	Teachers will continue AR and turn in Diagnostic Reports weekly. The Reading Coach will review the reports and monitor student progress.	STAR and Diagnostic Reports
5	None	Teachers will create Grade Level and Individual Teacher Dashboards for student subgroups.	Administrators	Weekly Data Discussions related to the student subgroups at Team Meetings	Benchmark Assessments, Annual Mid-Year Report and Annual AMO Report
6	None	Teachers will structure Reading Questions/ Responses in Kagan Cooperative Structures	Administrators	Classroom Observations	Classroom WalkThrough Logs
7	None	Teachers will use high level questioning, text complexity, and Common Core Standards in the 90 minute reading block	Administration	Classroom Observations	Classroom WalkThrough Logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2011-2012, 18% of students (178) scored at or above Achievement Level 4 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (32)	25% (44)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will continue FAIR assessments to monitor student progress.	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers	Review FAIR data reports to ensure that teachers are asessing students according to the district created schedule, and conference with grade level teams to ensure that intervention strategies are in place.	FAIR
2	None	Edgewood Academy will provide students in grades K-5 with 90 minutes uninterrupted reading instruction per day using the core reading program McMillan Treasures/Triumphs.	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers	Classroom walkthroughs will be conducted by administration and lesson plans will be reviewed.	Classroom Walk-Through Data
3	None	Edgewood Academy will utilize and closely monitor student reading practice through Accelerated Reader for 30 minutes a day.	Administration	Teachers will continue AR and turn in Diagnostic Reports weekly. The Reading Coach will review the reports and monitor student progress.	STAR and Diagnostic Reports

	None	Teachers will create Grade Level and Individual Dashboards for student subgroups	Administration	Weekly Data Discussions related to the student subgroups at Team Meetings	Benchmark Assessments, Annual Mid-Year Report and Annual AMO Report
4					
5	None	Teachers will structure Questions/ Responses using Kagan Cooperative Learning Structures	Administration	Classroom Walk-Throughs	Classroom Walk-Through Data
6	None	Teachers will use high level questioning, text complexity, and Common Core Standards in the 90 minute reading block	Administration	Classroom Walk-Through	Classroom Walk-Through Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2011-2012, the percentage of students (178) at Edgewood Academy in grades 3-5 making learning gains in Reading as measured by the FCAT will increase from 64% (113) to 65% (115)).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students (178) at Edgewood Academy in grades 3-5 who made learning gains in Reading as measured by the FCAT in 2012 was 64% (113).	The percentage of students (178) at Edgewood Academy in grades 3-5 who are expected to make learning gains in Reading as measured by the FCAT in 2013 will be 65% (115).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Teachers will understand the student subgroup goals in reading.	Administrators	Weekly Discussions related to the student subgroups at Team Data Meetings	Annual Mid-Year Report and Annual AMO Report
	None	Edgewood Academy will provide students in	Administration, Leadership Team,	Classroom walkthroughs will be conducted by	Classroom walkthrough logs

| 2 | | grades K-5 with 90 minutes uninterrupted reading instruction per day using the core reading program McMillan Treasures/Triumphs. | Resource Teacher, Reading Coach, and Teachers | administration and lesson plans will be reviewed. | and observations |
| 3 | None | Edgewood Academy will utilize and closely monitor student reading practice through Accelerated Reader for 30 minutes a day. | Administration and Reading Coach | Teachers will continue AR and turn in Diagnostic Reports weekly. The Reading Coach will review the reports and monitor student progress. | STAR and Diagnostic Reports |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2011-2012, the percentage of students at Edgewood Academy performing in the Lowest 25% making learning gains in Reading as measured by the FCAT will increase from 69% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students at Edgewood Academy performing in the Lowest 25% who made learning gains in Reading as measured by the FCAT in 2012 was 69%.	The percentage of students at Edgewood Academy performing in the Lowest 25% who are expected to make learning gains in Reading as measured by the FCAT in 2013 will be 72%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will continue the FAIR assessments to monitor student progress.	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers	Review FAIR data reports to ensure that teachers are asessing students according to the created schedule.	Fair Assessment
2	None	Students performing in the Lowest 25% will receive an additional 40 minutes per day of	Administration, Resource Teacher, Reading Coach, and Teachers	Administration of Benchmark Assessments, and Review of System 44 Data Reports	Reading Benchmark Assessments and System 44 Diagnostic Reports

		intensive reading instruction.			
3	None	Continuation of System 44 to supplement phonological awareness for students struggling with phonological skills in grades 3-5	Administrators, Classroom Teachers, Reading Coach, and Learning Resource Teacher	Observation of System 44 and Review of System 44 Reports	Student Progress on Common Assessments in Reading
4	None	Edgewood Academy will utilize the Reading Resource Teacher to track students in the group of students performing in the Lowest 25% in reading.	Administrators, Resource Teacher, Classroom Teachers	Review of FAIR data by Learning Resource Teacher. RT would meet with teachers to review how to utilize supplemental resources and strategies.	FAIR Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	In the 2011-2012 school year 46% of our students met high standards in reading. During the next six years, we will reduce our achievement gap by 50% with 69% of our students meeting high standards in reading as measured by the FCAT
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In the 2012-2013 school year, Edgewood Academy will increase reading proficiency in the black and hispanic subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 35% (25) of Edgewood Academy students in the Black subgroup scored Level 3-5 in Reading on the FCAT 2.0. In 2012, 47% (41) of Edgewood Academy students in the Hispanic subgroup scored Level 3-5 in Reading on the FCAT 2.0.	In 2013, 41% (28) of Edgewood Academy students in the Black subgroup are expected to score Level 3-5 in Reading on the FCAT 2.0. In 2013, 52% (44) of Edgewood Academy students in the Hispanic subgroup are expected to score Level 3-5 in Reading on the FCAT 2.0.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will continue the FAIR assessments to monitor student progress.	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers	Review FAIR data reports to ensure that teachers are asessing students according to the created schedule.	FAIR Assessment
2	None	Edgewood Academy will provide students in grades K-5 with 90 minutes uninterrupted reading instruction per day using the core reading program, McMillan Treasures/Triumphs	Administration, Leadership Team, , Resource Teacher, Reading Coach, and Teachers	Classroom walkthroughs will be conducted by administration and lesson plans will be reviewed.	Classroom walkthrough logs and observations
	None	Edgewood Academy will utilize and closely monitor	Administration and Reading Coach	Teachers will implement AR and turn in Diagnostic	STAR and Diagnostic Reports

| 3 | | student reading practice through Accelerated Reader for 30 minutes a day. | | Reports weekly. The Reading Coach will review the reports and monitor student progress. | |
| 4 | None | Edgewood Academy will utilize the Reading Coach to assist teachers in targeting students in the Black and Hispanic subgroups who need intensive strategies to move to proficiency. | Administration and Reading Coach | Review of FAIR data and SRA placement test/ weekly checkout by Reading Coach. Reading Coach would meet with teachers to review how to utilize supplemental resources and strategies. | FAIR Assessements, SRA checkout, and Reading Coach Observations |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making	In 2011-2012, the percentage of students in the

satisfactory progress in reading. Reading Goal #5E:			Economically Disadvantaged subgroup in grades 3-5 scoring level 3-5 on the FCAT 2.0 Reading Test will increase from 43% (82) to 48% (91) to meet the Florida AMO Grades Report.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 43% (82) of Edgewood Academy students in the Economically Disadvantaged subgroup scored Level 3-5 in Reading on the FCAT.			In 2013, 48% (91)of Edgewood Academy students in the Economically Disadvantaged subgroup are expected to score Level 3-5 in Reading on the FCAT 2.0.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will implement the FAIR assessments to monitor student progress.	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers.	Review FAIR data reports to ensure that teachers are asessing students according to the created schedule.	FAIR Assessment
2	None	Edgewood Academy will provide students in grades K-5 with 90 minutes uninterrupted reading instruction per day using the core reading program McMillan Treasures/Triumphs	Administration, Leadership Team, Resource Teacher, Reading Coach, and Teachers	Classroom walkthroughs will be conducted by administration and lesson plans will be reviewed.	Classroom walkthrough logs and observations
3	None	Edgewood Academy will utilize and closely monitor student reading practice through Accelerated Reader for 30 minutes a day.	Administration and Reading Coach	Teachers will continue AR and turn in Diagnostic Reports weekly. The Reading Coach will review the reports and monitor student progress.	STAR and Diagnostic Reports
4	None	Edgewood Academy will utilize the Learning Resource Teacher to track students in the Economically Disadvantaged subgroup in reading.	Administrators, Resource Teacher, Classroom Teachers	Review of FAIR data by Learning Resource Teacher. LRT would meet with teachers to review how to utilize supplemental resources and strategies.	FAIR Assessment and LRT Observations

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Read Well	K/ Reading	Sophis West Trainer or District Trainer	Kindergarten Teachers	Training will take place as coaching during instruction with additional training during common planning times, 3 times during the year	Classroom Walk-Throughs and Read Well Reports	Administration
Accelerated Reader Renaissance Learning	K-5/Reading	Renaissance Webinars	Kindergarten-5th Grade Teachers	Webinars will take place after school on training days twice per year	Accelerated Reading Reports	Administration and Reading Resource Teacher

Scholastic Read About, System 44, & Read 180	3-5/Reading	Scholastic Webinar	Reading Resource Teacher and Technology Specialist	After school or Inservice day training, 1 refresher during the year	Classroom Walk-Throughs, Scholastic Reports, and District Assessment Date	Administration and Technology Specialist
Compass Learning Training	K-5/Reading	Compass Learning Trainer	Kindergarten- 5th Grade Teachers, Resource Teachers, Administration, and Technology Specialist	Training will take place during pre-school, as coaching during the school day, and afterschool	Compass Learning Reports	Administration and Technology Specialist
Kagan Coaching in the Reading Block	K-5/Reading	International Kagan Coach	Kindergarten- 5th Grade Teachers	Coaching will take place during reading instruction and follow-up at the faculty meeting that day, twice during the year	Classroom Walk-Throughs	Administration and Kagan Coaching Leadership Team
Common Core Standards Training	K-5/Reading	School Based Common Core Team and District Trainers	Kindergarten- 5th Grade Teachers and Administration	Training will take place after school throughout the year	Classroom Walk-Throughs	Administration and School Based Common Core Team
Treasures and Triumphs	1-5/Reading	District Trainers	1st-5th Grade Teachers	Training will take place during the Reading Block, during common planning times, and after school throughout the year as needed	Classroom Walk-Throuhs and Lesson Plans	Adminstration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lowest 25% Reading Interventions	Scholastic Read 180/System 44	Title I	$1,000.00
Edgewood Academy will utilize and closely monitor student reading through Accelerated Reader.	Accelerated Reading Books	Title I	$3,000.00
Continuation of System 44 to supplement phonological awareness for students struggling with phonological skills in grades 3-5.	Scholastic's System 44 Resource Books for students	Title I	$1,000.00
Teachers will structure Reading Questions/ Responses in Kagan Cooperative Learning Structures.	Kagan National Trainer	Title I or Title II	$5,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continuation of System 44 to supplement phonological awareness for students struggling with phonological skills in grades 3-5.	Purchase Additional licenses for Scholastic's System 44	Title I	$3,500.00
			Subtotal: $3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Edgewood Academy will utilize and closely monitor student reading through Accelerated Reader.	Renaissance Training	Title I	$3,000.00
Continuation of System 44 to supplement phonological awareness for students struggling with phonological skills in grades 3-5.	Scholastic System 44 Training	Title I	$1,800.00
			Subtotal: $4,800.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Edgewood Academy will continue to use the FAIR Assessment to monitor reading progress.	Substitute teachers to continue Instruction during FAIR administration.	Title I	$2,000.00
Edgewood Academy teachers and administrators will meet to discuss Reading Data	Substitute teachers during Reading Data Meetings	Title I	$2,000.00
After School Tutoring	Teachers, curriculum, and supplies	Title I	$4,000.00
			Subtotal: $8,000.00
			Grand Total: $26,300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In Spring 2012, the ELL students (74) who took the Cella achieved 38% (28) proficiency in listening/speaking. For the 2012-2013 school year the increase of ELL proficiency for the Cella listening/speaking will be 43% (32 students).
2012 Current Percent of Students Proficient in listening/speaking:	
In Spring 2012, the ELL students (74) who took the Cella achieved 38% (28) proficiency in listening/speaking.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Vocabulary	Home Communication will be provided in native language whenever possible.	Administration, ESOL Contact, ESOL paraprofessional, Classroom Teachers	Student agenda books, grade level/school newsletters, school calendar, progress reports and report cards	progress reports, report cards, and CELLA
2	Lack of Vocabulary	ESOL strategies used in the classroom	Administration, Classroom Teachers, ESOL paraprofessional	Teachers use ESOL strategies during daily classroom instruction.	lesson plans, classroom walkthroughs, and CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	In 2011-2012, 30% (22) of our students scored proficiency in reading on the CELLA. In 2012-2013, we will increase proficiency in reading to 36% (27) as measured by the CELLA exam.
2012 Current Percent of Students Proficient in reading:	
30% (22)	

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1	Lack of English Vocabulary	Home Communication will be provided in native language whenever possible	Administration, ESOL Contact, ESOL paraprofessional, Classroom Teachers	student agenda books, grade level/ school newsletters, school calendar, progress reports, report cards	progress reports, report cards, and CELLA
	2	Lack of English Vocabulary	ESOL strategies used during classroom instruction	Administration, Classroom Teachers, ESOL paraprofessional	teachers use ESOL strategies during classroom instruction	lesson plans, classroom walkthroughs, and CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	In 2011-2012, 31% (23) of our students scored proficiency in writing on the CELLA. In 2012-2013, we will increase proficiency in writng to 37% (27) as measured by the CELLA exam.

2012 Current Percent of Students Proficient in writing:
31% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English Vocabulary	Students will be given opportunities to use graphic organizers for support in writing activities.	Administration, Classroom Teachers	Writing Samples	Progress monitoring data, data discussions with grade levels, and CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Program to support Language Acquisition	English in a Flash	Title I or School Improvement Funds	$35,000.00
			Subtotal: $35,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Language Development	Picture and Vocabulary Cards	Title I	$1,000.00

	Subtotal: $1,000.00
	Grand Total: $36,000.00

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In 2011-2012, the percentage of students in grades 3-5 scoring level 3(178 students) on the FCAT 2.0 Math Test will increase from 37% (66)to 42% (74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of students (178) at Edgewood Academy in grades 3-5 scoring a Level 3 on the FCAT was 37% (66).	In 2013, the percentage of students at Edgewood Academy who are expected to score Level 3 on the FCAT is 42% (74).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will provide 75 minutes of math instruction daily using the district adopted Pearson Math Series aligned with the Next Generation Sunshine State Standards.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments and Pearson Common Assessments
2	None	Edgewood Academy teachers will use Kagan Cooperative Learning Structures during math lessons.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments
3	None	Edgewood Academy will use the student progress reports from Accelerated Math, FASTT Math,Compass Learning and District Math Assessments to monitor student progress in math.	Administrators and Classroom teachers	Reports and test scores will be reviewed in grade level groups with the Math Administrator to determine learning gains in math by all subgroups	Accelerated Math Diagnostic Reports, FASTT Math reports,Compass Learning Reports, and District Assessment Scores
4	None	Edgewood Academy will utilize and closely monitor student math practice through Accelerated Math for 20 minutes a day.	Classroom Teachers and Math Administrator	Teachers will implement AM and turn in Diagnostic Reports weekly. The Math Administrator will review the reports and monitor student progress.	STAR and Diagnostic Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2011-2012, the students (178 students) scoring a Level 4 or above in FCAT 2.0 math was 15% (27 students.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, the students (178 students) scoring a Level 4 or above in FCAT 2.0 math was 15% (27 students.)	In 2013, the students (178) scoring a Level 4 or above in FCAT 2.0 math will increase from 15% (27 students) to 22% (39).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will provide 75 minutes of math instruction daily using the district adopted Pearson Envision math Series aligns with the Next Generation Sunshine State Standards.	Administrators and Classroom Teachers	Classroom observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments and Pearson Envision Common Assessments
2	None	Edgewood Academy teachers will use Kagan Cooperative Learning Structures during math lessons.	Administrators and Classroom Teachers	Classroom observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments
3	None	Edgewood Academy teachers will use Compass Learning to enrichment curriculum	Administration and Classroom Teachers	Classroom observations during math instruction and progress monitoring with District Common Math Assessments	Data collected from Compass Learning Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	In 2011-2012, the percentage of students at Edgewood Academy performing in the Lowest 25% making learning gains

Mathematics Goal #4:	in Math as measured by the FCAT 2.0 will increase from 64% to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students at Edgewood Academy performing in the Lowest 25% who made learning gains in Math as measured by the FCAT 2.0 in 2012 was 64%.	The percentage of students at Edgewood Academy performing in the Lowest 25% who are expected to make learning gains in Math as measured by the FCAT 2.0 in 2013 will be 67%.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will provide 75 minutes of math instruction daily using the district adopted Pearson Math Series aligned with the Next Generation Sunshine State Standards.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments and Pearson Common Assessments
2	None	Edgewood Academy teachers will use Kagan Cooperative Learning Structures during math lessons.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments and Pearson Common Assessments
3	None	Edgewood Academy will use the student progress reports from Accelerated Math, FASTT Math,Compass Learning and District Math Assessments to monitor student progress in math.	Administrators and Classroom Teachers	Reports and test scores will be reviewed in grade level groups with the Math Administrator to determine learning gains in math by all subgroups	Accelerated Math Diagnostic Reports, FASTT Math reports,Compass Learning Reports, and District Assessment Scores
4	None	Edgewood Academy will utilize and closely monitor student math practice through Accelerated Math for 20 minutes a day.	Administrators and Classroom Teachers	Teachers will implement AM and turn in Diagnostic Reports weekly. The Math Administrator will review the reports and monitor student progress.	STAR and Diagnostic Reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	5A : In the 2011-2012 school year, 52% of our students met high standards in math. During the next six years we will reduce our achievement gap by 50% with 72% of our students meeting high standards in math.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	56%	60%	64%	68%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In the 2011-2012 school year, Edgewood Academy will increase student proficiency in the Black and Hispanic subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black subgroup: 52% (32 students) Hispanic subgroup: 51% (43 students)	Black subgroup: 56% (35 students) Hispanic subgroup: 55% (47 students)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will provide 75 minutes of math instruction daily using the district adopted Math Series aligned with the Next Generation Sunshine State Standards.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments
2	None	Edgewood Academy teachers will use Kagan Cooperative Learning Structures during math lessons.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Data in Achievement Series from District Common Math Assessments
3	None	Edgewood Academy will use the student progress reports from Accelerated Math, FASTT Math, and District Math Assessments to monitor student progress in math.	Administrators and Classroom teachers	Reports and test scores will be reviewed in grade level groups with the Math Administrator to determine learning gains in math by all subgroups.	Accelerated Math Diagonstic Reports, FASTT Math reports, and District Assessment Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In 2011-2012, the percentage of students in the Economically Disadvantaged subgroup in grades 3-5 scoring level 3-5(178 students) on the FCAT 2.0 Math Test will increase from 52% (82) to 56% (88).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of students (178) in the Economically Disadvantaged subgroup at Edgewood Academy in grades 3-5 scored Level 3-5 on the FCAT was 52% (82).	In 2013, the percentage of students in the Economically Disadvantaged subgroup at Edgewood Academy who are expected to score Level 3-5 on the FCAT is 56% (88).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy teachers will use Kagan Cooperative Learning Structures during math lessons.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Classroom Walk Throughs and Lesson Plans
2	None	Edgewood Academy will provide 75 minutes of math instruction daily using the district adopted Pearson Math Series aligned with the Next Generation Sunshine State Standards.	Administrators and Classroom Teachers	Classroom Observations during math instruction and progress monitoring with District Common Math Assessments	Classroom Walk Throughs and Lesson Plans
3	None	Edgewood Academy will utilize and closely monitor student math practice through Accelerated Math for 20 minutes a day.	Administrators and Classroom Teachers	Teachers will implement AM and turn in Diagnostic Reports weekly. The Math Administrator will review the reports and monitor student progress.	Classroom Walk Throughs and Lesson Plans

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Kagan Cooperative Learning Strategies	K-5	1. Kagan Trainer	K-5 Classroom Teachers	on going	Administration	Administration
Math Best Practices	Pre-K - 5	Teacher Leaders	Pre-K - 5 Classroom Teachers	Additional 30 minute Professional Development Training afterschool on Wednesdays	Grade Level Meeting minutes and Agendas	Administration
CCSS Training	K-5	District Curriculum Staff Development Trainer	K-5 Classroom Teachers	ongoing	Faculty Professional Development	Administration
Compass Learning Training	K-5	Compass Learning Trainer/ Teacher Leaders	K-5 Classroom Teachers	ongoing	Lesson Plans and Classroom Walk-Throughs	Administration
Hands-on-Equations	4-5	Hands-on-Equations Webinar	4-5 Classroom Teachers	afterschool or during planning	Lesson Plans and Classroom Walk-Throughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades 4-5 will instruct students using Hands-on-Equations.	Hands-on-Equations Kits	Title I or School Improvement	$1,500.00
		Subtotal: $1,500.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Edgewood Academy will use Compass Learning for each student.	Student Computers for Compass Learning	Title I	$18,000.00
		Subtotal: $18,000.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Edgewood Academy teachers will use Kagan Cooperative Learning Structures during math instruction.	Kagan Cooperative Learning National Coach	Title II	$5,000.00
Teachers in grades 4-5 will instruct students using Hands-on-Equations.	Hands-on-Equations Trainer	Title I	$2,500.00
Edgewood Academy will use Compass Learning for each student.	Compass Learning Trainer	Title I	$1,800.00
		Subtotal: $9,300.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
Math Night	Math games and manipulatives	Title I	$1,000.00
After School Tutoring	Teachers, Curriculum, and supplies	Title I	$3,000.00
		Subtotal: $4,000.00	
		Grand Total: $32,800.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

* *When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 2012-2013, the percentage of students at Edgewood Academy in grade 5 (53 students) scoring Level 3 on the FCAT 2.0 science was 18% (10 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (10 students)	25% (13 students)

			Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Teachers will implement the district adopted National Geopgraphic Science Curriculum aligned with the Next Generation Science Sunshine State Standards	Administrators and Classroom Teachers	Classroom Walk-through observation during science instruction and lesson plan review	Classroom Walk-through notes and Lesson Plans
2	None	Edgewood Academy will incorporate sciece field experiences and expert guest speakers into the curriculum.	Classroom Teachers and Administrators	Schedule of Field Experiences and Guest Speakers	Common Assessments in science in grades 3-5
3	None	Teachers will utilize "Brain Pop" with their SmartBoard Technology to increase background knowledge in science.	Classroom Teachers and Administrators	Classroom Observations during science	Classroom Walk-through notes, Lesson Plans, and Common Assessments in science in grades 3-5
4	None	Teachers will increase background knowledge in science with the use of DVDs on science topics and Science Weekly Readers	Administrators and Classroom Teachers	Classroom Walk-through observation during science instruction and lesson plan review	Classroom Walk-through notes, Lesson Plans, and Common Assessments in science in grades 3-5
5	None	Teachers will utilize Thinking Maps, Kagan Cooperative Learning Strategies, and Hands-On experiments in science instruction weekly.	Administrators	Classroom Walk-through observation during science instruction and lesson plan review	Classroom Walk-through notes and Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2012-2013, the percentage of students at Edgewood Academy in grad 5 scoring Levels 4-5 on the FCAT 2.0 science test will increase from 16% (9 students) to 23% (12 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (9 students).	23% (12 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	None	Teachers will implement the district adopted National Geopgraphic Science Curriculum aligned with the Next Generation Science Sunshine State Standards	Administrators and Classroom Teachers	Classroom Walk-through observation during science instruction and lesson plan review	Classroom Walk-through notes and Lesson Plans
2	None	Edgewood Academy will incorporate sciece field experiences and expert guest speakers into the curriculum.	Administrators and Classroom Teachers	Schedule of Field Experiences and Guest Speakers	Classroom Walk-through notes, Lesson Plans, and Common Assessments in science in grades 3-5
3	None	Teachers will utilize "Brain Pop" with their SmartBoard Technology to increase background knowledge in science.	Administrators and Classroom Teachers	Classroom Observations during science	Classroom Walk-through notes, Lesson Plans, and Common Assessments in science in grades 3-5
4	None	Teachers will increase background knowledge in science with the use of DVDs on science topics and Science Weekly Readers	Administrators and Classroom Teachers	Classroom Walk-through observation during science instruction and lesson plan review	Classroom Walk-through notes, Lesson Plans, and Common Assessments in science in grades 3-5
5	None	Teachers will utilize Thinking Maps, Kagan Cooperative Learning Strategies, and Hands-On experiments in science instruction weekly.	Administrators and Classroom Teachers	Classroom Walk-through observation during science instruction and lesson plan review	Classroom Walk-through notes, Lesson Plans, and Common Assessments in science in grades 3-5

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Cooperative Learning Strategies Trainings	K-5	Kagan Cooperative Learning National Trainer	K- 5 Classroom Teachers	Coaching in classrooms	Lesson Plans and Classroom Walk-Throughs	Administration and Kagan Coaching Team Leaders
P-SELL	5	District Trainers	Grade 5 Teachers	After School	Visits from P-SELL reps, Classroom Walk-Throughs	Administration
Common Core Science Standards	K-5	Teacher Leaders and District Trainers	K-5 Classroom Teachers	onging	Lesson Plans and Classroom Walk-Throughs	Administration
National Geographic Science Curriculum Training	2nd Grade and New Teachers	District Trainers	Any teacher who is new to teaching with the National Geographic science curriculum	Training offered at the District Office	Team Planning and Lesson Plans	Administration, Team Leaders, and new teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
When funding is available, students at Edgewood Academy will participate in science field experiences.	Funding for buses and admissions	Title I or School Improvement	$3,000.00
Edgewood Academy will extend the National Geographic science curriculum to Kindergarten and first grade students.	State Adopted Textbook Purchase	Title I	$9,000.00

			Subtotal: $12,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $12,000.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2011-2012, the percentage of students at Edgewood Academy in grade 4 (43 students) scoring Level 3.0 or higher on the FCAT 2.0 Writing test was 93% (43 students). In 2011-2012, the percentage of students in grade 4 (51 students)scoring Level 4.0 or higher on the FCAT Writing Test will be 90% (45 students) or higher as measured by the Florida AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, the percentage of students at Edgewood Academy in grade 4 (59 students) scoring 4.0 or higher on the FCAT Writing test was 80% (47 students).	In 2012, the percentage of students at Edgewood Academy in grade 4 (51 students) expected to score Level 4.0 or higher is 90% 45 students).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Edgewood Academy will monitor the progress of all students with common writing assessmetnts.	Administrators and Classroom Teachers	Review of Writing Samples twice a month scored by 2 graders, and the Mid-Year District Writing Assessment will be entered into Achievement Series.	Data from Writing Samples
2	None	Edgewood Academy will systematically approach writing instruction in all grade levels with the Kathy Robinson Writing Program	Administrators and Classroom Teachers	Review of Lesson Plans, Observation of Writing Lessons in K-5, and review of writing samples K-5	Observation Notes, Lesson Plans, and Writing Samples
3	None	Edgewood Academy will offer supplemental writing tutoring from January 24,2012 - February 23,2012.	Classroom teachers	Grading sample writing prompts by the Florida Writes rubric	Florida Writes results
	None	Write Score! a	classroom	Comparison of teacher	Data from Writing

4		supplemental holistic grading program	teachers	evalutation of student work compared to Write Score! grading system	Samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Narrative and Expository Writing	3-5	District Trainer	3-5 Grade Classroom Teachers	After School	Lesson Plans, Team Planning, and Classroom Walk-Throughs	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Narrative and Expository Essay Practice Tests and Scoring Component	Title I	$750.00
			Subtotal: $750.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Edgewood Academy will instruct students to meet high standards in writing.	Writing Trainer	Title I		$1,800.00
			Subtotal: $1,800.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Teachers, Curriculum, and supplies	Title I	$3,000.00
		Subtotal: $3,000.00	
		Grand Total: $5,550.00	

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In the 2011-2012 school year, we had 6640 volunteer hours logged in. In the 2012-2013 school year, we will increase to 6840 volunteer hours logged (an increase of 200 hours).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
6640 volunteer hours	6840 volunteer hours

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	1. Open House/ Back to school night 2. Parent Link 3. Math/STEM night 4. Student led conferenceing/ teacher-parent conferences 5. Monthly School Newsletter 6. Student Agenda Books 7. Community Involvement Projects (ie, Blessings in a backpack, Kiwanis Atlas Day, Kiwanis Reading Rocks, Read Dogs, etc.)	Parent Involvement Specialist Administration	Sign in sheets Volunteer Log	Yearly Parent and Volunteer Survey
2	None	Literacy Program: English Language classes in conversation to give non-English speaking parents assistance.	Parent Involvement Specialist	Attendance Logs	Pre/ post test

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Training	Supplies and Materials	Title I (1% Set Aside for Parent Involvement)	$1,000.00
Literacy Training	Books	Title I (1% Set Aside for Parent Involvement)	$1,800.00
		Subtotal: $2,800.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Training	Training Fee	Title I (1% Set Aside for Parent Involvement)	$30.00
		Subtotal: $30.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Math Training	Supplies	Title I (1% Set Aside for Parent Involvement)	$400.00
Parent Science Training	Supplies	Title I (1% Set Aside for Parent Involvement)	$400.00
Parent Communication	Student Agendas	Title I (1% Set Aside for Parent Involvement)	$500.00
Parent Communication	Translation	Title I (1% Set Aside for Parent Involvement)	$500.00
		Subtotal: $1,800.00	
		Grand Total: $4,630.00	

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

In the 2011-2012 school year, we had 70 incidents of peer conflict, as reported in Pinnacle Analytics. In the 2012-2013 school year, we will decrease the number of peer conflict incidents to 53, as reported in Pinnacle Analytics (a decrease of 25%). Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. In the 2011-2012 school year, we had 70 incidents of peer conflict, as reported in Pinnacle Analytics. In the 2012-2013 school year, we will decrease the number of peer conflict incidents to 53, as reported in Pinnacle Analytics (a decrease of 25%). Goal In the 2011-2012 school year, we had 70 incidents of peer conflict, as reported in Pinnacle Analytics. In the 2012-2013 school year, we will decrease the number of peer conflict incidents to 53, as reported in Pinnacle Analytics (a decrease of 25%). Goal #1:	In the 2011-2012 school year, we had 70 incidents of peer conflict, as reported in Pinnacle Analytics. In the 2012-2013 school year, we will decrease the number of peer conflict incidents to 53, as reported in Pinnacle Analytics (a decrease of 25%).
2012 Current level:	2013 Expected level:
70 peerconflict incidents	53 peer conflict incidents

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	1. school counselor/administration is available to assist students as needed			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of In the 2011-2012 school year, we had 70 incidents of peer conflict, as reported in Pinnacle Analytics. In the 2012-2013 school year, we will decrease the number of peer conflict incidents to 53, as reported in Pinnacle Analytics (a decrease of 25%). Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lowest 25% Reading Interventions	Scholastic Read 180/System 44	Title I	$1,000.00
Reading	Edgewood Academy will utilize and closely monitor student reading through Accelerated Reader.	Accelerated Reading Books	Title I	$3,000.00
Reading	Continuation of System 44 to supplement phonological awareness for students struggling with phonological skills in grades 3-5.	Scholastic's System 44 Resource Books for students	Title I	$1,000.00
Reading	Teachers will structure Reading Questions/ Responses in Kagan Cooperative Learning Structures.	Kagan National Trainer	Title I or Title II	$5,000.00
Mathematics	Teachers in grades 4-5 will instruct students using Hands-on-Equations.	Hands-on-Equations Kits	Title I or School Improvement	$1,500.00
Science	When funding is available, students at Edgewood Academy will participate in science field experiences.	Funding for buses and admissions	Title I or School Improvement	$3,000.00
Science	Edgewood Academy will extend the National Geographic science curriculum to Kindergarten and first grade students.	State Adopted Textbook Purchase	Title I	$9,000.00
Writing	Write Score	Narrative and Expository Essay Practice Tests and Scoring Component	Title I	$750.00
Parent Involvement	Literacy Training	Supplies and Materials	Title I (1% Set Aside for Parent Involvement)	$1,000.00
Parent Involvement	Literacy Training	Books	Title I (1% Set Aside for Parent Involvement)	$1,800.00
				Subtotal: $27,050.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continuation of System 44 to supplement phonological awareness for students struggling with phonological skills in grades 3-5.	Purchase Additional licenses for Scholastic's System 44	Title I	$3,500.00
CELLA	Supplemental Program to support Language Acquisition	English in a Flash	Title I or School Improvement Funds	$35,000.00
Mathematics	Edgewood Academy will use Compass Learning for each student.	Student Computers for Compass Learning	Title I	$18,000.00
				Subtotal: $56,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Edgewood Academy will utilize and closely monitor student reading through Accelerated Reader.	Renaissance Training	Title I	$3,000.00
	Continuation of System			

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	44 to supplement phonological awareness for students struggling with phonological skills in grades 3-5.	Scholastic System 44 Training	Title I	$1,800.00
Mathematics	Edgewood Academy teachers will use Kagan Cooperative Learning Structures during math instruction.	Kagan Cooperative Learning National Coach	Title II	$5,000.00
Mathematics	Teachers in grades 4-5 will instruct students using Hands-on-Equations.	Hands-on-Equations Trainer	Title I	$2,500.00
Mathematics	Edgewood Academy will use Compass Learning for each student.	Compass Learning Trainer	Title I	$1,800.00
Writing	Edgewood Academy will instruct students to meet high standards in writing.	Writing Trainer	Title I	$1,800.00
Parent Involvement	Literacy Training	Training Fee	Title I (1% Set Aside for Parent Involvement)	$30.00
				Subtotal: $15,930.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Edgewood Academy will continue to use the FAIR Assessment to monitor reading progress.	Substitute teachers to continue Instruction during FAIR administration.	Title I	$2,000.00
Reading	Edgewood Academy teachers and administrators will meet to discuss Reading Data	Substitute teachers during Reading Data Meetings	Title I	$2,000.00
Reading	After School Tutoring	Teachers, curriculum, and supplies	Title I	$4,000.00
CELLA	Language Development	Picture and Vocabulary Cards	Title I	$1,000.00
Mathematics	Math Night	Math games and manipulatives	Title I	$1,000.00
Mathematics	After School Tutoring	Teachers, Curriculum, and supplies	Title I	$3,000.00
Writing	After School Tutoring	Teachers, Curriculum, and supplies	Title I	$3,000.00
Parent Involvement	Parent Math Training	Supplies	Title I (1% Set Aside for Parent Involvement)	$400.00
Parent Involvement	Parent Science Training	Supplies	Title I (1% Set Aside for Parent Involvement)	$400.00
Parent Involvement	Parent Communication	Student Agendas	Title I (1% Set Aside for Parent Involvement)	$500.00
Parent Involvement	Parent Communication	Translation	Title I (1% Set Aside for Parent Involvement)	$500.00
				Subtotal: $17,800.00
				Grand Total: $117,280.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 8/20/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
We will send teachers to Kagan Cooperative Learning Trainings to learn strategies to actively engage all students in learning. In these trainings teachers will learn how to create positive interdepence, hold students individually accountable for academic tasks, involve students in equal participation (through timed tasks or taking turns) and simultaneously involve all of the students in the learning task at the same time. These classes support our school wide goal to engage all students (students with disabilities, students from low socioeconomic backgrounds, students of all ethnicities, students with Enlish as a second language, students who are gifted, students performing in the lowest 25% of their grade level, students on "the bubble" of Minimally Below Grade Level, and students currently meeting grade level standards).	$5,000.00

Describe the activities of the School Advisory Council for the upcoming year

School Advisory Meetings at Edgewood Academy will be held after school at 2:30 in the Media Center, four to five times during the school year. We will hold meetings once per quarter and possibly an additional SAC Meeting at the very end of the year.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Lee School District
EDGEWOOD ACADEMY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	72%	80%	30%	239	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	60%			115	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	70% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Lee School District
EDGEWOOD ACADEMY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	76%	89%	37%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	69%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	53% (YES)			93	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					492	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested