Bridgewater Middle

2021-22 Schoolwide Improvement Plan

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Bridgewater Middle

5600 TINY RD, Winter Garden, FL 34787

https://bridgewaterms.ocps.net/

Demographics

Principal: Amy Klaber

Start Date for this Principal: 6/26/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	20%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (69%) 2016-17: A (73%)
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	

* 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.

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https://bridgewaterms.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	16%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Jackson, Andrew	Principal	The Principal is responsible for the overall operation of the school. Some of these operations include: being an instructional leader, hiring effective faculty and staff, providing teachers with actionable feedback to improve instructional pedagogy, creating a safe and positive school culture, supervising and evaluating faculty and staff, maintaining secure funding for the school, and conduct meetings to create academic action plans to address student needs and improve student achievement school-wide.
Ashley, Sam	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise that is needed. Observes instructional delivery, provides teachers with actionable feedback, participates in common planning, assist with professional development. Oversees discipline, Restorative Practices, and safety/security among other duties.
Hadley, Karla	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise that is needed. Observes instructional delivery, provides teachers with actionable feedback, participates in common planning, assist with professional development. Oversees the master schedule, public relations, Skyward, registration, and technology among other duties.
Gonzalez, Jose	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise that is needed. Observes instructional delivery, provides teachers with actionable feedback, participates in common planning, assist with professional development. Oversees facilities, Minority Achievement Office, and attendance among other duties.
Tomcykoski, Shannon	Instructional Coach	Provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, instructional coaches provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.
Hawkins, Tynisa	Dean	Monitor and support students who demonstrate social and emotional needs. Participate in the development of behavior plans for specific students and collect data on behavioral trends, while also monitoring and supporting the school-wide behavior management plan. Additionally, they will communicate with parents and provide resources for families in need of support.

Name	Position Title	Job Duties and Responsibilities
Fonseca, Carissa	Other	To provide services to students in which behaviors may impede their learning process. Provides guidance in designing educational settings that improve learning for all students by conducting/assisting with assessments, developing behavior intervention plans, conducting observations, and providing professional development to staff.
Borden, Seante	School Counselor	Lead School Counselor, supports the guidance department and Student Support Team with scheduling and providing guidance to students, academically, socially, emotionally, and behaviorally.
Cormier, Joseph	Dean	Monitor and support students who demonstrate social and emotional needs. Participate in the development of behavior plans for specific students and collect data on behavioral trends, while also monitoring and supporting the school wide behavior management plan. Additionally, they will communicate with parents and provide resources for families in need of support.
Hart, Beth	Dean	Monitor and support students who demonstrate social and emotional needs. Participate in the development of behavior plans for specific students and collect data on behavioral trends, while also monitoring and supporting the school wide behavior management plan. Additionally, they will communicate with parents and provide resources for families in need of support.

Demographic Information

Principal start date
Monday 6/26/2017, Amy Klaber

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.*
89

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.*
4

Total number of teacher positions allocated to the school
87

Total number of students enrolled at the school
1,881

Identify the number of instructional staff who left the school during the 2020-21 school year.
30

Identify the number of instructional staff who joined the school during the 2021-22 school year.
14

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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
Tuesday 6/29/2021

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	0	0	0	0	0	0	657	586	604	0	0	0	0	1847
Attendance below 90 percent	0	0	0	0	0	0	18	17	18	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	35	24	26	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	26	20	15	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	26	33	42	0	0	0	0	101
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	51	44	57	0	0	0	0	152
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	45	44	54	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	46	41	48	0	0	0	0	135

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	1	0	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	0	0	0	0	0	0	657	586	604	0	0	0	0	1847
Attendance below 90 percent	0	0	0	0	0	0	18	17	18	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	35	24	26	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	26	20	15	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	26	33	42	0	0	0	0	101
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	51	44	57	0	0	0	0	152
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	45	44	54	0	0	0	0	143
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	46	41	48	0	0	0	0	135

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	1	0	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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				70%	52%	54%	73%	52%	53%
ELA Learning Gains				59%	52%	54%	63%	50%	54%
ELA Lowest 25th Percentile				55%	45%	47%	58%	42%	47%
Math Achievement				73%	55%	58%	73%	53%	58%
Math Learning Gains				59%	55%	57%	58%	51%	57%
Math Lowest 25th Percentile				53%	50%	51%	52%	44%	51%
Science Achievement				68%	51%	51%	70%	51%	52%
Social Studies Achievement				85%	67%	72%	87%	68%	72%

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
06	2021					
	2019	65%	52%	13%	54%	11%
Cohort Comparison						
07	2021					
	2019	65%	48%	17%	52%	13%
Cohort Comparison		-65%				
08	2021					
	2019	66%	54%	12%	56%	10%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	43%	13%	55%	1%
Cohort Comparison						
07	2021					
	2019	70%	49%	21%	54%	16%
Cohort Comparison		-56%				
08	2021					
	2019	48%	36%	12%	46%	2%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	64%	49%	15%	48%	16%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	66%	14%	71%	9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	63%	30%	61%	32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	53%	43%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

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

The iReady diagnostic was used for grades 6,7, and 8 in Reading.
The iReady diagnostic was used for grades 6,7, and 8 in Math as well as the OCPS Progress Monitoring Activity for 7 and 8-grade Algebra and Geometry Students.
The OCPS Progress Monitoring Activity was used for Civics and Grade 8 Science.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	57	64
	Economically Disadvantaged	40	47	57
	Students With Disabilities	11	17	14
	English Language Learners	17	28	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	54	64
	Economically Disadvantaged	33	42	49
	Students With Disabilities	9	11	11
	English Language Learners	22	29	41

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	64	68
	Economically Disadvantaged	47	50	56
	Students With Disabilities	24	23	29
	English Language Learners	42	49	54
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	56	69
	Economically Disadvantaged	35	38	51
	Students With Disabilities	17	17	21
	English Language Learners	32	50	46
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	81	93
	Economically Disadvantaged	56	70	88
	Students With Disabilities	30	54	74
	English Language Learners	52	71	85

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	69	76
	Economically Disadvantaged	54	55	65
	Students With Disabilities	27	29	39
	English Language Learners	57	58	69
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	32	72
	Economically Disadvantaged	17	21	62
	Students With Disabilities	12	11	35
	English Language Learners	26	36	70
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	60	73
	Economically Disadvantaged	41	44	50
	Students With Disabilities	18	26	29
	English Language Learners	42	52	39

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	24	36	28	21	28	25	30	44	50		
ELL	55	71	61	56	50	42	44	71	76		
ASN	82	74	42	82	58	61	70	93	96		
BLK	62	63	32	52	33	21	44	68	76		
HSP	66	64	52	62	50	41	58	78	77		
MUL	81	68		69	39		64	93	83		
WHT	75	63	42	73	47	34	70	87	80		
FRL	62	57	39	55	43	34	52	68	81		
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	31	43	41	33	50	49	26	55	40		
ELL	54	63	62	59	56	55	47	73	70		

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
ASN	78	59	35	86	66	68	80	94	92		
BLK	66	58	50	64	57	46	71	82	80		
HSP	66	63	60	67	56	51	58	81	77		
MUL	65	37	33	70	65		62	100	88		
WHT	74	58	53	77	60	55	75	87	84		
FRL	60	56	50	62	54	46	58	77	72		
2018 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 2016-17	C & C Accel 2016-17
SWD	27	39	34	26	39	38	26	42	53		
ELL	48	65	64	54	58	56	40	63	80		
ASN	84	69	50	88	65	50	90	93	87		
BLK	66	54	50	60	51	39	55	92	79		
HSP	66	64	59	66	59	58	60	79	83		
MUL	71	68	50	72	51	10	73	100	83		
WHT	77	62	59	77	58	51	76	89	86		
FRL	63	61	56	61	54	50	54	82	80		

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)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	637
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

Our ESE student scores dropped from a federal index of 41 points in 18-19 to 39 points in 20-21. Learning gains for Lowest 25% in Math has been trending down for the past three tested years from 62%(2018), 53% (2019), and 40% (2021).
The Civics data is trending high at 93% proficiency in the quarter three progress monitoring activity.

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

After examining the data, our ESE subgroup and lowest 25% in Math are the greatest areas of need for improvement this year.

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 data shows that ESE subgroups are not showing adequate proficiency and this may be due to a lack of classroom differentiation.

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

The Civics data is trending high at 93% proficiency in the quarter three progress monitoring activity.

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

Our Civics teachers used innovative strategies to ensure that all students were learning. Some of the strategies the Civics PLC used were: adjusting the focus calendar to meet the needs of students, incorporating several different types of technology, and implementing small group instruction based off assessment data.

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

The ESE Department is revamping its support facilitation procedures and strategies. We are adding an additional program specialist and adjusting the support facilitation role to be content-specific. Additional Professional Development on ESE strategies will be provided to staff.
MTSS and differentiation professional development will be delivered to staff. Tier 2 students will be identified and small groups will be in place in the classroom setting to ensure that students receive instruction to accelerate their learning. PLC data meetings will help determine which students need additional support and enrichment opportunities per standard.

Coaches and teachers will observe and discuss teaching styles and strategies used within the Civics PLC to gain insight and implement new instructional strategies.

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.

The PD focus for this year involves providing strategies to support our student subgroups. There will be more of an emphasis on ESE and ESOL strategies and how to differentiate in the classroom. The PDs will be available for knowing how to interpret data and how to use the data to structure purposeful grouping to provide scaffolding of the standards. The PD focus was determined by the progress monitoring data and anecdotal observations.

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

Interventionists will push into classrooms and use chunking, visuals, group discussion, manipulatives, etc. to meet the needs of their targeted group of students. They will provide small summative activities to monitor student learning and reteach to students who may need it. The data and observations gathered will be discussed in MTSS meetings to determine if more/fewer interventions are needed.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our ESE student scores dropped from a federal index of 41 points in 18-19 to 39 points in 20-21. (Based on PMA data for 20-21).
Measurable Outcome:	Bridgewater Middle School will gain 3% on the FSA federal index for the students with disabilities subgroup by 2022.
Monitoring:	The students with disabilities subgroup will be monitored through the progress monitoring activities in all tested categories. The progress monitoring activities will take place three times throughout the year. Administrators at Bridgewater Middle will monitor teaching practices and standards-based assessments throughout the year to ensure that differentiation is taking place within the classroom.
Person responsible for monitoring outcome:	Karla Hadley (karla.hadley@ocps.net)
Evidence-based Strategy:	The evidence-based strategy being implemented is common planning where both classroom teachers and support facilitators will collaborate to plan for effective instruction specifically focused on differentiation for our ESE students.
Rationale for Evidence-based Strategy:	Collaboration between general education teachers and support facilitation teachers requires effective communication to share ideas, plan, and problem-solve to meet the needs of individual learners. Teachers will develop and adjust instructional or behavioral plans based on student data to maximize student learning.

Action Steps to Implement

Teachers will develop lesson plans during common planning to include differentiated activities and provide scaffolded instruction to ESE students based on the data provided from on grade level common assessments.

Person Responsible	Lisa Spangler (elizabeth.spangler@ocps.net)

Teachers will provide students with differentiated, small group instruction based on the data and observations.

Person Responsible	Lisa Spangler (elizabeth.spangler@ocps.net)

Coaches will conduct classroom walk-throughs and coaching observations examining small group instruction and provide actionable feedback to teachers results in more effective instruction.

Person Responsible	Shannon Tomcykoski (shannon.tomcykoski@ocps.net)

Monthly data meetings with general education and support facilitators to examine student progress.

Person Responsible	Sam Ashley (samuel.ashley@ocps.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Learning gains for Lowest 25% in Math has been trending down for the past three tested years from 62%(2018), 53% (2019), and 40% (2021). 2021 data is based on progress monitoring activities from the 20-21 school year.
Measurable Outcome:	Bridgewater Middle School will increase the federal index in the 2022 FSA for Math's lowest 25% by 4%.
Monitoring:	The lowest 25% of Math students will be monitored through the progress monitoring activities in all tested categories. The progress monitoring activities will take place three times throughout the year. Administrators at Bridgwater Middle will monitor teaching practices and standards-based assessments throughout the year to ensure that differentiation is taking place within the classroom.
Person responsible for monitoring outcome:	Karla Hadley (karla.hadley@ocps.net)
Evidence-based Strategy:	MTSS and differentiation professional development will be delivered to staff. Students who receive Tier II instruction will be identified and provided with small group instruction in their regular classroom setting.Data meetings held during PLCs will help determine which students need additional support and enrichment opportunities per standard.
Rationale for Evidence-based Strategy:	In order to effectively meet the unique needs of all learners, teachers must differentiate instruction to support student success. Effective teachers use a variety of techniques to teach students to maintain newly acquired knowledge and skills. Using diverse strategies while designing and delivering instruction will ensure individual student needs are met.

Action Steps to Implement

Math teachers and coaches will gather in Professional Learning Communities (PLCs), to analyze 2021 progress monitoring assessments and state assessments and create groups to address students' instructional needs.

Person Responsible	Shannon Tomcykoski (shannon.tomcykoski@ocps.net)

Math PLCs will develop lesson plans using DuFour's four questions to guide the conversation.

Person Responsible	Joseph Cormier (joseph.cormier@ocps.net)

Unit assessment outcomes will be discussed during PLC meetings to determine which students need additional support on the standards taught.

Person Responsible	Joseph Cormier (joseph.cormier@ocps.net)

Following reteaching of the standards, students will be reassessed to determine their level of understanding. If data reveals students need additional support, interventionist will continue to provide instruction to ensure students achieve master of the standards.

Person Responsible	Shannon Tomcykoski (shannon.tomcykoski@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Social and Emotional Learning (SEL) integrates skills, attitudes, and behaviors to develop students' capacity in dealing effectively and morally with everyday responsibilities and challenges.In reviewing our discipline data, behavioral referrals relating to codes Disrespect, Fighting, and Physical Attack are significantly higher than other infractions. By focusing on the core SEL competencies we will reduce discipline in these areas and build resilience among our students.
Measurable Outcome:	Decrease behavioral referrals relating to codes Disrespect, Fighting, and Physical Attack by 10% from 33 to 29 for the 2021-2022 school year.
Monitoring:	Administrators and Deans will conduct monthly data meetings to review discipline data and create interventions based on student need.
Person responsible for monitoring outcome:	Sam Ashley (samuel.ashley@ocps.net)
Evidence-based Strategy:	For students to be critical thinkers, they must examine their reasoning and demonstrate new insights gained through this process. By using social awareness, relationship skills, and responsible decision-making, students understand the power of interpretations and take various perspectives.
Rationale for Evidence-based Strategy:	Students' analysis of reasoning deepens their understanding of content knowledge and enhances long-term retention, decision making, critical thinking and problem-solving. By attending to the conative needs of students in connection with this cognitive process, teachers help to support student facilitation of responsible-decision making.

Action Steps to Implement

Provide professional development on core SEL competencies and implementation strategies in the classroom.

Person Responsible	Joseph Cormier (joseph.cormier@ocps.net)

Conduct classroom walkthroughs and coaching observations with emphasis on SEL strategies and provide actionable feedback.

Person Responsible	Sam Ashley (samuel.ashley@ocps.net)

Collect and analyze student data through quarterly surveys on SEL competencies and provide actionable feedback.

Person Responsible	Joseph Cormier (joseph.cormier@ocps.net)

Conduct monthly data meetings to review discipline data and create interventions based on student and teacher needs.

Person Responsible	Sam Ashley (samuel.ashley@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.

Overall, the discipline or incident data of Bridgewater Middle School falls far below in comparison to most middle schools statewide. However, in a closer examination of our incident and suspension rate data it appears there are some areas of concern. The types of incidents that appear the most are categorized as violent incidents. These incidents include fighting, physical attack, and sexual harassment. We will monitor our behavior and discipline data monthly to ensure our students' needs are being met. We will continue to implement evidence-based strategies including restorative practices, SEL competencies, and positive behavior support to ensure our students have the tools and skills needed to regulate their behavior and emotions in a positive manner.

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.

Bridgewater builds positive relationships with families by providing regular communication about our school's programs and students' performance. Our parents/guardians receive periodic phone messages with information about our school and upcoming events from the principal and periodic phone messages with information about our school and upcoming events. Additional methods of communication include our school marquee, our school and teacher websites, email, our Facebook account, and our Skyward grading program which parents can access at home. Our school also builds positive relationships with families by providing multiple ways through which they can become involved in our school and their child's education.

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

Bridgewater collaborates with students, staff, families, and partners in education to develop and enhance a positive school culture. We strongly encourage stakeholder involvement through membership in our Parent-Teacher-Student Organization (PTSO) and School Advisory Council (SAC) and volunteer activities at our school through the ADDitions program. Each year we ensure that Bridgewater Middle School is awarded the Five Star School Award. This symbol of achievement is the highest award for community involvement presented by the Florida Commissioner of Education. A Five Star School has shown evidence of exemplary community involvement in the areas of business partnerships, family involvement, volunteers, student community services, and school advisory councils.