

School District of Osceola County, FL

# Bridgeprep Academy Osceola County



2022-23 Schoolwide Improvement Plan

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# Bridgeprep Academy Osceola County

4851 KOA ST, Kissimmee, FL 34758

www.bridgepreposceola.com

## Demographics

Principal: Tbd Tbd

Start Date for this Principal: 7/26/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: D (38%) 2018-19: D (34%) 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Osceola 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Bridgeprep Academy Osceola County

4851 KOA ST, Kissimmee, FL 34758

www.bridgepreposceola.com

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School KG-8	Yes	90%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		D	D

### School Board Approval

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<https://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 Osceola, 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 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Ramdath, Ria	Principal	The principal serves as the chief administrator of a school, supervises all school personnel, develops and implements policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. The principal identifies annual objectives for the instructional, extracurricular, and athletic programs of the school in addition to providing activities that facilitate the professional growth of the school staff and enhance the quality of the instructional program.
Harrington, Sharanta	Dean	The dean is responsible for overseeing the mathematics program implementation school-wide. She assists the principal in interviewing and evaluating instructional and non-instructional staff. She supervises instructional and non-instructional staff and helps create school-wide goals related to student learning in the area of mathematics as well as behavior. She sets up the academic schedule for teachers and students. She supervises or arranges for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. The dean is also the administrator who oversees the MTSS process at the school.
Bauza Otero, Rosa	Reading Coach	The Reading Instructional Coach helps teachers reflection ELA instruction and facilitates the collaboration of ELA teachers in grades K-8. She encourages positive change in the school culture and promotes the use of data analysis to inform teaching practice. She promotes two-way accountability and promotes supportive, connected environments. The instructional coach oversees the implementation of new learning management or student data systems, as well as helps with training and coaching for staff on how to use those systems.
Mujica, Karla	Math Coach	The Math Instructional Coach helps teachers reflect on math instruction and facilitates the collaboration of math teachers in grades K-8. She encourages positive change in the school culture and promotes the use of data analysis to inform teaching practice. She promotes two-way accountability and promotes supportive, connected environments. The instructional coach oversees the implementation of new learning management or student data systems, as well as helps with training and coaching for staff on how to use those systems.
Grundhauser, Carolyn	Science Coach	The Science Instructional Coach helps teachers reflect on math instruction and facilitates the collaboration of science teachers in grades K-8. She encourages positive change in the school culture and promotes the use of data analysis to inform teaching practice. She promotes two-way



Name	Position Title	Job Duties and Responsibilities
		accountability and promotes supportive, connected environments. The instructional coach oversees the implementation of new learning management or student data systems, as well as helps with training and coaching for staff on how to use those systems.
Velazquez , Elizabeth	School Counselor	The school counselor designs and delivers school counseling programs that improve student outcomes. She leads, advocates, and collaborates to promote equity and access for all students by connecting the school's counseling program to the school's academic mission and school improvement plan.

**Demographic Information**

**Principal start date**

Sunday 7/26/2020, Tbd Tbd

**Number of teachers with a 2022 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.*

**Number of teachers with a 2022 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.*

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

624

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

15

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

17

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	43	61	49	73	77	67	84	93	81	0	0	0	0	628
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	1	0	2	3	4	0	0	0	0	10
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 2022 statewide FSA ELA assessment	0	0	0	0	26	23	27	33	33	0	0	0	0	142
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	29	31	37	35	46	0	0	0	0	178
Number of students with a substantial reading deficiency	0	0	0	0	26	23	27	33	33	0	0	0	0	142

Using the table above, complete the table below with the number of students by current grade level who have 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	27	23	29	36	37	0	0	0	0	152

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
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 7/26/2022

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	59	45	59	75	55	66	80	75	87	0	0	0	0	601
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	2	0	0	0	0	0	2
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	10	14	37	25	22	0	0	0	0	108
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	18	56	32	24	0	0	0	0	138
Number of students with a substantial reading deficiency	0	0	0	0	18	23	26	24	38	0	0	0	0	129

**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	11	18	25	20	30	0	0	0	0	104

**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	1	10	1	0	0	0	0	0	0	0	0	12

**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	59	45	59	75	55	66	80	75	87	0	0	0	0	601
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	2	0	0	0	0	0	2
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	10	14	37	25	22	0	0	0	0	108
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	18	56	32	24	0	0	0	0	138
Number of students with a substantial reading deficiency	0	0	0	0	18	23	26	24	38	0	0	0	0	129

**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	11	18	25	20	30	0	0	0	0	104

**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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	10	1	0	0	0	0	0	0	0	0	12

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	50%	55%				42%	56%	61%
ELA Learning Gains	42%						43%	57%	59%
ELA Lowest 25th Percentile	36%						42%	55%	54%
Math Achievement	30%	42%	42%				33%	52%	62%
Math Learning Gains	41%						28%	55%	59%
Math Lowest 25th Percentile	32%						31%	49%	52%
Science Achievement	22%	45%	54%				21%	49%	56%
Social Studies Achievement	49%	53%	59%				43%	75%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	39%	51%	-12%	58%	-19%
Cohort Comparison		-43%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	48%	-9%	56%	-17%
Cohort Comparison		-39%				
06	2022					
	2019	38%	48%	-10%	54%	-16%
Cohort Comparison		-39%				
07	2022					
	2019	38%	47%	-9%	52%	-14%
Cohort Comparison		-38%				
08	2022					
	2019	44%	49%	-5%	56%	-12%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	54%	11%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	39%	53%	-14%	64%	-25%
Cohort Comparison		-65%				
05	2022					
	2019	21%	48%	-27%	60%	-39%
Cohort Comparison		-39%				
06	2022					
	2019	16%	45%	-29%	55%	-39%
Cohort Comparison		-21%				
07	2022					
	2019	38%	30%	8%	54%	-16%
Cohort Comparison		-16%				
08	2022					
	2019	4%	47%	-43%	46%	-42%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	17%	45%	-28%	53%	-36%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-17%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	22%	42%	-20%	48%	-26%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	73%	-35%	71%	-33%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	49%	-19%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	8	26	29	11	43	43	6	36			
ELL	23	45	36	24	40	29	18	45			
BLK	36	44	38	30	43	35	23	50			
HSP	31	45	36	30	43	32	23	53	60		
MUL	10			10							
WHT	31	20		28	33		18				
FRL	30	42	34	26	41	31	20	49	57		
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	3	33	31	10	29	33	8				
ELL	22	36	37	21	25	30	23	60			
BLK	34	32	46	28	31	54	16	36			
HSP	29	35	35	25	28	24	20	64			
WHT	44	52		33	27		43				
FRL	29	35	36	25	29	31	21	44			
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	17	62		7	18						
ELL	27	43	42	24	28	30	7				
BLK	43	38		36	27	27	35				
HSP	40	44	41	28	30	34	16	40			
WHT	41	30		50							
FRL	41	44	42	32	27	34	21	43			

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	10
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
<b>Pacific Islander Students</b>	
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	26
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

The trends that have emerged are that instruction in K-2 continues to be very strong. Science continues to be a area of great concern in both the 5th and 8th grades with respect to the number achieving proficiency on the FSSA. The gains of the lowest 25% in Math and ELA also continues to be of great concern.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and 2022 state assessments the data components that show the greatest need for improvement are ELA and Math both in terms of proficiency and gains as well as Science in both 5th and 8th grade.

#### 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 contributing factors to this need for improvement:

- Teachers who were relatively new to teaching science, ELA and Math who did not have the pedagogy and strategies needed to successfully impart the required content in the manner that it needs to be imparted to students to ensure student success on the ELA and Math FSA and 5th and 8th grade FSSA assessments.
- Later in the school year it became more of an issue of a lack of teachers in the area of science to be able to consistently provide science instruction to students.
- Lack of coaching /support personnel with the required expertise in science and the right attitude to help science teachers focus on the correct science content, the pedagogy required to make it meaningful for students, lesson planning, or instructional delivery.

New actions that need to be taken to address this need for improvement:

- A new instructional coach needs to be hired who is dedicated to improving teaching and learning across the school in the area of science but who will also pay special attention to the instruction in the 5th and 8th grade students who will be taking the FSSA tests.
- The science instructional coach will work with the science teachers to provide them with professional

development and pedagogical training that will assist them in making instructional improvements.

c) Implementing instructional coaching in ELA by hiring and utilizing an instruction coach to provide strategic support to the new as well as returning teachers.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The data component that showed the most improvement based off progress monitoring and 2022 state assessments was overall math gains which increased from 29% to 41%.

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

The contributing factors to this improvement:

- a) Teachers who were very dedicated, driven, and determined to do well.
- b) A strong focus on teaching the standards and spiral review to ensure that prior content knowledge was constantly being activated and recalled.
- c) A strong focus on remediation that was very data-driven.

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

The following strategies will need to be implemented in order to accelerate learning:

- a) Implementation of MTSS with fidelity in all assessed classrooms.
- b) The implementation of differentiated instruction (DI) to accelerate learning.
- c) On-going data chats with both teachers and students to ensure that deficiencies are identified and that the teachers and students are actively focusing on working on the identified deficiencies.
- d) Implementation of programs to support instruction as follows: a) Achieve3000 to support ELA, I-Station to support ELA and Mathematics instruction in grades 3-5, SmartyAnts to support ELA instruction in grades K-2 and Visual Learning Kids to support instruction in grades 5 and 8.
- e) Strategic utilization of paraprofessionals and interventionists in the classrooms with the neediest students (lowest level) to support the teachers with small group instruction during instructional time.

**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 following professional development opportunities will be provided at the school to support teachers and leaders for the 2021-2022 school year:

- a) Data Analysis Training
- b) MTSS Training
- c) DI Training
- d) Training on all programs purchased for instructional support i.e. SmartyAnts, Istation, Achieve3000 and Visual Learning Kids etc. to ensure that teachers understand how they are to be used with fidelity in their classrooms.

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

In addition to the services already mentioned the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will be the implementation of additional paid PLC time after hours which will allow grade level teams to meet and do deep dives into data.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to our School Data Profile for the 2021-2022 school year, BPA of Osceola increased significantly in Math in one category, the overall Math gains from 29% to 41% and showed only a very slight improvement in in proficiency from 27% to 30%. The gains of the lowest 25% did not change and stayed the same at 32%.

Based on this data it is clear that there is a lot of work that needs to be done in the area of Mathematics.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In order for BPA of Osceola to improve the overall school grade there needs to be improvement in all of the Math categories. The school will aim to increase by at least 10% points in each Math category for the upcoming school year. The goals are therefore:

Goal for Overall Proficiency - 40%

Goal for Overall Learning Gains - 51%

Goal for Lowest Quartile (25%) - 42%

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The school will ensure that the MTSS model is being followed and is being implemented with fidelity.

BPA of Osceola will ensure that Tier I instruction is implemented with fidelity and that there are strategic plans to implement Tier 2 and Tier 3 instruction with specified materials to be used for Tier 2 and Tier 3 instruction.

The implementation of the instructional model to include the Tiers will be monitored by the Math Instructional Coach and the Assistant Principal.

**Person responsible for monitoring outcome:**

Sharanta Harrington (sharrington@bridgepreposceola.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS.

As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention model of assessment originally sought to identify students who would benefit from more intensive supports. From these beginnings as a tool to help improve educational outcomes for students in special education, MTSS has grown to encompass all students at every level.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/criteria used for selecting this strategy.**

Based on the losses that have been experienced by students in the last few years due to the pandemic, we need to accelerate learning for students versus providing remediation for students. The fastest way to do this is by using MTSS to identify deficiencies by students and to specifically target those deficiencies. MTSS is an evidence-based and proven strategy that is very successful if implemented with fidelity and it is for this reason that this strategy was selected.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a plan for the implementation of all Tiers of MTSS in all Math classrooms and submit it to the principal for review, discussion and approval.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Present the plan that has been created in step one to the math teachers and ensure that all expectations for implementation are clearly understood.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Monitor the teachers weekly through observations of classroom instruction and documentation/student work related to Tier 2 and Tier 3 to ensure implementation of the MTSS model with fidelity in all Math classrooms K-8.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

In collaboration with the Math Coach, provide a weekly summary of the status of MTSS in all Math classrooms in the building to the principal for review and/or discussion to be able to formulate action steps based on the status. This will be an on-going process and will last the entire school year.

As part of the summary, the Assistant Principal and Math Coach will provide information to the Principal related to the utilization of the programs purchased for the improvement of instruction i.e. I-Station which will be used in all Math classrooms K-5.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Create and implement a strategic schedule for the use of paraprofessionals school-wide to provide support (under the supervision of a certified teacher) to the neediest students in the Math classrooms.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Retain the Math Coach to provide additional support to teachers and to ensure that all programs and systems implemented for student improvement are being utilized and monitored.

**Person Responsible** Ria Ramdath (ria.ramdath@osceolaschools.net)

Implement monthly grade level after hours PLCs with Math teachers for deep dives into data.

**Person Responsible** Ria Ramdath (ria.ramdath@osceolaschools.net)

**#2. Instructional Practice specifically relating to ELA****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to our School Data Profile for the 2021-2022 school year, BPA of Osceola decreased in ELA in two (2) categories. The school experienced an 1% point increase in overall proficiency across all grade levels for ELA from 31% to 32% and a 6% increase in overall learning gains from 36% to 42%. Unfortunately, the school also experienced a decrease in the gains of the lowest quartile which decreased from 38% to 36%.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In order for BPA of Osceola to improve the overall school grade there needs to be improvement in all of the Math categories. The school will aim to increase by at least 10% points in each Math category for the upcoming school year. The goals are therefore:

Goal for Overall Proficiency - 42%  
Goal for Overall Learning Gains - 52%  
Goal for Lowest Quartile (25%) - 46%

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The school will ensure that the MTSS model is being followed. BPA of Osceola will ensure that Tier I instruction is implemented with fidelity and that there are strategic plans to implement Tier 2 and Tier 3 instruction with specified materials to be used for Tier 2 and Tier 3 instruction.

The implementation of the instructional model to include the Tiers will be monitored by the Math Instructional Coach and the Dean of Instruction.

**Person responsible for monitoring outcome:**

Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS.

As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention model of assessment originally sought to identify students who would benefit from more intensive supports. From these beginnings as a tool to help improve educational outcomes for students in special education, MTSS has grown to encompass all students at every level.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Based on the losses that have been experienced by students in the last few years due to the pandemic, we need to accelerate learning for students versus providing remediation for students. The fastest way to do this is by using MTSS to identify deficiencies by students and to specifically target those deficiencies. MTSS is an evidence-based and proven strategy that is very successful if implemented with fidelity and it is for this reason that this strategy was selected.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a plan for the implementation of all Tiers of MTSS in all ELA classrooms and submit it to the principal for review, discussion and approval.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Present the plan that has been created in step one to the ELA teachers and ensure that all expectations for implementation are clearly understood.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Monitor the teachers weekly through observations of classroom instruction and documentation/student work related to Tier 2 and Tier 3 to ensure implementation of the MTSS model with fidelity in all ELA classrooms K-8.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

In collaboration with the ELA Coach, provide a weekly summary of the status of MTSS in all ELA classrooms in the building to the principal for review and/or discussion to be able to formulate action steps based on the status. This will be an ongoing process and will last the entire school year.

As part of the summary, the Assistant Principal and ELA Coach will provide information to the Principal related to the utilization of the programs purchased for the improvement of instruction i.e. Achieve3000, SmartyAnts and I-Station which will be used in ELA classrooms.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

The School's Literacy Leadership Team will engage with ELA teachers in the following practices:

- a) Establishment of Model Classrooms for ELA
- b) Collaborative Planning across all grade levels.
- c) School-Wide Strategy Walks

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Create a strategic schedule for the use of paraprofessional school-wide to provide support (under the supervision of a certified teacher) to the neediest students in the ELA classrooms.

**Person Responsible** Sharanta Harrington (sharrington@bridgepreposceola.com)

Retain the ELA Coach to provide additional support to teachers and to ensure that all programs and systems implemented for student improvement are being utilized and monitored.

**Person Responsible** Rosa Bauza Otero (bauzaotero@bridgepreposceola.com)

Implement monthly grade level after hours PLCs with ELA teachers for deep dives into data.

**Person Responsible** Ria Ramdath (ria.ramdath@osceolaschools.net)



**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>According to our School Data Profile for the 2021-2022 school year, BPA of Osceola decreased in 5th grade science from 15% in 2021 to 9% in 2022, and showed only a small increase in performance in 8th grade science from 29% in 2021 to 30% in 2022.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>In order for BPA of Osceola to improve the overall school grade there needs to be improvement in both 5th and 8th grade science for the 2022-2023 school year. The school will aim to increase significantly in both grade levels in science. The goals are therefore:  5th Grade Science - 50%  8th Grade Science - 50%</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>BPA of Osceola will ensure that hands-on learning and labs are implemented in all science classrooms with specific emphasis on the 5th and 8th grade science classrooms. Teachers will be required to have a minimum of one lab and/or demonstration activity each week for students to demonstrate and reinforce concepts taught in theory. This will be monitored by the Science Coach and reported to the Principal Weekly.  In addition, BPA of Osceola will implement the program Visual Learning Kids (VLK) in its 5th and 8th grade classroom. This will be monitored by the Science Coach and reported to the Principal Weekly.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>Research has confirmed many of the seemingly intuitive benefits of hands-on learning and has also documented a variety of unanticipated benefits. Students in a hands-on science program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer that experience easier to other learning situations. When more than one method of learning is accessed as in hands-on learning, the information has a better chance of being stored in the memory for useful retrieval. Students who have difficulty in the learning arena for reasons of ESL barriers, auditory deficiencies, or behavioral interference can be found to be on task more often because they are part of the learning process and not just spectators.</p>



**for this Area of Focus.****Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Hands-on learning (also known as experiential learning) is the science classroom that teaches a future scientist to be comfortable with dissection; the vehicle shop experience that helps a future mechanic understand the nuances of an engine with not just their eyes and ears but also with actual hands-on training. It gives students the opportunity to self-correct any educational missteps in the moment – with professional guidance at arm’s reach. While notes can be copied down incorrectly and the thread of learning can get buried under a teacher that talks too quickly or a poorly-written textbook, live examples of core concepts are registered in the brain as holistic experiences, giving the student’s mind more “anchors” to tie the memory to.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct a training on the importance of hands-on learning with the science teachers. Identify barriers to hands-on learning and plan with teachers, how as a school we will overcome the barriers for the implementation of weekly lab-based/hands-on activities in their classrooms.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

Review lesson plans weekly to ensure that there is at least one lab-based/hand-on activity included.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

Organize and ensure that all teachers in 5th and 8th grade receive training to be able to effectively use Visual Learning Kids in all classrooms to improve student achievement.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

To provide additional support for science instruction BPA of Osceola will implement the use of the Performance Coach in both the 5th and 8th grade classrooms as an additional resource for teachers to be used for DI and MTSS tiered instruction.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

Hire a competent and supportive supplementary Science Coach who will work collaboratively with teachers to ensure that hands-on learning and labs are implemented in all science classrooms. The coach will also work alongside teachers to provide daily support and will assist with creation of assessments which are aligned to the FSSA standards.

**Person Responsible** Ria Ramdath (rramdath@academirpreparatoryofchampionsgate.com)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

For grades K-2, there will be a strong focus on both 1st and 2nd grade (the Kindergarteners and 1st graders from last school year) since in both grade levels more than 50% of all students were below proficiency in ELA.

The instructional practice that will be implemented will be MTSS.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

For the 2022-2023 school year, the third graders of 2022-2023 who were the 2nd graders last school year will need to be focused on very heavily since based on progress monitoring data from the 2021-2022 school year, this grade level had more than 70% of students not exhibiting proficiency on the progress monitoring assessments.

The instructional practice that will be implemented will be MTSS.

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

In order for BPA of Osceola to improve the overall school grade there needs to be improvement in ELA proficiency in the following grade levels:

Current Kindergarten Performance - N/A Projected Kindergarten Performance - 50%

Current 1st Grade Performance - 49% Projected 1st Grade Performance - 59%

Current 2nd Grade Performance - 49% Projected 2nd Grade Performance - 59%

### **Grades 3-5: Measureable Outcome(s)**

In order for BPA of Osceola to improve the overall school grade there needs to be improvement in ELA proficiency in the following grade levels:

Current 3rd Grade Performance - 27% Projected 3rd Grade Performance - 40%

Current 4th Grade Performance - 25% Projected 4th Grade Performance - 35%

Current 5th Grade Performance - 34% Projected 2nd Grade Performance - 44%

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The school's Area of Focus will be monitored for the desired outcomes as follows:

- a) The ELA instructional coach as well as the Assistant Principal will meet with grade levels weekly during common planning to review data and monitor progress by grade level.
- b) The instructional coaches will meet with the administration weekly to report on progress and to discuss instructional adjustments that need to be made. Coaches will also make recommendations to administration for walkthroughs based on data and observations.
- c) Administration will conduct monthly data meetings by grade level to discuss data.
- d) The school's leadership team will meet monthly to review and evaluate progress in the aforementioned grade levels.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Ramdath, Ria, rramdath@academirpreparatoryofchampionsgate.com

### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidenced-based practice that will be implemented is MTSS. The school will ensure that the MTSS model is being followed. BPA of Osceola will ensure that Tier I instruction is implemented with fidelity and that there are strategic plans to implement Tier 2 and Tier 3 instruction with specified materials to be used for Tier 2 and Tier 3 instruction. Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of

the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS.  
Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)? Strong  
Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan? Yes  
Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards? Yes

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on the losses that have been experienced by students in the last few years due to the pandemic, we need to accelerate learning for students versus providing remediation for students. The fastest way to do this is by using MTSS to identify deficiencies by students and to specifically target those deficiencies. MTSS is an evidence-based and proven strategy that is very successful if implemented with fidelity and it is for this reason that this strategy was selected.

Do the evidence-based practices/programs address the identified need? Yes

Do the identified practices/programs show proven record of effectiveness for the target population? Yes

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Literacy Leadership:  
 a) The Literacy Leadership Team will promote literacy school-wide by implementing various reading initiatives throughout the school year.  
 b) The Literacy Leadership Team will work closely with the MTSS Coach to monitor the implementation of MTSS with fidelity school-wide.

Ramdath, Ria,  
 rramdath@academirpreparatoryofchampionsgate.com

Assessment:  
 a) Work closely with the MTSS Coach and the ELA academic coach to ensure that assessments are being developed and administered in all classrooms and to ensure that all students are being monitored for progress.  
 b) Ensure that assessments and progress of all MTSS students is discussed bi-weekly in MTSS meetings.

Ramdath, Ria,  
 rramdath@academirpreparatoryofchampionsgate.com

Professional Learning:  
 a) Ensure that the MTSS Coach is fully trained and understands his/her role in ensuring that MTSS process is fully implemented schoolwide.  
 b) Provide comprehensive MTSS Training for all teachers and coaches at the beginning of the school year to ensure that everyone understands the expectations for MTSS.

Ramdath, Ria,  
 rramdath@academirpreparatoryofchampionsgate.com

Literacy Coaching:  
 a) Ensure that coaches are focused on working with new teachers and teachers who need support both in ELA as well as with the implementation of MTSS to ensure that all students receive the support that they need to improve.  
 b) Monitor the work of the ELA Coach and MTSS Coach to ensure that both roles work in synergy to achieve the common purpose of improving all students' performance but even more so to accelerate the performance of the Tier 2 and Tier 3 students.

Ramdath, Ria,  
 rramdath@academirpreparatoryofchampionsgate.com

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The effect of positive school climate not only contributes to improved academic outcomes among diverse groups of students (Astor, Benbenisty, & Estrada, 2009; Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009), but its effect seems to persist for years (Kerr, Ireland, Lopes, Craig, & Cleaver, 2004). Research shows that there is a powerful correlation between improved school climate and increased motivation to learn (K. B., & Pachan, M. 2008). School connectedness is a powerful predictor of and is associated with adolescent health and academic outcomes (Whitlock, 2006). In schools where students perceive a better structured school, fair discipline practices, and more positive student-teacher relationships, the “probability and frequency of subsequent behavioral problems” is lower (M. C. Wang, Selman, Dishion, & Stormshak, 2010).

Bridgeprep of Osceola strives to create the best possible environment for the students who attend our school. BPA of Osceola wants students to feel safe and happy and wants to create a school environment that is healthy and conducive to learning. BridgePrep of Osceola strives to involve parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers and the school calendar. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan. Parents are encouraged to participate as much as possible in school activities and are encouraged to participate in any and all school activities.

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

The following stakeholders will be responsible for promoting a positive culture and environment at the school:

- a) The Principal - The principal will be responsible for actively promoting Title I activities as well as all activities in the Parent and Family Engagement Plan (PFEP) to ensure that all stakeholders have an opportunity to participate in the activities.
- b) The Parents - Parents will participate actively in school activities and will provide input for school-related activities and documents where input is required.
- c) The Students - Students will participate actively in school activities and will provide input for school-related activities and documents where input is required.
- c) The Faculty and Staff - The Faculty and Staff will actively participate in any and all school activities designed to promote a positive culture and environment at the school.