Bridgeprep Academy Charter

2021-22 Schoolwide Improvement Plan

Table of Contents

Bridgeprep Academy Charter

5710 LA COSTA DR, Orlando, FL 32807

www.bridgeprepacademy.com

Demographics

Principal: Joy Fernandez

Start Date for this Principal: 6/16/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: D (34%) 2017-18: D (33%) 2016-17: D (37%) 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our MISSION at BridgePrep Academy of Orange, in partnership with our stakeholders, is to foster a nurturing and rigorous academic environment that embraces the Spanish culture and language, incorporates innovative technology, and promotes civic responsibility that will prepare students to become lifelong learners and productive citizens in our society.

Provide the school's vision statement.

BridgePrep Academy of Orange believes that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

BridgePrep believes in a student-centered educational philosophy that emphasizes hands on learning and students actively participating in learning.

Students will be able to discover through hands on, engaging activities that will incorporate different approaches to accommodate each child's learning style and as a result, raise academic achievement.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Gordon Fernandez, Joy	Principal	Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, evaluates instructional staff and gives timely corrective feedback, ensures implementation of intervention support and documentation, provides professional development to support effective teaching and learning, and communicates with parents regarding school based plans and activities. Leads a Leadership Team that meets on a weekly basis to discuss the needs of the school and plan action to support the instruction and assessment of students. Individual members of the Leadership Team are assigned to meet weekly with grade level collaborative teams where discussion of Florida Standards, planning of instructional strategies, assessment and intervention takes place. These leadership team members provide information, support and resources to the grade level teams. In addition, weekly data meetings are held to review student performance and to support the MTSS, FCIM, and School Improvement process. During these meetings, administrators and instructional coaches help determine action steps and appropriate progress monitoring needed to support teachers and students.
Aldahondo, Elizabeth	Dean	Assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development Identifies systematic patterns of student need while working with leadership team to identify appropriate, evidence based intervention strategies Supervises grounds and facilities maintenance. Responds to concerns from teachers, parents and community members.. Meets with parents to discuss student behavioral or learning problems. Responds to disciplinary issues • Assist in coordination and implementation of safety drills • Assist with coordination and implementation of student supervision and Coordination of Summer School activities/programs • Duty rosters for arrival, dismissal, transitions, and lunch
Aldahondo, Ziada	Math Coach	Facilitate implementation of core content instruction, by working with teachers to build instructional capacity using the coaching cycle. Guides the student data collection process, develops & helps with delivery of Tier I instruction/intervention, collaborates with staff to develop

Name	Title	Job Duties and Responsibilities
		Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities. The instructional coach ensure grade levels implement the core programs and provide support with identifying and locating supplemental materials. She facilitates weekly reading and math common planning with all grade levels. The coach assists with whole school screening programs that provide intervention services for children considered "at risk." In addition, she assists in the development and implementation of progress monitoring. She routinely participate in the design and delivery of professional development and technical assistance to teachers regarding standards-based instruction, planning and lesson implementation. The instructional coach models lessons and supports the implementation of Tier 1, Tier 2, and Tier 3 instruction. The coach is also an integral part of developing common assessments.
	ELL Compliance Specialist	• Responsible for monitoring progress of ELL data to include interventions and enrichments • Responsible for progress monitoring of attendance, academic and behavioral interventions, advanced placement, failed courses, as well as facilitates and monitors the course recovery process Ms. Mulero also coordinates assessments for English Language Learners, oversees placements and supports in the general education classroom. She is responsible for monitoring and tracking ELL student performance in order to identify trends in instruction. She provides professional development trainings in accountable areas
Other	Counselor/ Interventionist	Ms. Rivera works with students from kindergarten to 8th grade to help solve personal, social, and academic problems. In addition, she oversees the SEL curriculum. • Member of the MTSS and Restorative Justice teams • Monitors school-wide programs and interventions, to include data analysis • Provide interventions or enrichment for students - - Provide specific instruction to the identified lowest 30% quartile students in grades 3-8th • Responsible for closing the achievement gaps for student sub-populations • Supports PLC groups

Name	Title	Job Duties and Responsibilities	
	Instructional Coach	The instructional coach ensure grade levels implement the core Reading and ELA programs and provide support with identifying and locating supplemental materials. She facilitates weekly reading and math common planning with all grade levels. The coach assists with whole school screening programs that provide intervention services for children considered "at risk." In addition, she assists in the development and implementation of progress monitoring. She routinely participate in the design and delivery of professional development and technical assistance to teachers regarding standards-based instruction, planning and lesson implementation. The instructional coach models lessons and supports the implementation of Tier 1, Tier 2, and Tier 3 instruction. The coach is also an integral part of developing common assessments.	

Demographic Information

Principal start date
Thursday 6/16/2016, Joy Fernandez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school
27

Total number of students enrolled at the school
352

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
9

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	30	31	43	29	40	20	42	26	45	0	0	0	0	306
Attendance below 90 percent	1	2	3	0	2	1	3	1	3	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	53	39	40	31	30	39	54	42	0	0	0	0	362
Attendance below 90 percent	3	7	1	1	3	1	11	9	7	0	0	0	0	43
One or more suspensions	0	0	0	0	3	2	4	1	3	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	25	12	16	22	14	0	0	0	0	0	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	53	39	40	31	30	39	54	42	0	0	0	0	362
Attendance below 90 percent	3	7	1	1	3	1	11	9	7	0	0	0	0	43
One or more suspensions	0	0	0	0	3	2	4	1	3	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	25	12	16	22	14	0	0	0	0	0	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%			29%	62%	61%	25%	60%	60%
ELA Learning Gains	43%			46%	60%	59%	38%	57%	57%
ELA Lowest 25th Percentile	48%			52%	55%	54%	40%	54%	52%
Math Achievement	17%			21%	61%	62%	17%	60%	61%
Math Learning Gains	37%			40%	60%	59%	29%	60%	58%
Math Lowest 25th Percentile	56%			49%	54%	52%	34%	55%	52%
Science Achievement	19%			19%	56%	56%	45%	56%	57%
Social Studies Achievement	29%			34%	74%	78%	36%	74%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	19%	55%	-36%	58%	-39%
Cohort Comparison						
04	2021					
	2019	10%	57%	-47%	58%	-48%
Cohort Comparison		-19%				
05	2021					
	2019	14%	54%	-40%	56%	-42%
Cohort Comparison		-10%				
06	2021					
	2019	32%	52%	-20%	54%	-22%
Cohort Comparison		-14%				
07	2021					
	2019	27%	48%	-21%	52%	-25%
Cohort Comparison		-32%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	2%	62%	-60%	62%	-60%
Cohort Comparison						
04	2021					
	2019	23%	63%	-40%	64%	-41%
Cohort Comparison		-2%				
05	2021					
	2019	18%	57%	-39%	60%	-42%
Cohort Comparison		-23%				
06	2021					
	2019	29%	43%	-14%	55%	-26%
Cohort Comparison		-18%				
07	2021					
	2019	7%	49%	-42%	54%	-47%
Cohort Comparison		-29%				
08	2021					
	2019	35%	36%	-1%	46%	-11%
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	14%	54%	-40%	53%	-39%
Cohort Comparison						
08	2021					
	2019	15%	49%	-34%	48%	-33%
Cohort Comparison		-14%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	32%	66%	-34%	71%	-39%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	69%	-69%	70%	-70%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	20%	63%	-43%	61%	-41%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady and Achieve 3000 was used for Quarterly progress monitoring

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	10	13	13
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	6	13	26
	Economically Disadvantaged			
	Students With Disabilities	24		
	English Language Learners	48		

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	19	24
	Economically Disadvantaged			
	Students With Disabilities	27		
	English Language Learners	40		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	16	41
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	23	
	Economically Disadvantaged			
	Students With Disabilities	26		
	English Language Learners	32		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	21	25
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	16	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	25	16
	Economically Disadvantaged			
	Students With Disabilities	35		
	English Language Learners	29		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	6	21
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	16	26
	Economically Disadvantaged			
	Students With Disabilities	23		
	English Language Learners	23		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	20	9
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	16	14
	Economically Disadvantaged			
	Students With Disabilities	18		
	English Language Learners	27		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	0	13
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	22	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	36	29	7	26	42	8				
ELL	19	41	46	14	42	55	10	18	27		
BLK	40			15							
HSP	26	40	46	15	37	56	17	26	24		
WHT	30			60							
FRL	25	41	47	15	30	53	18	27	13		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	28	25	15	35	30					
ELL	22	43	44	23	42	47	10	22			
BLK	7	15		7	38						
HSP	30	48	53	21	39	49	19	33	11		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	43	54		38	58						
FRL	28	48	55	22	41	48	22	44	24		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	18	23	30	16	13						
ELL	14	37	41	10	23	30	12	33			
BLK	24	30		18	20						
HSP	23	36	37	14	27	36	40	37			
WHT	47	57		40	43						
FRL	23	37	39	15	27	30	40	40			

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

3rd grade ELA and Math Lowest 25th Percentile—

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lowest percentile consisted of mostly students who
have repeated at least once and ELL students. Contributing factors were need for provision of more intense Tier 3
additional intervention and support.
Another contributing factor was an inconsistent transfer of best practices for
differentiation and small group instruction and adequate monitoring of student progress.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was our middle school ELA

What were the contributing factors to this improvement? What new actions did your school take in this area?

The factors that contributed to this improvement was due to the focus based instruction with our lowest 25 percent students during small group instruction. Another factor was due to the teacher retention especially in middle school which led to experience with State Standards, data driven instruction and implementation of
school-wide instructional strategies and best practices.

What strategies will need to be implemented in order to accelerate learning?

Fine tuning the scheduling of Tier 3 intervention, further professional development on effectively unpacking the standards, effective enrichment for high functioning students and instruction to improve writing skills.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Marzano strategies for promoting student engagement
Writing skills workshop

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Planning for rigorous, standards-based assessment requires flexibility and regular progress monitoring to ensure fidelity
Admin and Coaches will monitor lesson plans, iObservation, common assessment,

iReady, Achieve 3000, iStation and state-wide assessment data to ensure that standards based lesson planning, is helping students progress toward their academic goals.

Professional development will be provided to build teacher content knowledge of the standards and Teachers will receive ongoing support on implementing rigorous standards-based instruction to enhance their knowledge and understanding of the standards

Common planning will focus on deconstructing standards and teachers will use district provided resources to plan lessons which reach to intent of the standards Reduce the number of Out-of & In-School Suspensions by providing professional development to teachers to help them better understand ways to de-escalate

behavior

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In 2019, FSA ELA data indicated that there were significant declines in performance scores. Additionally, based on data trends from 2019-20, 3rd-8th grade showed a significant decline in mastery of ELA. These results indicate an urgent need to adjust instructional practices and to implement structured progress monitoring throughout the school. Teachers will effectively integrate best practice whole-school ELA strategies to include standards-based instruction, real-world applications, HOT questions, fluency and critical thinking skills.
Measureable Outcome:	Frontload academic vocabulary and Utilize and instructional framework for instructional delivery. Administrators and instructional coaches will monitor teachers for engaging standards based instruction during classroom observations and provide actionable feedback to enhance teacher instructional practices. Administrators and Instructional Coaches will monitor teachers use of differentiated instructional strategies during classroom observations and provide actionable feedback to meet the needs of all students. Administrators and Instructional Coaches will conduct bi-monthly professional developments on rigor and relevance which will include Webb's Depth of Knowledge, Florida State ELA Standards, and Marzano instructional strategies.
Monitoring:	1. Implement ELA small group interventions that include a strategic remediation and reassessment plan for all targeted math standards. 1. Monitor participation by frequently observing how students participate in the classroom. 2. Monitor the strategies teachers use to elicit participation. 3. Ensure that lesson plans include opportunities for teacher and students to: Ask questions Lead classroom discussions Ask for volunteers to present their projects Monitor daily instruction for implementation of: *Use of Entrance and Exit Tickets *Student Reflection Have students communicate what they know, what has helped them learn, and what they're still unclear about. *Revising Knowledge To deepen their knowledge, students must be able to identify what they know about the critical content and recognize how their understanding has evolved. * Accountable talk and answer teachers require all students to respond to a question, they can effectively gauge each learner's understanding.
Person responsible for monitoring outcome:	Joy Gordon Fernandez (joy.gordonfernandez@ocps.net)
Evidence-based Strategy:	With support from coaches and administration, teachers will be able to increase their capacity to implement engaging, rigorous standards-based instruction: 1. Present students with at least three higher-order-thinking ("HOT") questions during the lesson

2. Build in daily opportunities for students to summarize to bring the lesson to a close
3. Create lessons that have challenging activities and move at a brisk/ effective learning pace
4. Reviewing growth among both class and grade level.
5. Teachers use the data to form flexible groups and students have opportunities for additional tutorials within the school day and after the school day

Rationale for Evidence-based Strategy:	Current research findings acknowledge that active learning in groups, peer relationships, and social skills are important in engaging learners.Providing professional development on engagement strategies and differentiated instruction will assist teachers in improving their instructional delivery to enable them to target specific student needs.

Action Steps to Implement

Execution of lessons will be monitored through classroom walkthroughs by coaches, and administration with feedback given on instructional practices on a weekly basis.

Person Responsible	Joy Gordon Fernandez (joy.gordonfernandez@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: - to increase attendance in school - to improve student behaviors and focus for instruction - to improve student achievement
Measureable Outcome:	After participating in social emotional content lessons, we expect for all students to have 90% or better school attendance. Additionally, discipline referrals will decrease and for student achievement as measured by FSA to increase from the previous year. Consistent discipline and procedures among classrooms An orderly environment and mutual respect between students, teachers, and all staff Less number of students out of class to other teachers classrooms or to the office
Monitoring:	Consistent discipline and procedures among classrooms An orderly environment and mutual respect between students, teachers, and all staff Less number of students out of class to other teachers classrooms or to the office
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	School-wide implementation of specific Social Emotional and Culturally Responsive practices by students, staff and families. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings,1994) Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Action Steps to Implement

Establish a common language to support a culture of social and emotional learning at our school with adults and students

Person Responsible	Joy Gordon Fernandez (joy.gordonfernandez@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

Person Responsible	Joy Gordon Fernandez (joy.gordonfernandez@ocps.net)

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	The overall 2019-2020 iReady diagnostic school proficiency at 34% for Reading and 39% for Math, indicating that these two areas are priority areas of need for the school. With a focus on improving effectiveness in small group instruction, the proficiency level of students will increase for all students across subgroups identified through our ESSA data (White, Black, Students with Disabilities).
Measureable Outcome:	Through a focus on professional development, timely support, feedback, and effective collaborative planning with the leadership team, staff will increase their understanding in planning small group instruction through the use of Fountas and Pinnell Guided Reading Collection and hands on math instructional resources to increase student achievement in proficiency to 45% for ELA and 40% for Math.
Monitoring:	During small group instruction the use of Fountas and Pinnell Guided Reading Collection and hands on math strategies will be implemented. Instructional practices will include organizing students to practice and deepen knowledge. Students will interact in small groups and utilize effective conative skills necessary for collaboration to practice and deepen knowledge. Teachers will also institute revision of knowledge where students make addition and deletions to revise previous knowledge and thinking of processes in order to deepen understanding.
Person responsible for monitoring outcome:	Joy Gordon Fernandez (joy.gordonfernandez@ocps.net)
Evidence-based Strategy:	The use of Fountas and Pinnell Guided Reading Collection and hands on math strategies will allow for gaps that students have in reading and math skills to be closed in order to give the students the skills to perform on grade level during assessments. Students use of conative skills necessary for understanding and interacting with others allow students to strategically extend learning by enhancing procedural skills and deepening knowledge. Students revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base
Rationale for Evidence-based Strategy:	The use of Fountas and Pinnell Guided Reading Collection and hands on math strategies will allow for gaps that students have in reading and math skills to be closed in order to give the students the skills to perform on grade level during assessments. Students use of conative skills necessary for understanding and interacting with others allow students to strategically extend learning by enhancing procedural skills and deepening knowledge. Students revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base

Action Steps to Implement

Conduct professional development for Fountas and Pinnell Guided Reading Collection and hands on math strategies during the preplanning week.

Person Responsible	Joy Gordon Fernandez (joy.gordonfernandez@ocps.net)

2. Conduct professional development on small group instructional management and monitoring of student learning during the preplanning week. Instructional coaches and teachers will create Small Group Instructional Focus Calendar with assistance from Academic Success Calendar provided by the district (Monthly).

| **Person Responsible** | Joy Gordon Fernandez (joy.gordonfernandez@ocps.net) |

3.Leadership team will collaborate in PLCs with grade level
teachers to create and discuss instructional plans for small group instruction along with
student and teacher actions. (Weekly throughout school year).

| **Person Responsible** | Joy Gordon Fernandez (joy.gordonfernandez@ocps.net) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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To promote a positive school culture and environment we will do the following:
1. • Meet Your Teacher -Parent nights for specific content areas (ELA, Math, Science, FSA testing) are opportunities for
parents to help their children find success through partnership with the school, as well as,
student exhibit/performance nights for the fine and performing arts.
• Open House
• Report Card Conference Night
• Exceptional Student Education (ESE) Meetings
• MTSS Conferences
• LEP Conferences
• Offer parents/guardians flexible meeting times

2. Actively promote Back to School Night, Open House and Parent Conferences
3. Arrange quarterly school sponsored activity nights in which teachers, parents and
students participate:
- Reading Nights
- Book Fair Night
- Parent Workshops in reading and Math
4. Advertise school activities and involvement opportunities through the school web site,
newsletters and BPA communication App.
5. Conversational English for Parents and the Community

Students who exhibit signs of social-emotional stress are referred to the school counselor.
In some instances, students are referred to outside counseling services that are better able to
serve them and meet their individual needs both at the school and in the home environment.
The counselor and ESE teachers also teach social-emotional skills to small groups of children
during the school day. The Threat Assessment team meets monthly to monitor and provide
support to students who have shown signs of distress as well as making sure they are
provided with additional services if needed.
Additional SEL proposals led by the school counselor for the upcoming year are:
• Sandy Hook Promise's Start With Hello Project
• Monthly Character Ed Lessons
• Kindness Week

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and
employing school improvement strategies.

Stakeholder groups more proximal to the school include teachers, students, and families of students,
volunteers, and school board members. Broad stakeholder groups include early childhood
providers, community colleges and universities, social services, and business partners.
Stakeholders play a key role in school performance and addressing equity.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
		Total:	$0.00