



## **ACIP**

Edgewood Elementary School

Homewood City School District

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Edgewood Elementary is a suburban school located within the city of Homewood approximately 10 miles south of Birmingham, Alabama. The school was established in the 1920s and has remained a part of the Homewood Community for over 90 years. The school is one of three elementary schools in the Homewood City district; each feeding into Homewood Middle and Homewood High Schools. Edgewood currently serves approximately 802 kindergarten through fifth grade students. Since 1924, the school has been an integral part of the city of Homewood and remains vital to the community. The student population of Edgewood appropriately reflects the ethnic and socioeconomic diversity of the community. Most Edgewood families fall in the middle to upper class range while the remaining families cope with financial challenges. Average daily attendance is approximately 97%. Edgewood's current enrollment is almost evenly divided with regards to gender (405 males and 397 females). The school proudly embraces and celebrates its diverse student population per the following racial/ethnic categories: 81% Caucasian, 8% Hispanic, 8% African American, and 2% Asian. The free lunch category consists of approximately 94 students. With consideration of 82 students, approximately 25% reside in rental properties while the remaining families are property owners.

Edgewood recognizes the need to offer a balanced instructional menu. Therefore, in addition to core academic subjects, students are exposed to fine arts classes and technology lessons. All students attend the following 50-minute classes on a rotating schedule: social studies, technology, art, music, guidance, reading, and Spanish/L.E.A.D (hands-on science and math). The first two classes are exclusive to Edgewood due to increase in enrollment. Additionally, all students participate in a daily 30-minute P.E. class. As per state guidelines, approximately 75 students (grades 3-5) are also active in weekly enrichment class. A comprehensive after-school program (Extended Day Program or EDP) averages enrollment of approximately 180 students each year at a cost of \$45 per week/per student. Student activities include arts and crafts, outdoor games, sports, cooking, and study hall.

Approximately, eighty percent (80%) of Edgewood's faculty have advanced degrees while five teachers have received national board certification. In the past seven years, Edgewood's student enrollment has increased from approximately 500 to 802 prompting changes that include transitioning from a five-day schedule to a six-day schedule and adding three classes in order to better serve students and to maintain embedded common planning time for teachers. Due to space limitations, JCCEO's Headstart Program (which occupied space at Edgewood since 1980) had to be relocated to another Homewood school. School traffic patterns have been rerouted to accommodate increasing numbers of vehicles and pedestrians.

Although the challenge of educating a growing number of students from transient families is acknowledged, Edgewood's faculty and staff remain committed to educating and protecting our students with a spirit of love, compassion and excellence.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of Edgewood Elementary School is that we are dedicated to creating a positive learning community which promotes cooperation, independence, productivity, and innovation. It is the school's shared belief that every student should be provided the opportunity to explore then develop his/her personal best.

During the 17-18 school year, our school had a Ci3T committee that rewrote the school's mission statement. We also adopted a new challenge ("Be the Best Me that I Can Be"). This is often heard throughout the school building. It is the belief of the school's faculty and staff that every student can buy-in to this motto. We are not all the same nor do we have the same goals. Even so, we can all be our personal best everyday. This motto can be seen around our school building as well as on social media (Instagram and Twitter) with the hashtag "EESbestme". Our students all know our school's new motto and can quote and recite it anytime they are asked.

During the 18-19 school year, we continue to build on our Ci3T plan. We have incorporated monthly focuses and expectations. Students are given a dog tag-type key chain to support each expectation. Students are also involved in a beginning of the year pep rally and end of the year celebration to continue the growth of the "Best Me" program.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Edgewood is fertile ground for teacher excellence which we believe is a main gateway to instructional improvement. Edgewood has been recognized as a National Blue Ribbon School and as a Alabama Reading Initiative Demonstration Site. Edgewood's CNP staff received the national Gold Award of Distinction which represents the highest honor a school can achieve in the Healthier U.S. School Challenge. Along with the entire Homewood City School system, Edgewood was recognized as one of the top 100 schools in the nation for excellent music education.

While Edgewood continually strives to meet the needs of every student by offering differentiated instruction that utilizes cutting-edge technology to promote 21st century learning, it remains an ongoing mission. Faculty is currently in process to improve the process and strategies of common grading and common assessments.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

No additional information

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Each year a school leadership team is formed. The team reviews the plan from the previous school year. Data is also reviewed. This data includes teacher input and parent input. Parents are always invited to the school. They are allowed to share input as they feel is necessary. Their input is reviewed and discussed. They are a valuable part of our school, and parents know that their opinions are valued.

Parents are informed of their role in the planning through the Parent Teacher Organization. This team meets the first Friday of each month. Also, emails and newsletters are sent to parents. Meetings are held before, during, and after school to accommodate all stakeholders' needs.

Data meetings are also held three times a year. In these meetings, standardized test scores are reviewed (Scantron, STAR, and DIBELS). Throughout the school year teachers meet to review the plan and to discuss progress.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Administrators  
Classroom Teachers  
Special Education Teachers  
Special Area Teachers  
Counselor  
Reading Coach  
Parents

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Once the CIP is approved, copies will be available for review in the school office.

# Student Performance Diagnostic

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		STAR Summary Report for CIP

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Since 100% is the desired level of performance on any instrument administered to an Edgewood student, it is fair and accurate to report that none of the students attained that goal. However, Edgewood students performed well, overall. Last year (17-18) on the Scantron Math, 51% of students scored above average and 27% scored average/high. In Reading, 49% scored above average and 28% scored average/high.

### Describe the area(s) that show a positive trend in performance.

Math shows a positive trend in students understanding and performance. In the 13-14 school year, 83% of Edgewood's students (grades 3-5) reached/exceeded benchmark according to the results from ACT ASPIRE. In the 14-15 school year, 84% of Edgewood's students reached/exceeded the benchmark, and in the 15-16 school year, 82% of students reached/exceeded the benchmark.

### Which area(s) indicate the overall highest performance?

In the areas assessed (math, reading and science), math results indicate the area of highest performance at 78% students scoring in the above average and average/high areas.

### Which subgroup(s) show a trend toward increasing performance?

This data is not available for state assessments.

### Between which subgroups is the achievement gap closing?

This data is not available for state assessments.

### Which of the above reported findings are consistent with findings from other data sources?

This data is not available for state assessments.

## Areas in Need of Improvement

**Which area(s) are below the expected levels of performance?**

This data is not available for state assessments.

**Describe the area(s) that show a negative trend in performance.**

This data is not available for state assessments.

**Which area(s) indicate the overall lowest performance?**

This data is not available for state assessments.

**Which subgroup(s) show a trend toward decreasing performance?**

This data is not available for state assessments.

**Between which subgroups is the achievement gap becoming greater?**

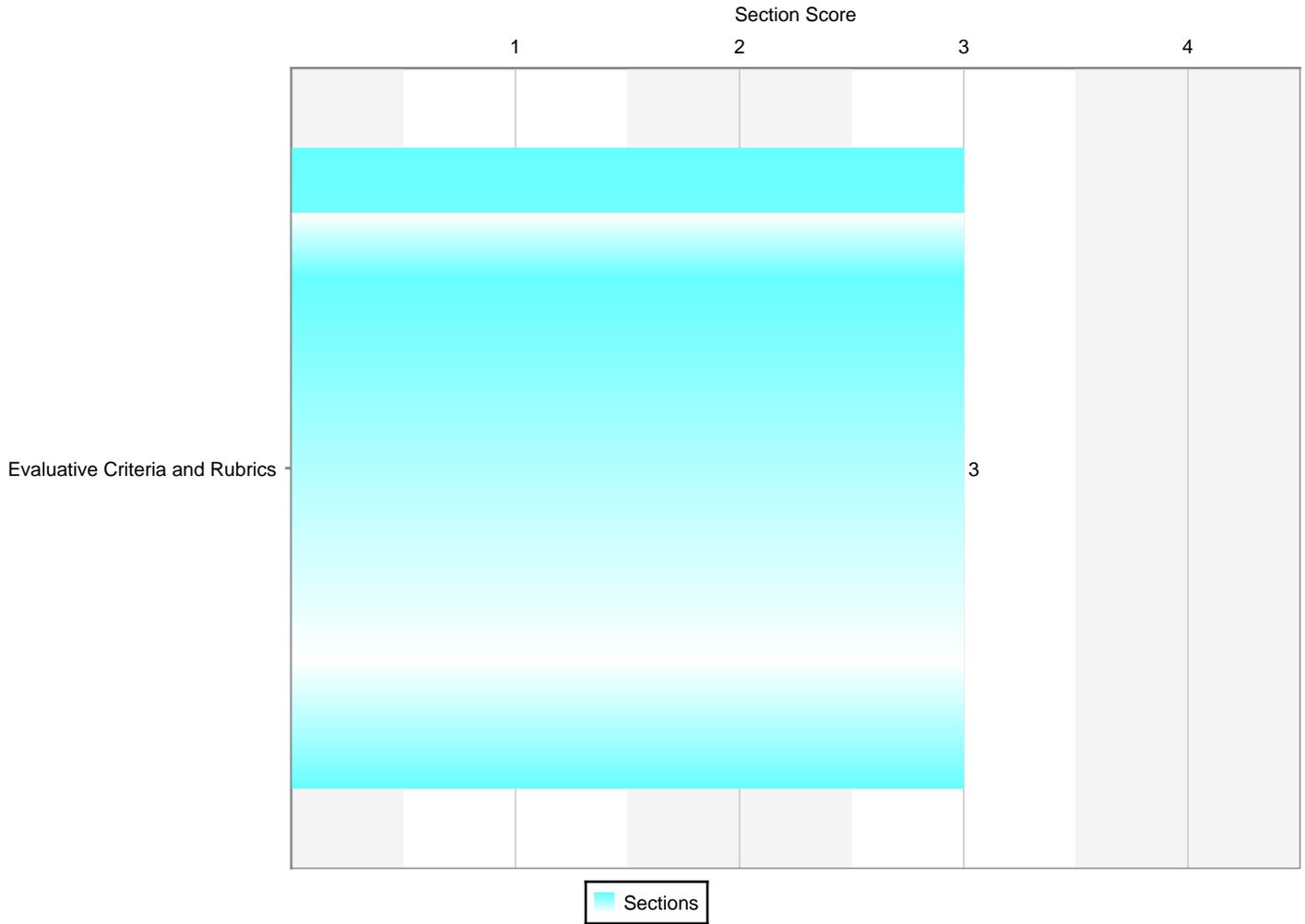
This data is not available for state assessments.

**Which of the above reported findings are consistent with findings from other data sources?**

The data is not available for state assessments.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		CIP Team 18-19

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	See attached	Nondiscrimination Policy 18-19

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Betty Winches, Assistant Superintendent of Instruction, 450 Dale Avenue, Homewood, AL 35209, (205)870-7203	Nondiscrimination Policy 18-19

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		PI Plan 2018-2019

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	We are not a Title I school.	

# **Plan for ACIP 18-19**

## **Overview**

### **Plan Name**

Plan for ACIP 18-19

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Edgewood Elementary School will improve Scale Score Performance (SSP) in 2nd Grade Reading by 50 points as measured by the STAR Reading Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Edgewood Elementary School will improve Scale Score Performance (SSP) in 2nd Grade Reading by 50 points as measured by the STAR Reading Assessment.

### Measurable Objective 1:

100% of Second grade students will increase student growth by 50 points according to the mean SSP in Reading by 05/27/2016 as measured by scores on the STAR Reading Assessment.

### Strategy 1:

Increase engaged time reading - Time will be provided during the school day for students to read multiple genres independently and increase reading stamina with guidance.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In order for students to improve reading scores, students need time to independently and with structured support. According to Mike Schmoker, in his book, FOCUS, ELEVATING THE ESSENTIALS TO RADICALLY IMPROVE STUDENT LEARNING, purposeful reading and writing - or authentic literacy - is one of three core elements to help students.

Activity - Monitor Student Reading Time and Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review student reading scores and engaged reading time quarterly at designated student data meetings. Administrators will monitor and reinforce reading strategies during classroom walkthroughs and observations.	Policy and Process	08/12/2015	05/25/2018	\$0	No Funding Required	Classroom Teachers, Reading Coach, School-based Administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Student Reading Time and Scores	Teachers will review student reading scores and engaged reading time quarterly at designated student data meetings. Administrators will monitor and reinforce reading strategies during classroom walkthroughs and observations.	Policy and Process	08/12/2015	05/25/2018	\$0	Classroom Teachers, Reading Coach, School-based Administrators
<b>Total</b>					\$0	

# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

The area of highest approval resulted in a 4.79 rating from faculty and 4.79 from teachers noting that the school's purpose is appropriately focused on student success. Governance and Leadership were consistently high (4.78) from stakeholders. Teachers also reported that instructional time and resources were provided to support goals (4.67).

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Trending in the right direction at 4.35 is parent understanding that instructional time is protected and interruptions are being minimized.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Three years ago parents expressed concern that classrooms were no longer allowed to be disturbed by intercom announcements to deliver personal messages to students or to request that students come to the office for forgotten lunches, pencils, jackets, etc. The 4.35 parent response indicates better understanding and trending in the right direction as the school strives to minimize instructional disruptions to the learning environment.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

With a 4.03 rating, Teachers indicate a need for common grading and grading criteria principles. Parents indicate (3.53) a desire to be more involved in the process of developing the school's overall purpose statement.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Overall, stakeholder involvement in school-based decisions showed a need for improvement,

### What are the implications for these stakeholder perceptions?

The downward trend is indicated by the survey rating (3.53) while the average survey score is 4.0.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Parents, students, and teachers indicate satisfaction with the purpose and direction of the school and rated this area highly.

## Report Summary

### Scores By Section

