

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Ms. Jackie Ingratta
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Edgewood Jr/Sr High School
(As it should appear in the official records)

School Mailing Address 180 E Merritt Avenue
(If address is P.O. Box, also include street address.)

City Merritt Island State FL Zip Code+4 (9 digits total) 32953-3413

County Brevard

Telephone (321) 454-1030 Fax (321) 877-0909

Web site/URL https://www.brevardschools.org/edgewoodjr E-mail ingratta.jackie@brevardschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Mark Rendell E-mail rendell.mark@brevardschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard Tel. (321) 633-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Matt Susin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 57 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 16 High schools
 - 1 K-12 schools
- 85 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	177
8	182
9	160
10	165
11	121
12 or higher	134
Total Students	939

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.9 % American Indian or Alaska Native
 - 10.5 % Asian
 - 2.2 % Black or African American
 - 10.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69.9 % White
 - 5.9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 1%

If the mobility rate is above 15%, please explain:

n/a

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2021	921
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 155

8. Students receiving special education services with an IEP: 2 %
 Total number of students served 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>9</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Students receiving special education services with a 504: 8 %
 Total number of students served: 76

10. Number of years the principal has been in the position at this school: 7

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	53
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	98%	95%	98%	98%	98%
High school graduation rate	100%	100%	100%	99%	100%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	121
Enrolled in a 4-year college or university	95%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	4%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2017

16. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to provide a positive and safe environment for all students with a challenging curriculum, with high expectations for student achievement, with emphasis on critical thinking skills, problem-solving skills, a sound knowledge base, and lifelong learning skills. Our vision is to seek excellence in who we are, what we know, and what we do.

17. Provide a URL link to the school’s nondiscrimination policy.

<https://www.brevardschools.org/Page/49> (at the bottom)

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

A student must qualify to attend Edgewood. The student must be on academic grade level to be considered for enrollment in the appropriate grade. “On-grade level” is defined as maintaining proficient scores on standardized assessments in mathematics, English/language arts, end-of-course (EOC) subjects, and maintaining C’s or better in each core class. A lottery/waitlist system is utilized as applications exceed available seats.

PART III – SCHOOL OVERVIEW

Edgewood Jr./Sr. High School is located in Brevard County, which borders the Atlantic Ocean, near the middle of the Florida Peninsula. Edgewood serves 900 students in grades seven through 12. The school houses 88 faculty and staff members with an 18:1 student-teacher ratio. Edgewood is a public School of Choice that has served the area since 200. Edgewood is accredited by Cognia (Formally known as Southern Association of Colleges and Schools). In 2008, Edgewood was recognized as a National Blue-Ribbon School of Excellence. In 2009, Edgewood earned its National Senior Project Certification. In February 2014, Edgewood was recognized as a National Model PLC (Professional Learning Community) School. In January of 2017, the U.S. Department of Education nominated Edgewood for the National Blue Ribbon a second time. In May of 2018, Edgewood was named a Suicide Prevention School. In 2021, according to US News and World Report, Edgewood Jr./Sr. High School in Merritt Island, Florida, ranked 105th nationally and 10th in the State of Florida. In 2022, the Washington Post ranked Edgewood as the 23rd most challenging high school in the nation. Edgewood was awarded Florida Arts Model School status in the areas of Music and Visual Arts. Edgewood is also recognized as a Florida Power Library School.

Students must qualify to attend Edgewood based on grades and test scores. After qualifying, students are selected through a random lottery process. Students must maintain “on-grade level” academics to be considered for re enrollment in the appropriate grade.

The students of Edgewood share a common goal of high academic achievement, and they thrive in an environment with fewer students than most high schools. All middle school courses are taught at an advanced level, and high school courses are offered at the honors or advanced placement levels. Additionally, students are expected to meet the graduation requirements for a Diploma of Distinction. This includes additional coursework, a senior project, and 25 hours of service learning per year. Edgewood seniors are enrolled in either Communications Methodology (an honors level senior leadership course), Science Research, or Advanced Placement Capstone Research. These “Senior Project” courses allow students the opportunity to develop research skills, practice public speaking, presentation development, research paper and thesis writing, as well as product creation. Community members partner with the school to judge the senior presentations providing students with a real-world connection between the academic and work worlds. The senior project consists of four main components including: scholarly research paper, product, portfolio, and professional PowerPoint presentation. Edgewood Jr. /Sr. High School is a nationally certified senior project school.

To support students’ social-emotional needs, Edgewood restructured the traditional school day to include “Power Hour” which expands the lunch period and increases student opportunities for success. Teachers offer tutoring and provide opportunities for make-up work, as well as create a time and space for extended learning activities. Another unique focus for Edgewood is the homeroom concept; in 7th grade, students are assigned a homeroom teacher who rolls up with the students each year until they graduate. This long-lasting interaction creates a unique bond and support system for students. Furthermore, guidance meets with every student to discuss the student's individual program of study. This year (SY22-23) Edgewood hired a college coach who will meet with every junior and senior student and parent. This academic plan continues to be reviewed and revised yearly to guide students as they navigate high school. Mental Health lessons are provided in Homerooms in order to support areas of resiliency, civic and character, and life skills education.

Since receiving our second National Blue Ribbon School award in 2017, our Edgewood community has faced many challenges and changes, including the COVID-19 pandemic, which saw a complete change to our school schedule. Our students had to adapt to a block schedule and e-learning options, which allowed for optimal learning and safety for all our students and staff. With the end of the pandemic, we found that student engagement and learning gains remained a visible concern as we attempted to return to a normal learning environment. Students continued to struggle to interact with teachers and to seek assistance when, and, where needed. Even though Edgewood reverted to Power Hour in the post COVID environment, many students did not access teachers or tutors; however, while many of the students took advantage of the program, there were many who did not. This led to the creation of Edgewood’s new mentoring program. Through the mentoring program, these students are assigned a teacher mentor based on the teacher's area(s)

of certification and whether or not a relationship between the student and teacher already exists. As the school year progresses, the hope is that there will be a decrease in the number of students on the D/F report. Regardless of a student's progress the relationship between mentee and mentor will continue throughout the year and possibly beyond.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

English Language Arts instruction is designed based on engagement with and reinforcement of Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T) standards. English instructors collaborate in Professional Learning Communities (PLCs) and use vertical teaming to design challenging, content-rich curriculum that increases in difficulty and complexity as students advance through each grade. Differentiated instruction is used to address the needs of individual students so that learners are able to meet the standards for each grade level. Diagnostic tests are administered in areas, such as reading comprehension, writing, and grammar to determine students’ prior knowledge. Teachers use formative assessments to evaluate teaching effectiveness and student understanding during each unit. These may include exit slips, observations, verbal and non-verbal feedback, and homework and classwork assignments. Based on feedback from these assessments, teachers modify methods accordingly, thus ensuring that growth is taking place. Finally, summative assessments are given to determine whether learning goals have been met.

As students attend English classes at Edgewood, they are introduced to a variety of increasingly challenging, vocabulary-rich texts, including poetry, memoirs, plays, short fiction, and novels. In addition, students practice writing for a variety of purposes and audiences. Included among these are narratives, poems, and both argumentative and expository essays. As part of the process, writers are taught to incorporate text-based evidence that they analyze with increasingly sophisticated insight as they grow in academic ability. This process culminates in an academic senior research paper based on a topic of the student’s choosing that involves gathering and synthesizing evidence from a variety of authoritative sources. Upon completion of this project, students receive a Diploma of Distinction from Edgewood Jr./Sr. High.

Edgewood’s focus on vertical alignment also benefits those students who choose to enhance their writing and analytical skills by enrolling in Advanced Placement (AP) Language and Literature courses. Because these skills are developed incrementally through vertical teaming, Edgewood students have a high success rate on these tests. Last year eighty-eight students took the AP Language exam, and 79.5% scored a level of three or above. Likewise, ninety students took the AP Literature test, with 94.4% scoring at or above a level 3. The English teachers’ dedication to teaching with the necessary rigor helps these students learn the effective planning, time management, and academic skills they will need to succeed in college.

Students’ individual progress in reading comprehension and critical thinking skills is monitored throughout the year in grades seven through ten using the Florida Assessment of Student Thinking (F.A.S.T.) for ELA courses. This test is given three times each year. After each testing session, student’s scores are reviewed by an academic team consisting of the testing coordinator, English teachers, and administration. Subsequently, instruction is differentiated to meet the needs of each student and ensure mastery of the standards at each level. Through continued progress monitoring, data chats, and targeted tutoring during Power Hour, the English team saw an increase of nearly 4% from scores on the FAST ELA Progress Monitoring (PM) 1 to ELA PM2 for students in grades 7-10.

1b. Mathematics curriculum content, instruction, and assessment:

The math curriculum provides for a rigorous honors path beginning with the basics of 7th grade advanced math and Algebra 1 Honors. Each rigorous path allows students to achieve college-level courses, such as AP Calculus AB, BC, and AP Statistics as an end goal. Curriculum and pacing guides created and provided by Brevard Public Schools are followed by the math teachers to ensure courses are meeting the state mathematical standards. To help overcome the challenges that COVID brought to the educational world, the math teachers have quickly adapted to a more digital platform for classes. By utilizing the connectivity of technology, teachers have been able to provide students with more support and resources within the classroom as well as at home. Providing 1:1 computers to students and utilizing digital platforms has

allowed for smaller learning gaps in math. This enables students to better access lessons, notes, and communicate with teachers more efficiently when lessons are missed. In addition to the digital platforms, struggling students are also invited to multiple before, after, and during school sessions to seek teacher and peer tutoring. With the establishment of Mu Alpha Theta Math Honors society, the top mathematical students are providing peer tutoring to students needing more consistent assistance in math. The technology movement has also enabled the math department to make use of a multitude of online programs provided by Brevard Public Schools. Math teachers utilize these differentiated programs that allow students to work on their own path to assist and master concepts at their own pace and fill in their individualized learning gaps in math, especially after being home during the covid period. These programs are available to students at home as well as incorporated into math lesson planning. Math teachers also utilize district progress monitoring programs for multiple curriculum levels of math. These results are nearly instant, allowing the math teachers to quickly identify deficit areas and adapt lesson plans in real time as well as allowing students to see their areas of improvement. The math teachers also use this data to collaborate horizontally within the subject as well as vertically teaming. These math teachers use this data to drive conversations about gaps in learning starting in the 7th grade advanced courses working all the way to the college-level courses to help lessen these areas of concern from year to year. The math department also offers opportunities for our top mathematics students including administering the American Mathematics Contest, and the Math Counts competition in which our middle school students placed 2nd in the district and qualified to participate in the state competition. In addition, the math department selects students for our Mathlete teams which are broken down by course levels. During this year's District Secondary Math Tournament, all teams placed in the top three spots in at least two categories. These courses and programs ensure our students are both challenged and supported at their academic level.

1c. Science curriculum content, instruction, and assessment:

Edgewood offers an accelerated science option for students where eighth grade students can take high school biology which allows these students to take more science classes during their high school years. All students take honors biology, honors chemistry, and honors physics, and must complete at least one science elective to graduate. Other electives include AP Biology, AP Chemistry, AP Physics, and AP Environmental Science. We also offer Honors Anatomy and Physiology and Honor Marine Science. Edgewood has a strong STEM program. Students can sign up for Honors Experimental Science where students work on science fair projects. In this course students develop a question, investigate a problem, conduct research, and develop prototypes or experiments to find answers to those questions and problems. In the past five years Edgewood students have earned over \$1.6 million in scholarships and prizes; 53 students competed in Florida State Science and Engineering Fair; and, eight students have competed in an International Science and Engineering Fair. The science program focuses on the Sunshine State Science standards in each course. Teachers collaborate together on assessment, labs, and other activities, monitor students, and offer help in classes during teacher's office hours.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies curriculum offers an approach to learning with a strong emphasis on primary sources and nonfiction text enabling students to evaluate a myriad of perspectives.

Engaging, hands-on, relevant learning activities with a focus on in-depth study are designed to trigger high level critical thinking and valuable connections to real-world events. Student progress is monitored through scaffolded lessons using formative and summative standards-based assessments. Students in need of additional support to close learning gaps may utilize instructors' regular office hours as well as before and after school help sessions. Our focus remains on providing academic support to all our students so they may meet college and career demands. The freedom to choose from the largest array of electives in any core subject provides a student centered course framework while encouraging students to pair courses of interest, such as constitutional law and AP Government and Politics or Sociology and AP Psychology. Students have the unique opportunity to accelerate their course work by enrolling in AP Human Geography as freshmen, thus increasing the number of AP Courses they can pursue throughout their academic career. The consistent success of our students in the course has laid a foundation that encourages students to take additional AP courses with a high degree of confidence. Required courses in Civics, American History, and Government

enable our students to learn the values, responsibilities and behaviors to actively participate in civic life. Additionally, our 8th grade class field trip to the Harry T. and Harriette V. Moore Cultural Complex enables our students to walk in the path of civil rights pioneers and experience first hand a thought provoking time in history. It is these opportunities that instill a civic driven mindset to support our strong student government association, leadership in our community and service to others.

1e. For schools that serve grades 7-12:

Edgewood connects our curriculum to students' college and career readiness in a variety of ways. Beginning in 7th grade, students take an introductory career course that explores career clusters, followed by exploring careers and colleges in their 9th grade Career Research class. All students must demonstrate success with accelerated courses with at least one high school class in middle school and at least two college level accelerations in high school through AP courses or dual enrollment. Students may earn their A.A (Associate in Arts). or A.S (Associate in Science). degree through our Early Admit program in conjunction with our local state college. Additionally, students may expand their college and career readiness through any of our three CTE certification programs: Culinary Arts, Digital Design, and Digital Video Technology. Edgewood students complete at least one leadership experience before graduation, along with a minimum of 100 community service hours between grades 7-10. The school's College and Career Specialist (CCS) connects students of all grade levels with relevant information to prepare for work or college-bound plans post-graduation. This may include college visits, military information, college entrance exam prep resources, assistance finding scholarship or other financial aid information, interest and career surveys, guidance with college application processes, and exposure to various careers and their required qualifications. Summer Internship opportunities are a growing area of service for our Edgewood students. The CCS has been able to meet with nearly all seniors and their guardians to review graduation requirements, current status, and plans for after graduation. This has provided an additional level of social-emotional support in this stressful high school year, as well as creating an additional point of contact and source of information for the students and families at the school site. Counselors and the CCS have also worked to identify those students who need additional support and have recommended them for tutoring or connected them with caring adults through our mentor program.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Edgewood's students pursue their passions with the opportunity to excel in visual and performing arts. Vertical teaming guides students from foundation classes to AP Music and AP Art and Design; students in the latter course have had a 100% pass rate for the past 10 years. Florida Alliance for Art Education has named Edgewood a FL Model School for both music and visual art. The music program recently won the high school enrollment award from Florida Music Education Association. Music students consistently win Superior and Excellent ratings at MPA (Music Performance Assesment), and some go on to participate in All-County, All-State, and All-National Honors Ensembles. Students in the visual art program have won regional and national awards from Scholastic Art and have been awarded scholarships for their portfolios. Art students participate in National Art Honor Society, where they earn service-learning hours by making art to serve the community.

2b. Physical education/health/nutrition

Edgewood focuses on the whole child via its physical education (PE) courses. Students take PE in both middle and high school. Classes range from individual pursuits, such as weight training and comprehensive fitness, to collaborative learning in team sports. Students learn how health and exercise impacts their overall wellbeing. Our PE teachers have extensive knowledge and many years of teaching experience;. The lessons

they impart impact students for the rest of their lives. The physical education program is also helping to grow athletes as shown by the growth in both our athletic programs and in extracurricular activities such as the weightlifting club.

2c. Foreign language(s), if offered (if not offered, leave blank)

The World Language department at Edgewood offers a challenging, meaningful curriculum. The languages offered include Spanish (levels 1 through AP Spanish Language) and Latin (levels 1 through AP Latin). All Edgewood students are required to complete at least three consecutive years of the same language in order to gain an in-depth understanding of the language and culture. In the Spanish classroom, an emphasis is placed on communication and fluency. Students are encouraged to complete a fourth year of a language as well in order to increase their proficiency levels and earn the Seal of Biliteracy. Many of the students who take AP Spanish later go on to minor in Spanish during their college careers. Approximately fifty students are members of the Spanish Honor Society where they participate in community service learning activities, tutor lower level Spanish students in the school, and engage with a variety of guest speakers. Meanwhile, Latin students compete at the Regional, State, and National Conventions through Edgewood Junior Classical League and participate in annual cultural events such as a Roman Food Feast shared across the school. Nearly all Latin content and assignments are accessed, created, and submitted digitally allowing students to interact with the ancient world in a modern format.

2d. Technology/library/media

At the start of the 2022-23 school year, Edgewood students had gone completely 1:1, with all students in grades 7-12 being issued a laptop computer. This year, we are also piloting the use of Promethean boards in several classrooms and the media center. Students in all grades are offered a variety of technology-infused electives such as robotics, digital design, TV production, and computer science. In our CTE courses, students get real-world experience and can obtain industry certifications, such as Adobe Visual Design Specialists (InDesign, Photoshop, and Illustrator) and as Avid Certificated Users (TV production). Our library media center is a two-time recipient of the Florida Power Library School designation (2015, 2020). Students receive instruction in digital and information literacy, and have access to thousands of materials, both print and digital. Each year, each grade level completes a research project or research paper, culminating in the Senior Project in 12th grade.

2e. Any other interesting or innovative curriculum programs you would like to share

Edgewood provides many unique curriculum paths available to all students. Edgewood has a vibrant and exciting Career and Technical Education (CTE) program, with electives in Digital Video Technology, Digital Design, and Culinary Arts. Students learn real-world skills and are provided with the opportunity to earn professional certifications in multiple Adobe applications as well as ServSafe Food Handling. CTE programs offer internships as well as potential post-secondary credits to participating students. Edgewood also offers a wide range of Advanced Placement courses, including Language Arts, History, Sciences, and AP Capstone, a two-year program which allows students to engage in cutting-edge research of their own design. Edgewood seniors participate in Senior Leadership, Science Research, or AP Capstone to complete their Senior Project. This is the culmination of their time at Edgewood and provides them the opportunity to conduct research, create a portfolio, and present their findings, as well as contribute to the community.

3. Academic Supports

3a. Students performing below grade level:

The data component that had the greatest decline from the previous year was the number of students scoring 3+ on 7th grade Math, Algebra and Geometry End-of-Course (EOCs.) Students scoring Level 1 or 2 on Algebra EOC increased 2.71% from SY20-21 to SY2022. Students scoring Level 1 or 2 on Geometry EOC increased .56%, and students scoring Level 1 or 2 on FSA Math (7th grade) increased by 1.55%. While these percentages are small, academic support in math remains a concern. We will explore factors that contributed to these increases in level 1 or 2 scores on state assessments. Factors are unknown at this time,

but could be linked to COVID and prior year eLearning. Previously, a factor for any decline in academic achievement was the high stress levels in our students, which the continued progress monitoring and data chats could potentially alleviate. Many students are stressed from their rigorous courses, and numerous standardized tests add to this stress as well. Our students care deeply about their grades and test scores so they feel the pressure very easily. To address this lapse, we have an Instructional Assistant (IA) who pushes into the classroom and is available before and after school in the media center. The IA works either one-on-one or in small groups for students with disabilities. We have been purposeful in scheduling smaller classes for 7th grade math to allow more one-on-one time between instructor and student. Additionally, using data available through MAP and FAST progress monitoring, teachers are scaffolding and differentiating instruction in order to meet the needs of students who are lower-performing. This will enable these students to continue to learn at an appropriate pace.

3b. Students performing above grade level:

The area that improved in ELA learning gains was that 94.2% of students scored levels 3+ in SY2022. This is an increase from 91.2% in SY2021. One of the new actions taken was to develop a more consistent curriculum. Teams met to develop a vertical alignment. We have an instructional assistant for students with disabilities. Our IA pushed into ELA classrooms and primarily assisted our students with disabilities. The IA also checked in with these students frequently and reminded them to complete assignments and answered questions in areas in which they were struggling. Read 180 data will be instrumental in providing teachers with progress monitoring of students' achievement gaps and levels. Department meetings and data analysis continue to have a positive impact with addressing areas of deficiency. Another benefit seen over time has been the sharing of schoolwide data across the departments and involvement of guidance counselors and administration to track student success, as well as areas in need of improvement. The reinstatement of Power Hour in 2022 has given students additional support and time to seek academic assistance from teachers and tutors. We continue to utilize Power Hour for academic support. Edgewood also implemented a teacher/student mentor program to assist students who may be at risk for academic probation. Edgewood implemented a Mentoring Program for the 2022 school year that is a continuing practice. The program pairs students with a staff member and continues to provide added supports. The goal was, and continues to be, providing students with a trusted adult to support not only academic progress but attendance rate and social/emotional support as well. Teacher mentors monitor academic performance through collaboration with mentee's teachers and progress monitoring data. An IA pushes into classes to support students with disabilities.

3c. Students with disabilities:

As in past years, the data component that showed the lowest performance is ELA learning gains for students with disabilities. In order to assist our students with disabilities (SWD), we have increased opportunities for assistance. During the 2022 school year, teachers worked with students in Power Hour Office Hour time slots. Academic support was provided through a program led by a math teacher outside of school hours. There was also a Lunch & Learn for ELA support led by an ELA teacher. Both of these programs continue for SY2023. In-person tutoring, teacher office hours, and Power Hour continue to offer academic support. Tutoring is available in the media center throughout the week as needed by peer tutors from the National Honor Society, the National Junior Honor Society, and Mu Alpha Theta (Math Honor Society). In addition, we have an Exceptional Services Education (ESE) certified math teacher who provides added support for our SWD population. Our curriculum continues to be more succinct with smaller class sizes for the 7th Grade Accelerated Math classes. Previously and continuing for 2023, department teams spend time aligning curriculum across all subjects and grade levels. Teachers are aware of what students learned the previous year, what they are expected to learn this year and what they will be learning in their next course. Teachers use pacing charts for students to ensure students are ready for the next level in the curriculum. Data from the MAP and FAST assessments add to progress monitoring and teacher-driven instruction based on student achievement.

3d. English Language Learners:

Edgewood total population of English Language Learners is less than .01% of our student population; therefore not a sufficient data point.

3e. Other populations, if a special program or intervention is offered:

Most of our program accelerations are in math and world language. As a result, many of our middle school students are well established for Edgewood's Diploma of Distinction track. School year 2023 presents challenges regarding the COVID backslide and more students requiring Intensive Reading instruction. In the past, Edgewood had one section of Intensive Language Arts, which combined middle school and high school students. The 2022 school year dictated the need to add four new sections of Intensive Reading and an additional Intensive Reading teacher. Based on SY2022 state assessment data, we have decreased the number of Intensive Reading classes. For SY2023 we have one middle school section and one high school section. Virtual school is another option to accelerate. We do have a virtual lab that enables students to take courses for acceleration. Our literacy specialist has been instrumental in supporting our middle school Intensive Language Arts teachers. New curriculum for middle school and high school has prompted professional development offered by the district to support teachers and leaders. The ELA Department works to support all students, and the collaboration among other disciplines (e.g., social studies/history) has been instrumental in supporting acceleration in learning. Leadership team data chats, student tracking, department data chats and data analysis are part of the plan for sustainability for improvement. Access to student data is allowing all teachers, guidance, and administration to support individual students and to deliberately schedule courses that will enable student success and college and career readiness. Beginning with SY23, guidance, along with the college coach, will meet with all students to develop, review and tweak individual programs of study.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

It is no exaggeration to say that the past several years have been tumultuous for students of all ages, but especially those in middle to high school. Like all schools, we recognize the value in seeing our students as more than data points and test scores, and we know that students learn best when they feel as though their school is their home. We have worked relentlessly to promote an inclusive school culture that recognizes students for all of their interests. We offer everything from a gardening club to theater to math honor societies to state-competing athletics teams, all of whom garner recognition and encouragement from the staff and administration.

In educating the whole student, academics plays the most prominent role. We offer Saturday tutoring, and most weekdays have an open hour built into the middle of the day to allow students to attend to their work or to conference with teachers or to receive extra help or tutoring. While our academics certainly are rigorous, we provide a substantial support network for students to have the best chance to succeed. Although the academic benefits of power hour and the Saturday sessions are apparent, what is not readily apparent is that these times built into the week allow students (and teachers) to foster positive relationships with their teachers - relationships that are sometimes difficult to build in the confines of a normal class period.

Because our students come from so many different communities all spread through the county, we realize the importance of building social connections. Our students have a “homeroom” that they will stay with for their entire academic career at Edgewood. These homerooms engage in team bonding activities (with themselves and against other home rooms) throughout the year, and provide a constant adult figure for that entire group of students for their entire time at Edgewood.

We also recognize the value of praising student success. We have end-of-year awards in all subject areas, and we seek to recognize athletic teams for their accomplishments in the classroom, as well. Public recognition of academic success has proven to be an incredible motivator for our students.

One of our more recent additions has been a full time College and Career Readiness Coordinator. This position works closely with all students, regardless of future plans, to ensure that each student has clear goals and a path forward for their post-secondary careers. Having concrete goals and a plan to achieve them has, in even a short time, engaged some of our more reluctant students and encouraged them to commit to future planning in a way that they did not before.

2. Engaging Families and Community:

Because Edgewood is not a traditional neighborhood school and instead a school of choice, family involvement is paramount in what we hope to achieve. Both students and parents, as part of the Edgewood contract, are required to volunteer their time towards projects that benefit the school community. Our parents want our school to succeed, so they know what a vital role they play in that process. Our parents, and specifically the PTO and School Advisory Committee (SAC), do a number of things throughout the year to directly benefit the school - things ranging from special events, chairing fundraisers, and even helping out with campus cleanups or with clerical tasks. Parents who have a vested interest in the success of the school (and feel as though their input is heard and acted upon) are a key facet to what makes Edgewood such a unique school.

Each week, Edgewood publishes a Monday Report with the hope of informing our school community of upcoming events, important information, and resources. Edgewood also relies heavily upon FOCUS which is not only our primary conveyance of student progress through grades, but also our primary means of contacting parents and guardians as needed. Additionally, we maintain a school website and several social media accounts to help insure that our community is able to stay abreast of the important things going on in our school.

We are also cognizant of the importance of connections to the community. Again, we are not tied to a specific town or city, so our community engagement mirrors the communities our students come from - we have a very wide net of community partners on whom we rely for student success and school improvement. We have a robust PIE (Partners in Education) group of local businesses who provide monetary and material support to our school. We also have other local businesses who, through sponsorships and advertising, have helped fund athletic facility improvements and the procurement of additional student safety equipment such as AEDs.

Edgewood has also begun to network with colleges and universities to provide student athletes with information and presentations on the process for continuing their education as student athletes at the college level. We have had coaches from local universities come speak to our athletes specifically about the recruiting and signing process as they look to move to college. This is in addition to the colleges and universities who are routinely on campus at our college fairs and expositions.

3. Creating Professional Culture:

At Edgewood, our mission is to build relationships with staff, students, families, and our community. We ensure our staff feels valued and supported but talking to them, both formally in surveys and informally by just having conversations. Then, even more importantly, we genuinely listen to what they have to say. Teacher voice is critical to our school learning environment, and we make sure they are apart of the decisions we make for the school. We have many committees and a variety of teachers are represented on each one so they have a voice in the decisions that impact them. When they see their ideas implemented, they know we are listening and we value and appreciate their feedback.

Professional development is important to teachers. But to ensure it is time well spent, it is personalized for teachers at Edgewood. They are provided with opportunities to learn what interests them and what they would like to do to improve their practice. Some examples of how this is accomplished is through articles from peer-reviewed journals, discussion in groups, and meetings in professional learning teams. Teachers feel valued and supported because their needs and interests dictates the content they learn instead of using their valuable time in meetings that may not necessarily relate to them.

In addition, we are focusing on instruction in English Language Arts this year. Teachers have analyzed their assessment data to see which standards their students are struggling with and where they are doing well. They can then have meaningful, data-driven conversations with their peers and administration. We have also worked with our district resource teacher to provide professional development on targeted standards based instruction. They can use these trainings and data to implement new strategies that target the areas where their students are weakest. This ensure that all students will be successful in their course and are meeting the standards as shown on their standardized tests.

4. School Leadership:

Edgewood is an organization where leadership is defined by action and relationship-building. Teacher leadership is celebrated as part of our high performing learning culture. The principal serves as a facilitator and models the latest relevant information by inspiring staff on best practices and educational research. Student performance data is used as a powerful tool to guide instruction, staffing, and curricular decisions. The principal serves as the conduit to ensuring fidelity in the implementation process of school improvement and survey goals.

The school's leadership structure consists of several parts. The administrative team includes a principal and two assistant principals who assist in guiding the implementation of school goals and objectives. One assistant principal oversees the school curriculum and the master schedule while the other assistant principal manages all operations to include facilities, the master calendar of activities and testing, and student services. Each academic department has a lead teacher that we collectively refer to as the Professional Learning Leadership Team (PLLT). The PLLT meets monthly for information on district and state policies. Departmental highlights on instructional curricular best practices and procedural efficiency measures are also shared at these monthly meetings. Each PLLT Leader subsequently holds monthly meetings with

his/her team to disseminate district/state policy and important school information. Connections to information presented are progress monitored through direct and informal observation by administration and mentor teachers.

In addition to our PLLT, our departmental meetings, also known as our Professional Learning Teams (PLT) meet for the purpose of reviewing, discussing, and focusing our attention on formative and summative assessment, and bottom quartile data. Teachers who teach the same subjects work collaboratively to plan lessons, create common assessments, and disaggregate data to note areas of strength as well as address opportunities for growth. Singleton teachers, those teachers who serve as the only teacher of record on campus for a particular course, are given release time to collaborate with teachers outside Edgewood to target the various needs of students while building those professional relationships with colleagues for the benefit of the collective community.

Edgewood also goes one step further with regard to teacher leadership. While departments meet monthly, grade level (or Homeroom) teams meet quarterly to hone student skills in the areas of community service, character and team building, leadership and followership. Edgewood's culture is one where relationships are at the forefront of all we do.

5. Culturally Responsive Teaching and Learning:

Edgewood values our diverse student population. We ensure students feel part of a group by assigning all students a homeroom. Students are a part of the same homeroom for their 6 years at Edgewood. They create a name and a flag to represent them and their diverse and unique characteristics.

We listen to student voice through our Youth Truth survey. This allows students to tell us how they feel about a variety of topics. We can break this data down into different categories including sex, ethnicity, students with disabilities, economic status, etc. This allows us to hear how students of varying characteristics are feeling supported and where we can improve.

The literature and history classes offer diverse viewpoints in their readings and teaching materials, to represent a variety of ideas and perspectives. The school library highlights different cultures and lifestyles via changing library displays. In addition, students are challenged via library curricula and programming to read books that are a "window" to experiences that are different than their own and books that are a "mirror" to reflect their own unique experience so they feel seen. We also have many activities for our students to feel included and focus on their uniqueness. Culturally, we have a Spanish festival to highlight different cultures. Our Latin students also dive into different cultures in their classes and share their knowledge with our student body. We offer a student-led Cultural Diversity club, which meets to explore and celebrate a variety of different cultures and backgrounds. We also have a student organization called Sources of Strength. They focus on making sure students feel included. They provide different activities like recognizing people who support them in their life and ensuring everyone feels like they belong and have someone they can count on in their times of need.

PART VI - STRATEGY FOR EXCELLENCE

At Edgewood, we have a unique small learning community for students via our homeroom curriculum. As seventh graders, students are assigned a homeroom teacher, and they will stay with that homeroom teacher and class until they graduate six years later. Students and teachers in each homeroom engage in a variety of team-building exercises as well as inter-class competitions each year, in order to strengthen their bond with each other and provide a small family atmosphere inside the larger school arena.

Each year, each homeroom develops a motto and works together to design a homeroom flag that represents their theme and motto for the year. As an added level of friendly competition, students vote on the best flags in each grade level and overall winners are crowned. This flag will then be used for each homeroom in their competitions. Top homerooms are awarded with special recognition at the end of each semester.

Throughout the year, homerooms earn points for completing various team-building activities and for showing school spirit. Once a month, we have a Spirit Day where students are encouraged to show their Red Wolf pride and the most spirited homerooms earn extra points. Additionally, each pair of grade levels has an annual inter-class competition, where grade levels face-off against each other in the TriBond Challenge (7th and 8th grades), the Mini Challenge (9th and 10th grades) and the all-day Edgewood Challenge (11th and 12th grades). Homerooms work together to plan team outfits and compete in a variety of fun activities such as trivia, minute-to-win-it-style games, wiggle car races, and field day activities. Both teachers and students look forward to these fun events each year.

Since our school is not a neighborhood school and we pull students from a large surrounding area and many different feeder schools, most 7th graders come to us knowing very few other students. Homeroom allows them to have continuity and stability throughout their time with us, and to get to know their fellow students and homeroom teacher in a context outside of academics. While Edgewood may not be a community school, we are undoubtedly a school community. Homeroom is all about team-building and working together, and allows students time to relax, have fun, learn certain skills such as leadership and followership as well as make strong connections with each other and their teachers. A spirit of competition motivates and engages our students and teachers as they complete various activities throughout the year.